Program Presentation

For the American Library Association

Committee on Accreditation

External Review Panel

January 22, 2014
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Introduction

Required Information

1. Unit and Chief Administrative Officer
   School of Library and Information Studies (SLIS)
   Dr. Cecelia Brown, Director and Professor

2. Parent Institution, Chief Executive, and Chief Academic Officer
   University of Oklahoma
   David L Boren, J.D., President
   Dr. Nancy L. Mergler, Senior Vice President and Provost
   Dr. Kelly R. Damphousse, Interim Dean, College of Arts and Sciences

3. Accrediting Agency for the Parent Institution
   Higher Learning Commission of the North Central Association of Colleges and Schools,
   Accreditation reaffirmed in 2013.

4. Name and Brief Description of the Masters of Library and Information Studies (MLIS) Program:
   The MLIS is a thirty-six hour graduate program designed to educate information professionals through a forward-looking curriculum and diverse learning environments to meet the challenges of the constantly evolving information society. The SLIS program prepares students to 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 clientele. Delivered on the Norman and Tulsa campuses, as well as through online courses, students must complete six required core and six elective courses. The student population is predominantly composed of part-time students, most of whom are working full or part-time in a library or other information setting. To receive the degree, students must successfully complete one of three End-of-Program Assessment options: Thesis, Portfolio, or Comprehensive Examination.

5. Historical Background:
   The School of Library and Information Studies at the University of Oklahoma was formally established in 1929, but the program began to develop in 1919 in response to the newly established Oklahoma Library Commission. The Commission found that it was unable to meet statewide needs for trained librarians and called on the state's professional librarians for assistance. Jesse Lee Rader, Director of the University of Oklahoma Library, presented an experimental non-degree program for the training of librarians at the University in Summer 1920, with two faculty and five students.

   The summer program grew and in 1929, 40 years after the founding of the University of Oklahoma, the School of Library Science was formally established in the College of Arts and Sciences. Rader was appointed to serve as Director while continuing his duties as Director of the University Library. In 1930, the School received provisional accreditation as a senior
undergraduate library school by the American Library Association Board of Education for Librarianship and, two years later, received full accreditation under the 1925 minimum standards for library schools.

In 1932, the summer program was expanded into a year-round program with emphasis on the education of librarians for small public libraries. Until 1948, the Bachelor of Arts degree in Library Science at the University of Oklahoma required 30 credit hours of specified courses in library science in addition to other University requirements. Changes were made in 1937, 1941, and 1948 involving course content; the provision of elective courses in the School was recognized by the College of Education and candidates for master's degrees in education were permitted to select library science as a minor.

In 1951, after 42 years of service to the University and the School, Mr. Rader retired and Dr. Arthur McAnally was appointed Director of the University Library and the School. In 1953, Dr. McAnally and the School's faculty reorganized the School, retaining the bachelor's degree and adding a master's degree program. The new master's program received full accreditation from the American Library Association in 1956. This was followed by continuous full ALA accreditation until 1976.

Mr. Gerald Coble became the first full-time Director of the School in 1959. Mr. Coble remained with the School for five years, followed by Dr. Frank Bertalan, after an interim period of one year during which Mr. Melville Spence was Acting Director.

Although no major restructuring of the School took place between 1953 and 1971, there was constant internal change and improvement. The faculty grew in strength and number; by 1970, the number of full-time faculty had grown to eight, four with doctoral degrees. Course content was revised and new courses added. In 1970, a Curriculum Committee consisting of both students and faculty was appointed to perform a comprehensive evaluation of the School's curriculum. The committee developed a statement of goals and objectives and examined all courses based on those criteria. This process, aided by participation of other faculty and students, resulted in an entirely new program, instituted in 1972, in which required courses were upgraded to the graduate level. The School continued to cooperate with the College of Education by providing courses to meet state certification for school librarians. Also in 1972 the School was removed from the College of Arts and Sciences and the Director subsequently reported directly to the Provost. The move was designed to bring the School into direct contact with the University's chief academic officer.

Just prior to the beginning of the Fall 1974 term, Dr. Bertalan resigned, and Dr. Frances L. Carroll, a member of the faculty since 1962, was appointed Acting Director. The School instituted a continuing education program under her direction. The administration appointed Dr. James S. Healey from the University of Rhode Island as the Director of the School in 1975.

In November of 1975, the School submitted a self-study to the ALA Committee on Accreditation. In March of 1976, a four-member site team spent four days examining the School. In July of 1976, following the site team visit, the Committee on Accreditation voted not to reaccredit the master's program under the 1972 Standards. The University administration decided to continue the School and to seek reaccreditation. One of the immediate responses to
the loss of accreditation was to replace the School within the administrative framework of the College of Arts and Sciences as the demands of the Office of the Provost precluded sufficient attention to the School. The move back to the College proved immediately beneficial. Funding levels and administrative action on School needs and requests improved. In 1978, the School regained accreditation. Funding for higher education was flourishing in Oklahoma. The faculty increased to ten members by 1981, and two joint-degree programs had been established—a master’s degree with the College of Education (MLSc/MEd) and a master’s degree with the College of Business (MLSc/MBA). The School also offered courses leading to specialization in the health sciences and law librarianship, and a sixth-year certificate program was available for professionals seeking to update their skills.

In August of 1982, Dr. Healey resigned and Dr. Sylvia G. Faibisoff was appointed Director. Dr. Faibisoff permanently assumed her responsibilities in July of 1983; she remained in the position through June 1988.

Dr. Robert D. Swisher, a faculty member since 1979, was appointed Acting Director in 1988 and became Director of the School in 1989. He focused on increasing the number of full-time faculty positions, increasing and stabilizing funding, and strengthening the Tulsa component of the master’s program. The program was evaluated under the 1972 Standards for Accreditation in Fall 1992 and was reaccredited in January 1993.

In August 1993, Dr. June Lester joined the School as Director and served for two terms, through June 2000. During her tenure, delivery of MLIS courses was expanded via interactive video to five additional sites in Oklahoma, and the program was accredited under the 1992 Standards.

In July 2000, Dr. Danny Wallace was appointed Director and served through the Summer 2005 term, a time period that saw addition of the MSKM and BAIS degree programs to the School’s educational offerings.

Dr. Kathy Latrobe was appointed as an interim Director in Fall 2005. In July 2006, she began a four-year appointment as Director of the School.

In 2010, Dr. Cecelia Brown was appointed to her current position as Director after a national search. Dr. Brown has been a member of the SLIS faculty since 2001.

**Accreditation Process**

In the Fall of 2012 SLIS began activities in preparation for the 2014 accreditation review by appointing Brown as Chair of the Accreditation Program Presentation and Review; holding a fall faculty planning meeting to review and discuss the accreditation plans and processes prior to the beginning of the semester; and appointing the Accreditation Review Committee and Subcommittees.

The OU SLIS Accreditation Advisory Committee was designed to gather input from various constituencies of the School. Members of the committee participate in reviewing the Program Presentation, with leadership by the Director. The Committee is comprised of the following members:

- All SLIS full-time faculty
• All SLIS administrative staff
• Members of the OU SLIS External Advisory Board (SLIS EAB)
• Members of the OU SLIS School Librarian Certification Committee
• Sharon Saulmon, OU SLIS Alumni, President-elect of the OU SLIS Alumni Association and Dean of the Learning Resources Center (Retired), Rose State College
• Carolyn Mahin, OU SLIS Alumni, Director of Public Services, Chambers Library, University of Central Oklahoma
• Grey Allman, SLIS Alumni, Product Manager, NextThought, LLC
• Erin McLean, OU MLIS student and SLIS graduate assistant

Each standard was assigned to one of the five OU SLIS standing committees for review and editing. Committee membership is shown in Figure Intro.1 below.

**Figure Intro-1 Standard Review Assignments for OU SLIS Standing Committees**

<table>
<thead>
<tr>
<th>Standard I: Mission, Goals, and Objectives - Graduate Studies Committee</th>
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<tbody>
<tr>
<td>o Yong-Mi Kim, Chair (FA)</td>
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<tr>
<td>o Betsy Martens, Chair (SP)</td>
</tr>
<tr>
<td>o Cecelia Brown, Member</td>
</tr>
<tr>
<td>o Ellen Rubenstein, Member</td>
</tr>
<tr>
<td>o Barbara Laufersweiler, Student Member (Norman)</td>
</tr>
<tr>
<td>o Kaitlin Crotty, Student Member (Tulsa)</td>
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<table>
<thead>
<tr>
<th>Standard II: Curriculum - Curriculum Committee</th>
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<tbody>
<tr>
<td>o June Abbas, Chair</td>
</tr>
<tr>
<td>o Yong-Mi Kim, Member (FA)</td>
</tr>
<tr>
<td>o Betsy Martens, Member (SP)</td>
</tr>
<tr>
<td>o Kelvin White, Member</td>
</tr>
<tr>
<td>o Tommy Snead, UGSC Liaison</td>
</tr>
<tr>
<td>o Jessie Hopper, Student Member (Norman)</td>
</tr>
<tr>
<td>o Toni Friedman, Student Member (Norman)</td>
</tr>
<tr>
<td>o Amanda Yamaguchi, Student Member (Tulsa)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Standard III: Faculty - Committee A</th>
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<tbody>
<tr>
<td>o Cecelia Brown, Member</td>
</tr>
<tr>
<td>o June Abbas, Member</td>
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<tr>
<td>o Susan Burke, Member</td>
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<tr>
<td>o Jenifer Fryar, Administrative Assistant</td>
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<tr>
<th>Standard IV: Students - Admissions Committee</th>
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<tr>
<td>o Susan Burke, Chair</td>
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<tr>
<td>o Kyungwon Koh, Member</td>
</tr>
<tr>
<td>o Maggie Ryan, Member, Coordinator of Admissions/Academic and Student Support Services</td>
</tr>
<tr>
<td>o Anna-Rose Cozad, Student Member (Norman)</td>
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</tbody>
</table>

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<tr>
<th>Standard V - Administration and Financial Support</th>
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<tbody>
<tr>
<td>o Cecelia Brown, Director</td>
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<td>o Jenifer Fryar, Administrative Assistant</td>
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<tr>
<th>Standard VI: Physical Resources and Facilities - Undergraduate Studies Committee</th>
</tr>
</thead>
<tbody>
<tr>
<td>o Cecelia Brown, Chair</td>
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<tr>
<td>o Tommy Snead, Member</td>
</tr>
<tr>
<td>o Kun Lu, Member</td>
</tr>
<tr>
<td>o Jenifer Fryar, Administrative Assistant</td>
</tr>
<tr>
<td>o Two BAIS Students (TBD)</td>
</tr>
</tbody>
</table>

The Director, the administrative assistant, and the Accreditation Coordinator were responsible for gathering all supporting evidence and writing the initial draft of the Program.
Presentation, which was reviewed by the committees. The coordinator, who also served as a renewable term instructor for SLIS, left the position September 1, 2013. The position was not refilled.

The Program Presentation covers changes within the School since the last ALA accreditation including:

- The expansion of the curriculum to include more archival coursework to meet the Society of American Archivists requirements for graduate programs in Archival Studies. Lead by faculty member Dr. Kelvin White, this is the first time this area of study has been offered by OU SLIS.
- A large change in the faculty including:
  - four retirements, one death, and three resignations
  - loss of one Tulsa-based faculty line
  - the appointment of one associate and five assistant professors, who have increased the departmental diversity by bringing in new areas of expertise and a wider range of course offerings.
- The adoption of a more flexible elective structure for students, allowing them to have more latitude in designing their program of study
- The search for an Assistant Professor of Community and Social Informatics to be appointed August 2014 (replacing a full professor who passed away in February of 2013).

External Review Panel

- ERP Chair: C. Allen Nichols, Executive Director, Akron Bar Association
- Denise Adkins, Associate Professor, University of Missouri
- Pauletta Bracy, Director, Office of University Accreditation, North Carolina Central University
- Corinne Nyquist, Librarian, Sojourner Truth Library, State University of New York at New Paltz
- Edna Reid, Associate Professor, Department of Integrated Science & Technology, Intelligence Analysis Program, James Madison University
- Phil Turner, Professor Emeritus, University of North Texas

Accreditation Review Timeline

- Plan for Program Presentation Due - March 13, 2013
- Draft Program Presentation Due - November 10, 2013
- Final Program Presentation Due - January 27, 2014
- ERP Campus Visit – March 8 through March 12, 2014
- Draft ERP report Due - March 31, 2014
- Program corrections of fact to draft ERP report due - April 7, 2014
- Final ERP Report Due - April 14, 2014
- Optional school response to ERP Report Due - April 21, 2014
- COA Decision Document sent to CAS Dean, University Provost, and President - July, 2014
Standard I. MISSION, GOALS, AND OBJECTIVES

The University of Oklahoma School of Library and Information Studies (SLIS) envisions a global society in which information resources are created, protected, managed, and used for the good of society; SLIS considers responding to opportunities in the service of equity and productivity for individuals and communities a primary responsibility for information studies professionals.

SLIS’s mission, goals, and objectives reflect this vision and are based in its commitment to provide a forward-looking curriculum and diverse learning environments to prepare graduates with the knowledge, skills, and attitudes necessary to be ethical, culturally aware, transformative leaders and shapers of the information future.

This section describes SLIS’s ongoing process for program planning, development, and improvement and the evolution and ongoing evaluation of SLIS’s mission, goals, and objectives; the desired learning outcomes derived from those objectives; and indicators of the level of that achievement. The chapter also demonstrates how these elements align with the University and College mission statements and the 2008 ALA Standards for Accreditation.

Standard I.1.1 A school’s mission and program goals are pursued, and its program objectives achieved, through implementation of an ongoing, broad-based, systematic planning process that involves the constituency that a program seeks to serve.

Process for Program Planning, Development, and Improvement

The correspondence logs and biennial reports of the University of Oklahoma (OU) School of Library and Information Studies (SLIS) with ALA are presented as evidence (2008, 2010, 2012). In addition to the processes in place to meet ALA’s Standards for Accreditation, the planning and evaluation structure of OU SLIS is based on the structure of the University, which includes annual evaluations of individual faculty members and of departments and schools, allocation of faculty merit raises based on the annual evaluations, intensive program reviews of academic units on a seven-year cycle (Academic Program Review Committee), third year review of tenure-track faculty members, evaluation of tenure-track faculty members for tenure and promotion in the sixth year of appointment, and post-tenure review every fifth year after tenure.

In addition to the University’s procedures, the School’s processes for planning, development and improvement are outlined in Figure 1-1 below.
**Figure I-1 OU SLIS Process for Program Planning, Development, and Improvement**

<table>
<thead>
<tr>
<th>Ongoing:</th>
<th>Annually Spring:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Review of the School’s vision, mission, goals, and objectives</td>
<td>• Assessment of the School’s progress toward goals, submitted to the University in conjunction with the annual faculty evaluations</td>
</tr>
<tr>
<td>• Incorporation of planning and assessment components into SLIS committee charges</td>
<td>• Student surveys of their progress in the program</td>
</tr>
<tr>
<td>• Curriculum review and revision</td>
<td>• Faculty surveys of advisees’ progress in the program</td>
</tr>
<tr>
<td></td>
<td>• Library Journal graduate placement survey</td>
</tr>
<tr>
<td>Monthly:</td>
<td>Annually Fall:</td>
</tr>
<tr>
<td>• Faculty meeting</td>
<td>• Planning meeting to establish action priorities to focus activities on achievement of SLIS’s Vision, Mission, Goals and Objectives</td>
</tr>
<tr>
<td>• Committee meetings</td>
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<tr>
<td>Biannually:</td>
<td>Periodically:</td>
</tr>
<tr>
<td>• Student surveys of their End-of-Program Assessments</td>
<td>• Alumni Surveys every four years</td>
</tr>
<tr>
<td>• Faculty evaluation of students’ End-of-Program Assessments</td>
<td>• Employer Surveys every three years</td>
</tr>
<tr>
<td>• Exit Surveys for all graduating students</td>
<td>• SLIS Undergraduate and Graduate Student Advisory Council meetings, at least two times per semester</td>
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<tr>
<td>• SLIS External Advisory Board meeting</td>
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</tbody>
</table>

The schedule for OU SLIS’s assessment and evaluation activities is provided in Figure I-2, and a matrix detailing the involvement of the School’s various constituencies in the assessment and evaluation processes related to each of the six standards in the 2008 Standards for Accreditation of Master’s Programs in Library & Information Studies is detailed in Figure I-3.
<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>DATE</th>
<th>RESPONSIBILITIES</th>
<th>DATA DISTRIBUTION TO</th>
<th>DATA INTEGRATION BY</th>
<th>ARCHIVE (SLIS Server)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mission Goals Objectives, review; revision</td>
<td>Spring and Fall</td>
<td>Faculty (Fall: review and draft revisions)</td>
<td>Director (Fall: distributes revisions for feedback to faculty)</td>
<td>Director: after faculty approval in Fall or Spring, revises/publishes</td>
<td>May or earlier</td>
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<tr>
<td>Action Priorities, assessment</td>
<td>Fall</td>
<td>Faculty</td>
<td>Committee A</td>
<td>Director</td>
<td>September</td>
</tr>
<tr>
<td>Curriculum revision (major)</td>
<td>Spring and Fall</td>
<td>Curriculum Committee</td>
<td>Faculty</td>
<td>Director and SLIS Staff send changes through OU system</td>
<td>May</td>
</tr>
<tr>
<td>Comprehensive Exam, statistical data</td>
<td>Spring and Fall</td>
<td>SLIS Staff</td>
<td>Faculty</td>
<td>SLIS Staff</td>
<td>May and December</td>
</tr>
<tr>
<td>End-of-Program Assessment, evaluation by student survey</td>
<td>Spring and Fall</td>
<td>SLIS Staff</td>
<td>Graduate Studies Committee</td>
<td>Recommendations to faculty by Graduate Studies</td>
<td>May and December</td>
</tr>
<tr>
<td>End-of-Program Assessment, evaluation by faculty survey</td>
<td>Spring and Fall</td>
<td>SLIS Staff</td>
<td>Faculty</td>
<td>Recommendations to faculty by Graduate Studies</td>
<td>May and December</td>
</tr>
<tr>
<td>Course evaluation and revision</td>
<td>Ongoing</td>
<td>Curriculum and Undergraduate Studies Committees and Individual Faculty Members</td>
<td>Curriculum Committee makes recommendations to faculty</td>
<td>Director and SLIS Staff send changes through OU system</td>
<td>May</td>
</tr>
<tr>
<td>Faculty evaluation of advisee’s progress</td>
<td>June</td>
<td>SLIS Staff and Faculty</td>
<td>OU Graduate College</td>
<td>SLIS Staff</td>
<td>June</td>
</tr>
<tr>
<td>Student self-report of individual progress</td>
<td>April</td>
<td>SLIS Staff</td>
<td>Individually to adviser</td>
<td>SLIS Staff</td>
<td>May</td>
</tr>
<tr>
<td>Student Exit Survey</td>
<td>Spring, Summer, and Fall</td>
<td>SLIS Staff</td>
<td>Graduate Studies Committee and Faculty</td>
<td>SLIS Staff</td>
<td>May, August, December</td>
</tr>
<tr>
<td>Library Journal graduate placement survey</td>
<td>Spring</td>
<td>SLIS Staff</td>
<td>Director</td>
<td>SLIS Support Staff</td>
<td>August</td>
</tr>
<tr>
<td>Alumni Survey of graduates from 2 and 5 years previously</td>
<td>Every four years</td>
<td>Director and SLIS Staff</td>
<td>Faculty</td>
<td>Director</td>
<td>Summer following survey</td>
</tr>
<tr>
<td>Employer Survey</td>
<td>Every three years</td>
<td>Director and SLIS Staff</td>
<td>Faculty</td>
<td>Director</td>
<td>Summer following survey</td>
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</tbody>
</table>
### Figure 1-3 OU SLIS Assessment and Evaluation Process

<table>
<thead>
<tr>
<th>STANDARD</th>
<th>CONSTITUENCY</th>
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<tbody>
<tr>
<td><strong>I. Mission, Goals, and Objectives</strong></td>
<td></td>
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<tr>
<td></td>
<td>Faculty</td>
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<tr>
<td></td>
<td>Discussed and revisions considered during planning meetings each Fall; revisions constructed in Fall; revisions approved in Fall or Spring</td>
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<td><strong>II. Curriculum</strong></td>
<td>Ongoing</td>
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<tr>
<td><strong>III. Faculty</strong></td>
<td>Annual review and assessment of research, teaching, and service objectives by Committee A</td>
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Standard I. MISSION, GOALS, AND OBJECTIVES
### Figure 1-3 OU SLIS Assessment and Evaluation Process Continued

<table>
<thead>
<tr>
<th>STANDARD</th>
<th>CONSTITUENCY</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>IV. Students</strong></td>
<td><strong>Faculty</strong></td>
</tr>
<tr>
<td>Evaluation of course performance each semester</td>
<td>Annual self evaluation of progress toward degree each Spring</td>
</tr>
<tr>
<td>Annual evaluation of progress toward degree by faculty adviser each Spring</td>
<td>Exit Survey assessment of academic and administrative policies affecting students</td>
</tr>
<tr>
<td>Annual assessment of achievement of admissions objectives</td>
<td>Assessment of academic and administrative policies in survey as part of University review; follow-up each Spring as needed</td>
</tr>
<tr>
<td>Cumulative evaluation of student achievement through End-of-Program Assessments</td>
<td>Participation in SLIS admissions, financial aid, and academic standing committee</td>
</tr>
<tr>
<td>Periodic assessment of advising process</td>
<td>Survey of students following their End-of-Program Assessment</td>
</tr>
<tr>
<td>Survey of faculty regarding their evaluation of students’ End-of-Program Assessment</td>
<td></td>
</tr>
</tbody>
</table>

| **V. Administration and Financial Support** | **Faculty** | **Students** | **Alumni** | **Employers** | **Advisory Board** | **University** |
| Committee A monitoring of administrative and fiscal policies and procedures on ongoing basis | Exit Survey | Assessment by survey odd Springs | Survey every four years | Survey every three years | Review of financial support as part of annual budget process |
| Annual fall planning meeting | Student Advisory Council meetings (2X per semester) | Assessment by survey as part of University review | | | Every 7 years by Academic Program Review Committee, Dean, Provost (next review 2014-15) |
| Annual evaluation of Director | | | | | |
### Standard I: Mission, Goals, and Objectives

- Consistent with the values of the parent institution and the culture and mission of the school, program goals and objectives foster quality education.

---

**The University of Oklahoma**

**Mission**

The mission of the University of Oklahoma (OU) is to provide the best possible educational experience for students through excellence in teaching, research, and creative activity, and service to the state and society.

Created by the Oklahoma Territorial Legislature in 1890, the University of Oklahoma is a doctoral degree-granting research university with three campuses. The Norman campus serves as home to all of the University’s academic programs except the health-related fields, which are located at the OU Health Sciences Center in Oklahoma City. Both the Norman and Health Sciences Center units, including SLIS, offer programs at the Schusterman Center, the site of OU-Tulsa. OU enrolls more than 30,000 students, with over 6,000 in advanced degree programs. The University has more than 2,600 full-time faculty members, and has 23 colleges offering 124 bachelor level degrees, 117 master level degrees, 70 doctoral level degrees, and 21 professional level degree programs. The University’s annual operating budget is over $1.5 billion. The President of the University, David L. Boren, is responsible for all sites. The University as a whole is governed by the OU Board of Regents, which acts within the general oversight authority of the Oklahoma State Regents for Higher Education. The University is one of two research universities in the state, with OU being the first public institution in Oklahoma to achieve the Carnegie Foundation’s highest tier (Very High) of research activity classification in January 2011.

**Accreditations**

The University underwent a campus-wide accreditation by the Higher Learning Commission in 2012 and received notice of reaffirmation of accreditation on January 18, 2013.

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### VI. Physical Resources and Facilities

<table>
<thead>
<tr>
<th>Standard</th>
<th>Faculty</th>
<th>Students</th>
<th>Alumni</th>
<th>Employers</th>
<th>Advisory Board</th>
<th>University</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Annual review in fall planning meetings based on information from committee annual reports</td>
<td>Exit Survey</td>
<td>Survey every four years</td>
<td>Survey every three years</td>
<td>Review and discussion each Fall and Spring</td>
<td>Every 7 years by Academic Program Review Committee, Dean, Provost (next review 2014-15)</td>
</tr>
<tr>
<td>I.1.2 Consistent with the values of the parent institution and the culture and mission of the school, program goals and objectives foster quality education.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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*Figure 1-3 OU SLIS Assessment and Evaluation Process Continued*
The School Librarian Program within SLIS is included under the umbrella of the accreditation process of OU’s Jeannine Rainbolt College of Education (JR CoE) as a non-JR CoE unit that offers a school certification program. The School participates in the Education Professions Division (EPD), which is a standing committee (chaired by the Associate Dean of the JR CoE) with membership from each department in the University that offers a program leading to school certification. Examples of other non-JR CoE certificate programs are speech-language pathology (offered through the OU Health Sciences Center), music education, and foreign languages. All programs are equally represented in the EPD, which meets once each month during the fall and spring semesters. Additionally, EPD members are elected to serve on the EPD Executive Committee, which sets the agenda for the regularly scheduled EPD meetings. The faculty member representing SLIS is eligible to serve (as an outside member of the JR CoE if nominated and elected) on the executive committee of EPD, which is composed of the JR CoE Associate Dean, two JR CoE faculty members, and one faculty member from a non-JR CoE department that offers a school certification program. Executive Committee members, if elected, serve a three-year term, excluding the Associate Dean of JR CoE. Dr. Kathy Latrobe served as the SLIS representative on the EPD until her retirement in June 2012. Dr. Brown assumed the role as an outside member in Fall 2012. Assistant Professor Dr. Kyungwon Koh and/or Ms. Maggie Ryan, Coordinator of Admissions Academic and Student Support, attend when Brown is unavailable.

In 2012, JR CoE was reviewed and successfully received accreditation (October 26, 2012) by the National Council for the Accreditation of Teacher Education (NCATE)/Oklahoma Commission for Teacher Preparation. Students planning to pursue certification as school library media specialist in Oklahoma complete a specialized program designed to supply them with the training and knowledge they will need to provide exceptional information and library services to children in grades pre-K through 12.

The University also conducts internal reviews of individual units on a seven-year cycle. In 2008, SLIS underwent evaluation by the then Campus Departmental Review Program (CDRP), now called the Academic Program Review Committee (APR), and SLIS’s next review is scheduled to begin in 2014-15. These internal reviews, conducted by a panel of University faculty members appointed by the Provost, are a major mechanism for each unit’s ongoing planning and evaluation. The review is a two-year, three-step process conducted every seven years. In the first year, the program completes a self-study. In the next year, the APR uses the unit’s self-study, along with reports from two external reviewers, as the basis for further inquiry. The APR Committee then conveys its recommendations to the unit, its Dean, and the Provost. The School drafts a response to the committee. Finally, the entire faculty meets with the Dean and Provost to review the recommendations and the possible courses of action. In the third and subsequent years, the department executes the plan. The result of the entire process is reported to the State Regents. Recommendations received from the CDRP in 2008 include bolstering mentoring and advising activities, developing a marketing strategy for the BAIS program, enhancing enrollment and diversity, and increasing research productivity. The actions taken by SLIS in response to the recommendations are presented in the corresponding chapters of the program presentation.

Additionally, OU requires all campus units to conduct an annual evaluation. All units are
required to submit a Program Assessment Report reviewing their students’ progress toward achieving the goals set by the department faculty with the objective of improving the quality and effectiveness of each academic unit. Although we do not receive feedback on these annual reports, SLIS uses the assessment activities as opportunity to align our student learning objectives with our assessment mechanisms, to summarize the data collected throughout the year, and to explain how the results are used to improve performance.

The College of Arts and Sciences

The College of Arts and Sciences (CAS), the largest and most diverse unit within the University, comprises 19 departments, two schools (including SLIS and Social Work), six interdisciplinary programs, four organized research units, and six research centers and institutes. The College offers 58 undergraduate majors, 47 minors, 31 master’s degrees, and 17 doctoral degrees in Norman, Tulsa, Bartlesville, and on Lake Texoma. SLIS is one of four professional programs in CAS. The MLIS is one of the 25 graduate and professional degree programs delivered at the OU-Tulsa Schusterman Campus.

The College also provides educational opportunities for students enrolled in other colleges of the University. In accomplishing its broad mission, the College has two primary purposes:

1. to foster scholarly inquiry and the generation of knowledge, and to see that knowledge generated in the course of research and instruction is made available to enhance the quality of life in our society
2. to help students attain an understanding of the complex world in which we live: its physical and biological structure; its political, economic and social institutions; its intellectual and spiritual inheritance; and its philosophy and literature

An explanation of the College’s Mission and Goals is available, as well as the metrics illustrating progress towards the goals, on the CAS website’s mission and goals page.

School of Library and Information Studies

The mission of 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.

This mission and the associated goals and objectives were first developed in 1994, and revised several times with the most recent revision accepted by the faculty in November 2012. The SLIS mission, goals, and objectives focus on excellence in education, research, and service, and are therefore highly reflective of the values expressed by the University of Oklahoma and the College of Arts and Sciences.
I.2 Program objectives are stated in terms of educational results to be achieved and reflect

I.2.1 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

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

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

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

I.2.5 the importance of research to the advancement of the field’s knowledge base

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

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

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

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

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

Figure I-4 illustrates that the School's MLIS student goals and objectives focus on the three areas of information provision, research, and professional service; and are stated in terms of educational results to be achieved. Figure I-4 also shows how the student goals and objectives reflect the components of ALA Standard I.2, as well as the questions to which they map in the 2013 SLIS Alumni Survey.
<table>
<thead>
<tr>
<th>SLIS Goal</th>
<th>SLIS Objective</th>
<th>ALA Standard</th>
<th>Alumni Survey Question #</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A. Function effectively in the provision of information services and products to a pluralistic society.</strong></td>
<td>1. Interpret, evaluate, and advocate the theories, principles, and practices that form the foundation of library and information science.</td>
<td>I.2.1</td>
<td>1, 14</td>
</tr>
<tr>
<td></td>
<td>2. Interpret, evaluate, and promote the use of information resources, technologies, and services.</td>
<td>I.2.1, I.2.9</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>3. Demonstrate professional attitudes regarding scholarship, professional ethics, intellectual freedom, and access to information in a democratic society.</td>
<td>I.2.2, I.2.10</td>
<td>3-6, 18</td>
</tr>
<tr>
<td></td>
<td>4. Design and implement information products and services that respond effectively to changes in an increasingly pluralistic society.</td>
<td>I.2.8, I.2.9</td>
<td>2, 16</td>
</tr>
<tr>
<td></td>
<td>5. Demonstrate competency in communication, leadership, and management skills.</td>
<td>1.2.4</td>
<td>19-20</td>
</tr>
<tr>
<td><strong>B. Participate in and promote evidence-based practice.</strong></td>
<td>1. Understand and critically evaluate research and professional literature in the LIS field.</td>
<td>I.2.5, I.2.6</td>
<td>7, 14, 21</td>
</tr>
<tr>
<td></td>
<td>2. Analyze diverse information settings to design information systems and services to provide solutions to information problems.</td>
<td>I.2.8, I.2.9</td>
<td>8, 26</td>
</tr>
<tr>
<td></td>
<td>3. Apply appropriate basic research methods and techniques, when necessary, to conduct applied systematic inquiry.</td>
<td>I.2.5, I.2.7</td>
<td>9, 26</td>
</tr>
<tr>
<td><strong>C. Provide leadership, consultation, and guidance to information professions and the communities they serve.</strong></td>
<td>1. Engage actively in communities of practice and professional networks.</td>
<td>I.2.3</td>
<td>10, 19, 40, 42</td>
</tr>
<tr>
<td></td>
<td>2. Contribute to the development of the professions through speaking, writing, and knowledge-sharing.</td>
<td>I.2.4</td>
<td>13, 40-42</td>
</tr>
<tr>
<td></td>
<td>3. Assume leadership roles within their professional communities.</td>
<td>I.2.10</td>
<td>11, 27</td>
</tr>
<tr>
<td></td>
<td>4. Pursue opportunities for lifelong learning and professional development.</td>
<td></td>
<td>12</td>
</tr>
</tbody>
</table>

Evidence from the 2013 Alumni Survey presented in Figure I-5 indicates that the majority of MLIS graduates responding (n=19), strongly or mostly, agree that they achieved the educational results listed in Standard 1.2. These responses provide more than ample evidence that the curriculum meets the needs of the constituents we seek to serve in terms of the essential
character of the field of library and information studies; the philosophy, principles, and ethics of the field; the appropriate principles of specialization identified in applicable policy statements and documents of relevant professional organizations; the value of teaching and service to the advancement of the field; the importance of research to the advancement of the field’s knowledge base; and the role of library and information services in a rapidly changing, technological society. Additional attention to these five areas of the curriculum is not warranted at this time. However, it is evident that the areas highlighted in grey in Figure 1-5 do require attention.

**Figure I-5 2013 Alumni Survey Responses about Mission, Goals and Objectives (n=19)**

<table>
<thead>
<tr>
<th>ALA Standard</th>
<th>Alumni Survey Responses</th>
</tr>
</thead>
</table>
| I.2.1        | 1. The curriculum emphasized interpreting, evaluating, and promoting the practices that form the foundations of library and information science. *Strongly agree 26%, Mostly agree 42%*  
14. The curriculum provided support within required components of the graduate programs the theories, principles, and practices that form the foundation of library and information studies and their relationship to other fields. *Strongly agree 26%, Mostly agree 26%* |
| I.2.1, I.2.9 | 2. The program prepared students to design and implement information products and services that respond effectively to changes in an increasingly pluralistic society. *Strongly agree 21%, Mostly agree 37%* |
| I.2.2, I.2.10| 3. The program developed professional attitudes in the area of scholarship. *Strongly agree 26%, Mostly agree 37%*  
4. The program developed professional attitudes in the area of professional ethics. *Strongly agree 37%, Mostly agree 42%*  
5. The program developed professional attitudes in the area of intellectual freedom. *Strongly agree 58%, Mostly agree 26%*  
6. The program developed professional attitudes in the area of access to information in a democratic society. *Strongly agree 58%, Mostly agree 32%*  
18. The School promotes through course work and by example professional attitudes regarding scholarship, professional ethics, intellectual freedom, and access to information in a diverse democratic society. *Strongly agree 32%, Mostly agree 42%* |
| I.2.8, I.2.9 | 2. The program prepared students to design and implement information products and services that respond effectively to changes in an increasingly pluralistic society. *Strongly agree 21%, Mostly agree 37%*  
16. The curriculum developed in students the ability to interpret, evaluate, and promote information and knowledge resources, technologies, and services within a diverse global context. *Strongly agree 32%, Mostly agree 16%* |
| I.2.4        | 19. The School encouraged participation in professional activities and organizations at School, University, state, national, and international levels. *Strongly agree 11%, Mostly agree 26%*  
20. The School promotes professional development through student involvement in School planning and governance. *Strongly agree 0%, Mostly agree 11%* |
<table>
<thead>
<tr>
<th>Standard</th>
<th>I. MISSION, GOALS, AND OBJECTIVES</th>
</tr>
</thead>
</table>
| I.2.5, I.2.6 | 7. The program developed the ability to critically evaluate research and professional literature in the LIS field. *Strongly agree 42% Mostly agree 32%*
|
| I.2.8, I.2.9 | 8. The program developed the ability to analyze diverse information settings to design information systems and services to provide solutions to information problems. *Strongly agree 37%, Mostly agree 32%*
|
| I.2.5, I.2.7 | 9. The program provided preparation to apply appropriate basic research methods and techniques to conduct applied systematic inquiry. *Strongly agree 37%, Mostly agree 32%*
|
| I.2.3 | 10. The program developed in students the commitment to actively engage in communities of practice and professional networks. *Strongly agree 21%, Mostly agree 32%*
|
| I.2.4 | 13. The program developed in students the commitment to contribute to the development of the profession through speaking, writing, and knowledge-sharing. *Strongly agree 21%, Mostly agree 26%*
| • 40. Do you contribute to the field of library and information studies by speaking to professional or community organizations? Yes 74%
|
| I.2.10 | 12. The program developed in students the commitment to pursuing opportunities for lifelong learning and professional development. *Strongly agree 26%, Mostly agree 47%*
needed throughout the curriculum with a focus on the required courses to ensure all students develop the ability to be successful information professionals in our diverse global society. Fostering and promoting study aboard experiences and developing experiential and service learning opportunities in underserved communities are goals the Director will pursue in 2014.

Responses given by the alumni for questions 19 and 20 are lower than expected because students are invited, strongly encouraged, and financially supported to participate in professional activities and School planning and governance, as described in Standard IV. It appears that School’s promotional and outreach activities should be enhanced to ensure a greater awareness of the opportunities available to students. To take steps towards this, we began disseminating the SLIS Weekly Digest in February 2011, launched the SLIS Facebook page in January 2012, and redesigned the SLIS website in Fall 2010. It is anticipated that these efforts will result in higher responses to these questions in the next survey cycle. The OU SLIS Graduate Student Advisory Council has indicated that the Weekly Digest is a much more effective method of disseminating information to students compared to the previous practice of frequent, seemingly unrelated emails. Additionally, the OU SLIS Facebook now has 319 “likes” indicating that this is an effective way to reach our constituents.

Another area of concern illuminated by the Alumni Survey responses is the incorporation of research methodologies from other fields (item 26) as required by ALA Standard I.2.6. This was also a surprising response as the research methods used in library and information studies are drawn from a range of disciplines. Reliance on techniques of measurement and analysis from the social sciences, humanities, and science, technology, and mathematics (STM) is discussed in the required LIS 5053 Information Users in the Knowledge Society and LIS 5713 Research Methods. It is clear that our graduates are not aware of this symbiosis and therefore attention to this deficit will be paid in the upcoming deliveries of the courses. Additionally, the Curriculum Committee will be asked to address this across the curriculum in 2014-15.

The results to Question #5 on the SLIS Exit Survey further indicate that the School’s MLIS Student Goals and Objectives reflect need of the constituencies that we seek to serve and no immediate action is needed. Eighty-five percent of the 113 students (of the 326 invited to participate) responded “yes,” with the remaining responding “mostly/maybe” indicating that students who had completed their program from Fall 2007 through Fall 2012 believe that they achieved the MLIS program’s student goals and objectives. Exit Survey comments include:

- **Yes, I believe I achieved the student goals and objectives for the master’s program. I feel that I have gained a great deal of knowledge from my time in the program and that it is evident in my current job performance.**
- **Yes, I believe that I achieved the student goals and objectives for my MLIS. The portfolio option caused me to reflect upon these goals and to weigh my goals and progress against them.**
- **Yes, I believe that I have achieved the student goals and objectives. As I read through the list, I couldn’t help but marvel at how all of my classes were able to incorporate the goals and objectives into their curricula.**
I.3 Within the context of these Standards each program is judged on the degree to which it attains its objectives. In accord with the mission of the school, clearly defined, publicly stated, and regularly reviewed program goals and objectives from the essential frame of reference for meaningful external and internal evaluation. The evaluation of program goals and objectives involves those served: students, faculty, employers, alumni, and other constituents.

The School’s Vision, Mission, Goals, and Objectives (VMGO) are presented on the School’s (SLIS) website. Reports of our assessment and evaluation of student achievement and accomplishment efforts, including the Employer (2010) and Alumni (2009 and 2013) Survey Results, the Library Journal Placement Survey Results (2001 to 2011), and the School’s Exit Survey (2006 to 2012), are also available on our website.

The School’s mission, plus the associated goals and objectives, were first developed in 1994, and revised several times. As part of SLIS’s ongoing planning and evaluation efforts, a multipronged approach to ensure SLIS’s VMGO reflect the needs and expectations of the ever-changing information environment was undertaken shortly after the last accreditation cycle. From 2007 to 2008, the School was involved in two major self-evaluation projects: the ALA Committee on Accreditation review (COA) in 2007 and the University’s Campus Departmental Review (now called the Academic Program Review Committee) in 2008. The VMGO statements of the School underwent an evaluation by the faculty in light of the self-studies with the final version being approved by the faculty in Spring 2008. The 2008 revisions were among the document’s most extensive in the last decade, no changes were made in 2009 or 2010.

A SLIS faculty strategic planning session moderated by Steven Kreidler, Executive Vice President of the University of Central Oklahoma (UCO) took place on November 18, 2009. A second follow-up session, also led by Mr. Kreidler, was held on December 11, 2009. Mr. Kreidler was selected as an impartial, external reviewer because, in addition to his duties at UCO, Kreidler is known for his active support of the growth and development of many organizations and his leadership of many strategic planning efforts for organizations ranging from the Oklahoma Academy to churches and non-profit groups. The sessions resulted in a series of themes. These themes were reflected upon during the Fall Planning Day in 2010. The faculty felt this was an appropriate time to further examine our VMGO to better reflect our changes in faculty membership (two retirements, two resignations, three new hires) as well as the progress of the field of library and information studies in the 21st century. No changes were made at that time; yet our efforts continued with a brainstorming session during the 2011 Fall Planning Day where the SLIS faculty aligned the current VMGO with ALA’s Standard I as well as with the missions of the University and the College, in a manner much like that used during the COA training at the 2011 ALA annual meeting in New Orleans. Dr. Taylor, Dr. Van Fleet, and Dr. White worked with Director Brown to update and revise the VMGO throughout the academic year. During its biannual meeting on April 13, 2012, the SLIS External Advisory Committee also reflected on the VMGO in relation to ALA’s Standard I. The SLIS External Advisory Committee’s
comments and suggestions were taken into consideration when writing the final document. The SLIS faculty conducted an additional review and fine-tuning of the VMGO at the annual Fall Planning Day in August 2012, and the current VMGO were approved by unanimous vote during the SLIS faculty meeting on November 12, 2012.

This most recent version of the School’s VMGO statements, which was accepted by the faculty in November 2012, are published on the School’s website and included in the SLIS graduate and undergraduate student handbooks.
Evidence List

- **College of Arts and Sciences**
  - Facts at a Glance
  - Mission and Goals
- **Oklahoma Commission for Teacher Preparation Inventory 2013**
- **Oklahoma State Regents for Higher Education**
- **School of Library and Information Studies**
  - Advisory Board Meeting Agenda - Spring 2012
  - Alumni Survey Results: 2013
  - Annual Program Assessment Reports
  - Biennial Reports for the ALA Committee on Accreditation
  - Campus Departmental Review Program (CDRP) Documentation
    - SLIS Responses to the University CDRP Recommendations
  - Committee Membership, Charges, Agendas, Minutes, and Annual Reports
    - Faculty Meetings
    - Faculty Meeting Minutes – November 12, 2012
  - Exit Surveys 2007 to 2012 (opens in Excel)
  - Facebook Page
  - Fall Planning Day Meeting Agendas
    - Fall Planning Day Agenda 2010
    - Fall Planning Day Agenda 2012
  - Strategic Planning 2009
  - Student Advisory Council Reports
  - Student Goals and Objectives
  - Vision, Mission, Goals, and Objectives
  - Weekly Digest Archive
- **University of Oklahoma**
  - Board of Regents
  - Budgets (past budgets will be available on site)
  - Higher Learning Commission
    - University of Oklahoma’s Accreditation Status
  - Jeannine Rainbolt College of Education
    - Education Professions Division (EDP) Agendas and Minutes
  - Mission Statement
  - Office of the Senior Vice President and Provost
    - Academic Program Review Committee
- **University of Oklahoma – Health Sciences Center**
- University of Oklahoma – Tulsa Campus
Standard II. CURRICULUM

The University of Oklahoma School of Library and Information Studies (SLIS) educates professionals through a forward-looking curriculum and a diverse learning environment to meet the challenges of a constantly evolving information society. Figure II-1 presents SLIS’s lists of core and elective courses (arranged by content areas), effective Fall 2013.

Figure II-1 Master of Library and Information Studies Degree Requirements

<table>
<thead>
<tr>
<th>Required Courses: 18 hours, six courses:</th>
</tr>
</thead>
<tbody>
<tr>
<td>5033 Information &amp; Knowledge Society</td>
</tr>
<tr>
<td>5023 Management of Information &amp; Knowledge Organizations</td>
</tr>
<tr>
<td>5043 Organization of Information &amp; Knowledge Resources</td>
</tr>
<tr>
<td>5053 Information Users in Knowledge Society</td>
</tr>
<tr>
<td>5063 Information &amp; Communication Technology</td>
</tr>
<tr>
<td>5713 Research Methods OR LIS 5733 Evaluation Methods</td>
</tr>
<tr>
<td>Electives: 18 hours; six additional courses selected from the following courses, or from appropriate courses in other units under adviser’s guidance (thesis students may count a maximum of 6 hours of thesis credit toward the degree):</td>
</tr>
<tr>
<td>Management of Libraries and Information Centers:</td>
</tr>
<tr>
<td>5223 Information Technology Management</td>
</tr>
<tr>
<td>5243 Academic Librarian Administration</td>
</tr>
<tr>
<td>5253 Community Relations &amp; Advocacy</td>
</tr>
<tr>
<td>5263 Organizational Learning and Learning Organizations</td>
</tr>
<tr>
<td>5273 Public Library Administration</td>
</tr>
<tr>
<td>5283 School Library Center Administration</td>
</tr>
<tr>
<td>5293 Special Library &amp; Information Center Administration</td>
</tr>
<tr>
<td>Organization of Information:</td>
</tr>
<tr>
<td>5403 Cataloging &amp; Classification</td>
</tr>
<tr>
<td>5413 Indexing &amp; Abstracting</td>
</tr>
<tr>
<td>5443 Collection Development &amp; Management</td>
</tr>
<tr>
<td>5453 Digital Collections</td>
</tr>
<tr>
<td>5473 Documents &amp; Records Management</td>
</tr>
<tr>
<td>Archival Studies:</td>
</tr>
<tr>
<td>5343 Archival Concepts &amp; Traditions</td>
</tr>
<tr>
<td>5463 Archival Representation &amp; Use</td>
</tr>
<tr>
<td>5563 Archival Appraisal</td>
</tr>
<tr>
<td>5653 Preservation of Information Materials</td>
</tr>
<tr>
<td>User Services:</td>
</tr>
<tr>
<td>5123 Literature and Methods for Readers’ Advisory Services</td>
</tr>
<tr>
<td>5133 Biomedical Bibliography and Reference Materials</td>
</tr>
<tr>
<td>5143 Government Publications</td>
</tr>
<tr>
<td>5163 Biomedical Databases</td>
</tr>
<tr>
<td>5173 Multicultural Librarianship</td>
</tr>
<tr>
<td>5183 Books &amp; Materials for Children</td>
</tr>
<tr>
<td>5193 Books &amp; Materials for Young Adults</td>
</tr>
<tr>
<td>5503 Information Literacy &amp; Instruction</td>
</tr>
<tr>
<td>5513 Information Sources &amp; Services</td>
</tr>
<tr>
<td>5523 Online Information Retrieval</td>
</tr>
<tr>
<td>5533 Introduction to Instructional Technology</td>
</tr>
<tr>
<td>5553 Competitive Intelligence</td>
</tr>
<tr>
<td>Information Technology:</td>
</tr>
<tr>
<td>-----------------------------------------------</td>
</tr>
<tr>
<td>5633 Design &amp; Implementation of Web-Based Services</td>
</tr>
<tr>
<td>5683 Database Design for Information Organizations</td>
</tr>
<tr>
<td>Independent Projects in Library and Information Studies:</td>
</tr>
<tr>
<td>5823 Internship in Library/Information Centers</td>
</tr>
<tr>
<td>5920 Directed Research (1-3 hours)</td>
</tr>
<tr>
<td>5940 Directed Project (1-3 hours)</td>
</tr>
<tr>
<td>5960 Directed Readings (1-3 hours)</td>
</tr>
<tr>
<td>5970 Special Topics/Seminar (1-3 hours)</td>
</tr>
<tr>
<td>5980 Research for Master’s Thesis (2-6 hours)</td>
</tr>
<tr>
<td>5990 Special Problems (1-3 hours)</td>
</tr>
</tbody>
</table>

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 careful management of the free flow of information. 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.

OU SLIS understands that the 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 are playing an increasingly vital role in empowering individuals, organizations, and communities to maximize the benefits of the information age.

This chapter describes how SLIS’s ongoing deliberation and systematic consideration of our courses and delivery modes, with input from multiple constituencies, result in an innovative and responsive curriculum. Through SLIS’s curriculum, our graduates are equipped with the knowledge, skills, and attitudes necessary to be ethical, culturally aware, and transformative leaders of the information profession.

As discussed in Standard I and as updated by faculty in November 2012, the Mission of OU SLIS is to:

Provide excellence in education, prepare 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.
II.1.1 The curriculum is based on goals and objectives, and evolves in response to an ongoing systematic planning process.

The School’s curriculum is based on the School’s Educational Objectives A.1 through A.5 and A.10, and the School’s related Student Objectives A.1 to A.5 and are reflective of ALA’s Curriculum Standard II.1.1 (Figure II-2).

**Figure II-2 School and MLIS Student Education Goals and Objectives**

<table>
<thead>
<tr>
<th>SCHOOL’S EDUCATION GOALS AND OBJECTIVES</th>
<th>MLIS STUDENT GOALS AND OBJECTIVES</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Goal: Educate students at the graduate professional and postgraduate levels to provide information services and products to a pluralistic society.</td>
<td>A. Goal: Function effectively in the provision of information services and products to a pluralistic society.</td>
</tr>
<tr>
<td>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.</td>
<td>1. Interpret, evaluate, and advocate the theories, principles, and practices that form the foundation of library and information science.</td>
</tr>
<tr>
<td>2. Offer students a variety of elective courses to provide career-oriented concentrations within library and information studies and knowledge management.</td>
<td>2. Interpret, evaluate and promote the use of information resources, technologies and services.</td>
</tr>
<tr>
<td>3. Teach interpretation, evaluation, and promotion of information and knowledge resources, technologies, and services within a diverse global context.</td>
<td>3. Demonstrate professional attitudes regarding scholarship, professional ethics, intellectual freedom, and access to information in a democratic society.</td>
</tr>
<tr>
<td>4. Provide student advising that promotes informed program choice.</td>
<td>4. Design and implement information products and services that respond effectively to changes in an increasingly pluralistic society.</td>
</tr>
<tr>
<td>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.</td>
<td>5. Demonstrate competency in communication, leadership, and management skills.</td>
</tr>
<tr>
<td>6. Encourage participation in professional activities and organizations at School, University, state, national, and international levels.</td>
<td></td>
</tr>
<tr>
<td>7. Promote professional development through student involvement in School planning and governance.</td>
<td></td>
</tr>
<tr>
<td>8. Incorporate theories, principles, techniques, and applications of research within all components of the curriculum.</td>
<td></td>
</tr>
<tr>
<td>9. Cooperate with other academic units in the sponsorship of specialized educational programs terminating in dual degrees.</td>
<td></td>
</tr>
<tr>
<td>10. Deliver courses to students throughout the state.</td>
<td></td>
</tr>
<tr>
<td>11. Model the practical and productive use of information technology in instruction.</td>
<td></td>
</tr>
<tr>
<td>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.</td>
<td></td>
</tr>
</tbody>
</table>
Ongoing Planning Process

Since the last accreditation cycle, SLIS has continued to deliver a curriculum reflective of its goals and objectives using a cohesive, organic, and iterative review process as outlined in the four components below:

1. Data Collection

Every spring and fall, data are collected using surveys and formal advisory meetings. Data is gathered from alumni (2009, 2013), employers, and graduating students via surveys. Members of the SLIS Alumni Board, SLIS Advisory Board, and School Library Certification Committee (SLCC) serve as key informants during their regular meetings. The membership of the School’s Advisory Board includes a wide range of constituents including archivists, school librarians, and production engineers; the SLCC includes librarians representing urban and rural schools, faculty from OU’s College of Education, and SLIS MLIS students seeking school librarian certification. Student feedback is gathered from the Graduate and Undergraduate Student Advisory Councils and the End-of-Program Assessment Surveys. The primary assessment mechanisms that provide data for assessment and review of the curriculum are presented Figure II-3.

Figure II-3 Primary Assessment Mechanisms for Review of the Curriculum

<table>
<thead>
<tr>
<th>Instrument</th>
<th>Frequency</th>
<th>Population</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alumni Survey</td>
<td>Every four years</td>
<td>Alumni who graduated two and five years ago</td>
</tr>
<tr>
<td>Employer Survey</td>
<td>Every three years</td>
<td>Known employers of SLIS graduates</td>
</tr>
<tr>
<td>Key informants</td>
<td>Spring and Fall</td>
<td>SLIS Advisory Board</td>
</tr>
<tr>
<td></td>
<td>Quarterly</td>
<td>SLIS Alumni Board</td>
</tr>
<tr>
<td></td>
<td>Quarterly</td>
<td>School Librarian Certification Committee</td>
</tr>
<tr>
<td></td>
<td>Monthly during Spring and Fall</td>
<td>SLIS Undergraduate and Graduate Student Advisory Councils</td>
</tr>
<tr>
<td>Assessment of the results of the End-of-Program Assessment Surveys by Graduate Studies Committee</td>
<td>Spring and Fall</td>
<td>Faculty and students</td>
</tr>
<tr>
<td>Exit Survey</td>
<td>Spring, Summer, and Fall</td>
<td>Graduating students</td>
</tr>
</tbody>
</table>

2. Data Analysis

Results from the data gathering activities are analyzed and reviewed by the Director, Committee A, and the faculty, resulting in, but not limited to a) recommendations of charge
items to the **Curriculum** and **Graduate Studies** Committees, b) discussion among the SLIS faculty during **faculty meetings**, and c) changes to the **Course Rotation Schedule** of course offerings.

3. **Curriculum Committee Activity**

   Recommendations for charge items related to the curriculum are assigned to the SLIS **Curriculum Committee** each fall; however, additional items may be assigned to the Curriculum Committee as faculty deem necessary. The SLIS Curriculum Committee is specifically charged with conducting formal periodic review and facilitating continuous examination and revision of the curriculum. The Curriculum Committee investigates the charge items as assigned and makes recommendations to the SLIS faculty during regular SLIS faculty meetings. The faculty vote on all recommendations brought from the Curriculum Committee. (See the following section for an explanation of the Curriculum Committee and its role in curriculum evaluation and planning.)

4. **Campus Wide Review**

   After a major change is voted in the affirmative by the SLIS faculty, the curricular change is subject to academic review by the **Graduate Council**, the **Academic Programs Council**, and the **Provost**. For substantive program changes, the **University of Oklahoma Board of Regents** and the **Oklahoma State Regents for Higher Education** also participate in the review. In addition, the School and its programs are examined at the University level every seven years through the **Academic Program Review Committee** (APRC) as described in Standard I.

**Role of the Curriculum Committee in Curriculum Review and Revision**

   SLIS’s **Curriculum Committee** is a standing committee that meets monthly during the regular academic year and “serves in an advisory capacity for curriculum matters and makes recommendations to the Director and the faculty relative to the consideration of new policy and to the interpretation and implementation of existing policies. In particular, the Committee is charged with conducting curriculum review and development.” It is also charged with oversight of all policy relative to the curriculum, including course descriptions. Upon its creation in Fall 2003, the **Graduate Studies Committee** was given responsibility for policy relevant to the Master of Library and Information Studies (MLIS) program planning and End-of-Program Assessment.

   In addition to charges assigned to the Curriculum Committee by Committee A each year, the SLIS faculty may charge the Curriculum Committee with other curriculum-related review and revision projects as needed. The faculty identifies and discusses curriculum matters of importance during the School’s annual **Fall Planning Day** before the fall semester begins and also at faculty meetings throughout the academic year. Committee A includes the activities and issues identified at these meetings, as well as recommendations from the previous year’s Curriculum Committee, in the current Curriculum Committee’s charge. The Curriculum Committee reviews these items and conducts its own assessment of issues needing attention. The Curriculum Committee formalizes its charge and returns it to the faculty for approval. Throughout the year, the Curriculum Committee brings any recommendations for action to the monthly faculty meetings.

   Following approval by the SLIS faculty, all program modifications are reviewed by a series of College and University committees depending on their categorization. Changes are categorized
as substantive or non-substantive depending on whether or not they impact what a student must do to earn a degree. **Substantive changes**, such as altering the credit hours required or the degree program name, impact a student’s degree; therefore, they must be approved by the State Regents and are subject to a rigorous campus-wide evaluation process. **Non-substantive changes**, including a course prefix change or a change in list of electives, do not impact a student’s degree requirements and are also subject to a campus-wide evaluation process; although they must be reported, they do not need approval by Oklahoma State Regents for Higher Education.

The School’s commitment to maintaining a relevant and current curriculum is illustrated by the following summary of changes made by the Curriculum Committee (Figure II-4). The table provides an overview of the organic nature of SLIS’s planning and the systematic evolution of the curriculum over the previous planning cycle.

**Figure II-4 SLIS Curriculum Committee Activities 2007 to 2013**

<table>
<thead>
<tr>
<th>Year</th>
<th>Curriculum Committee Activities</th>
</tr>
</thead>
</table>
| 2006-07  | • Reviewed general electives for any needed revision of course numbers, descriptions, titles, and possible consolidation or elimination of courses.  
• Developed principles for review of course proposals.  
• Developed guidelines for assessing the overall capacity of the curriculum given current faculty resources.  
• Revised and forwarded for faculty adoption a new version of the SLIS course syllabus template. Faculty approved 10/06/06.  
• Revised the course proposal form. Faculty approved 4/13/07.  
• Reviewed the status of the SLIS-adopted style manual. Following data collection from students and from practice in the field, recommended adoption of the current edition of *The Chicago Manual of Style* and requested OU Libraries to obtain a site license for the online version. Faculty approved 12/08/06, effective Fall 2007.  
• Analyzed the faculty assessments of student responses to the fall and spring comprehensive examinations for curriculum implications.  
• Developed and conducted an inventory of types of assignment and evaluation tools used in courses in the MLIS and MSKM degree programs.  
• Developed and forwarded a survey for student assessment of the comprehensive examination to the Graduate Studies Committee for their consideration. Reviewed the course rotation schedule and provided recommendations for consideration by the Director. |
| 2007-08  | • Rearticulated the new student orientation components of KM/LIS 5033.  
• Reviewed and refined definitions for courses in the three tiers of the SLIS curriculum for use when appropriate, such as on the program planning form and list of published courses. |
| 2008-09  | • Reviewed the content of LIS/KM 5603 Information Systems and Networks.  
• Evaluated the potential of courses currently in the undergraduate and graduate programs to be combined (slash-listing). Made recommendations for changes deemed effective in maximizing use of faculty resources and in enhancing course access across all three programs.  
• Revised program planning guides. |
<table>
<thead>
<tr>
<th>Year</th>
<th>Activities</th>
</tr>
</thead>
</table>
| 2009-10 | - Designed and implemented one-page course summaries to serve as a coordinated and ongoing mechanism to provide faculty members information regarding the content and expectations of upcoming courses.  
- Studied technology competencies documents and guidelines, research reports, and OU SLIS faculty expectations for technological competences. Specifically, reviewed the technology-related curriculum of the School and discovered that some students lacked even minimal technology skills while others were not given the opportunity to develop higher level skills. Therefore submitted a proposal to the faculty to:  
  o add a basic, technology-oriented course to the core curriculum  
  o eliminate the Information Technology Guided Elective category. Faculty approved both 4/9/2010. |
| 2010-11 | - Worked with the SLIS office to ensure one-page course summaries were submitted and archived on the SLIS server.  
- Analyzed curriculum for content concerning funding and development; recommended a funding and development module to be taught in the core course KM/LIS 5023 Management of Information & Knowledge Organizations, starting in Fall 2011.  
- As proposed by the Curriculum Committee the faculty approved:  
  o removal of the orientation component from KM/LIS 5033. Beginning in Spring 2011 new student orientation would occur at “Meet-ups” coordinated by the SLIS office and Director. |
| 2011-12 | - Conflicts in differing prerequisites for graduate and undergraduate sections of slash-listed courses were resolved with recognition that the differing prerequisites appropriately reflect differences in approach and performance expectations for undergraduate and graduate students.  
- To address faculty member and student concerns about the inflexibility of the categorization of guided elective courses imposed upon students, especially those in the specialized tracks of Archival Studies and School Librarianship, proposed to faculty that:  
  o courses listed in each guided elective category serve as suggestions. Students are not required to take a course on the list for a particular area. The guided elective categories are for advising purposes (approved by the SLIS faculty 2/6/12). Thus, effective Fall 2013, the curriculum comprises 5 specified required core courses (LIS 5033, LIS 5023, LIS 5043, LIS 5053, LIS 5063) and an additional required core course selected from either LIS5713 Research Methods or LIS 5733 Evaluation Methods, with the remaining 18 hours as elective courses.  
- Reviewed and brought to the faculty three Undergraduate Committee proposals to:  
  o offer an open-ended and changing set of approved BAIS courses rather than listing specific courses for fulfilling program requirements to create greater flexibility in BAIS program planning and advising.  
  o offer a BAIS minor (approved by SLIS faculty 10/3/11 and CAS in the Spring of 2012).  
  o remove MATH 2123 Calculus II from the BAIS major support requirements (approved by faculty 9/12/12 and by CAS March 2013, and awaiting approval by the OU Academic Program Council). |
| 2012-13 | - Reviewed all prerequisites for MLIS and slash-listed courses to reflect the new curriculum structure.  
- Proposals originating from the Curriculum Committee were approved by CAS 6/16/12 to:  
  o slash-list: LIS 4523/5523 (Online Information Retrieval), LIS 4143/5153 (Government Information--formerly Government Publications), and LIS 4553/5553 (Competitive Intelligence).  
  o employ an open-ended and changing set of approved courses rather than listing specific courses for fulfilling program requirements for the undergraduate Information Studies program. |
Data Gathering Related to Curricular Planning and Actions Taken

Curriculum development and planning is informed by data gathered from a variety of sources and constituencies as outlined above in Figure II-3. Results related to curricular planning from the data gathering during the years 2007 and 2013 are presented in Figure II-5 and discussed below.

Figure II-5 Alumni Survey Responses* to Questions about the School and Student Education Goals and Objectives

<table>
<thead>
<tr>
<th>SCHOOL’S EDUCATION GOALS AND OBJECTIVES</th>
<th>MLIS STUDENT GOALS AND OBJECTIVES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A. Goal: Educate students at the graduate, professional, and postgraduate levels to provide information services and products to a pluralistic society.</strong></td>
<td><strong>A. Goal: Function effectively in the provision of information services and products to a pluralistic society.</strong></td>
</tr>
</tbody>
</table>
| 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.  
   - Strongly agree 26% (2013) 30% (2009)  
   - Mostly agree 26% (2013) 48% (2009) | 1. Interpret, evaluate, and advocate the theories, principles, and practices that form the foundation of library and information science.  
   - Strongly agree 26% (2013) 45% (2009)  
   - Mostly agree 42% (2013) 48% (2009) |
| 2. Offer students a variety of elective courses to provide career-oriented concentrations within library and information studies and knowledge management.  
   - Strongly agree 26% (2013) 24% (2009)  
   - Mostly agree 21% (2013) 21% (2009) | 2. Interpret, evaluate, and promote the use of information resources, technologies, and services.  
   - Strongly agree 32% (2013) 41% (2009)  
   - Mostly agree 16% (2013) 31% (2009) |
| 3. Teach interpretation, evaluation, and promotion of information and knowledge resources, technologies, and services within a diverse global context.  
   - Strongly agree 32% (2013) 24% (2009)  
   - Mostly agree 16% (2013) 34% (2009) | 3. Demonstrate professional attitudes regarding scholarship, professional ethics, intellectual freedom, and access to information in a diverse democratic society.  
   - Strongly agree 32% (2013) 66% (2009)  
   - Mostly agree 42% (2013) 28% (2009) |
| 4. Provide student advising that promotes informed program choice.  
   - Strongly agree 11% (2013) 34 % (2009)  
   - Mostly agree 42% (2013) 34% (2009) | 4. Design and implement information products and services that respond effectively to changes in an increasingly pluralistic society.  
   - Strongly agree 21% (2013) 69% (2009)  
   - Mostly agree 37% (2013) 28% (2009) |
| 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.  
   - Strongly agree 32% (2013) 69% (2009)  
   - Mostly agree 42% (2013) 28% (2009) | 5. Demonstrate competency in communication, leadership, and management skills.  
   - Strongly agree 32% (2013) 31% (2009)  
   - Mostly agree 47% (2013) 58% (2009) |
| 6. Encourage participation in professional activities and organizations at School, University, state, national, and international levels.  
   - Strongly agree 11% (2013) 28% (2009)  
   - Mostly agree 26% (2013) 41% (2009) | |
| 7. Promote professional development through student involvement in School planning and governance.  
   - Strongly agree 0% (2013)  
   - Mostly agree 11% (2013) | |
8. Incorporate theories, principles, techniques, and applications of research within all components of the curriculum.
   - Strongly agree 21% (2013) 43% (2009)
   - Mostly agree 47% (2013) 31% (2009)

9. Cooperate with other academic units in the sponsorship of specialized educational programs terminating in dual degrees.
   - Strongly agree 5% (2013)
   - Mostly agree 11% (2013)

10. Deliver courses to students throughout the state.
    - Strongly agree 16% (2013) 52% (2009)
    - Mostly agree 32% (2013) 41% (2009)

11. Model the practical and productive use of information technology in instruction.
    - Strongly agree 16% (2013)
    - Mostly agree 42% (2013)

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.
    - Strongly agree 11% (2013)
    - Mostly agree 39% (2013)

*In 2009, n=29 and in 2013, n=19

Generally, the alumni responding to the 2009 (n=29) and 2013 (n=19) surveys strongly or mostly agreed that the School’s Educational Goals and Objectives and the School’s MLIS Student Education objectives were achieved. Notable exceptions, from the 2013 survey particularly, include the responses to the following three objectives under the School’s Educational Goals and Objectives (and highlighted in light gray in Figure II-5):

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

Responses given by alumni for objectives #6 and #7 were lower than expected. SLIS actively encourages and supports student participation in professional activities and School planning and governance as described in detail in Standard IV. The School’s promotional and outreach activities should be enhanced to promote the importance of student involvement in professional activities and organizations and to emphasize the vital role that SLIS places on student involvement in planning and governance. To take steps toward ensuring a greater awareness of the opportunities available to students, we began the online dissemination of the SLIS Weekly Digest, created the SLIS Facebook page, and redesigned the SLIS website to be dynamic and visually appealing. It is anticipated that these efforts will result in higher responses to these questions in the next survey cycle. The OU SLIS Graduate Student Advisory Council has indicated that the Weekly Digest is a much more effective method for disseminating information to students compared to the previous practice of frequent, unrelated emails. Additionally, the OU SLIS Facebook page now has 319 “likes,” indicating that this is an additionally effective way to reach our constituents.
The low response to objective #9 is not surprising as the School is not actively pursuing any dual degree programs beyond that with the History of Science, and we do not have plans to do so in the future.

Results and comments from the Exit Survey (Fall 2007 to Spring 2012, n=113) question #5 indicate that at the end of their program students think they achieved the student goals and objectives for the master's program. Comments include:

- Yes; covered research, education, and service and taught appropriate theories and methodologies for each and thus knew what to focus on and was also encouraged to find opportunities to build on those goals.
- Yes, I believe I achieved the student goals and objectives for the master’s program. I feel that I have gained a great deal of knowledge from my time in the program and that it is evident in my current job performance.
- Yes. I will need to practice what I’ve learned, especially in the technology area, to keep up with the changes.

Comments indicating room for improvement, particularly in the area of hands-on experiences, include:

- I think more ‘hands on’ learning would help me more than just the theory behind what we do. I also think more ethics should be taught. I also think that maybe multicultural studies should be pushed a little more than it is.
- Yes for the most part. I feel well trained for some things and know I would need some additional training in order to do other things.

SLIS offers internship opportunities around the state; however, it is often difficult for students who work full-time to incorporate the 135 semester hours required for an internship into their lives. As one means to address the above comments, a partnership was established between SLIS and the Pioneer Library System in the Fall of 2011 to develop an eight-week program focusing on music, art, fitness, and cooking for at-risk tweens. The program continued in Spring 2012, focusing on social engagement. Fourteen MLIS students participated in the two programs, reaching approximately 30 children. The opportunity will be offered again in Fall 2014. The School is developing additional service learning opportunities, including the reorganization of the library at the Oklahoma County Juvenile Detention Facility, development of an information literacy program for the Homeless Alliance in Oklahoma City, and the creation of a formal shadowing program.

Results of the 2010 Employer Survey (n=32) suggest that the curriculum prepares SLIS graduates to perform well on the job with 91% of respondents rating graduate performance 3 or greater on a 5-point scale in the area of “implementing services and/or programs to meet organizational needs” (item 1). In 16 specific areas of application (items 2-17), rankings of graduates ranged from a low of 38% for ability to “apply indexing/abstracting techniques to local materials” to 100% for the three areas of:

- Item 6: Performing competently as an information professional
- Item 7: Applying knowledge of bibliographic tools
- Item 11: Accessing information across resources and formats.
These three highest rated attributes, which relate to public service and reference skills, did not receive any N/A responses and were perceived as at least of average importance for all of the responding employers of recent SLIS graduates, and, therefore, are not under scrutiny at this time.

The low ranking for the ability of SLIS graduates to apply indexing/abstracting techniques to local materials may in part be the result of 56% of employers selecting the N/A option for this question. These data indicate that this skill may not be of great importance to the employers responding to the survey (n=32). Although it appears that SLIS graduates’ ability to apply indexing and abstracting techniques does not need further attention at this time, the competency deserves monitoring in the future according to trends in the field.

The employers’ low ranking of SLIS graduates’ ability to appropriately adhere to professional cataloging practices (44%) and ability to assess legislation in terms of implications for libraries/information centers (48%) were of at least average importance to 60% of employers surveyed. The low ratings of SLIS graduates’ ability to appropriately adhere to professional cataloging practices suggest this area of the curriculum needs improvement. The basic elective cataloging course, LIS 5403 Cataloging and Classification, has traditionally been offered by SLIS every other year to ensure sufficient enrollment; however, our plans to offer the class every year and/or find more opportunities for cataloging internships or experiential learning opportunities could serve to enhance our graduates’ cataloging proficiency. In order to prepare students for the forthcoming transition to Resource Description and Access (RDA), the new cataloging standard, Dr. Abbas delivered LIS 5970 Cataloging with RDA in Fall 2012, indicating SLIS’s proactive response to changes in the cataloging field. In 2013, Dr. Abbas folded instruction of the RDA standard into LIS 5403, the basic cataloging course.

The 2010 Employer Survey data also suggest the curriculum could benefit from additional attention to the importance of staying abreast of legislative issues affecting libraries and information centers. The foundational core course, LIS 5033 Information and the Knowledge Society, includes this topic to some extent, as do the elective courses LIS 5143 Government Publications and LIS 5253 Community Relations and Advocacy. Yet it is evident that infusion of topics such as how to find information about legislation related to libraries and ways to become active in local government into additional courses is necessary. The Curriculum Committee will explore this charge during 2014-15.

Graduates’ ability on the remaining 12 attributes were ranked as average and above by at least 59% of the employers responding, and these attributes were ranked as average and above in importance by two-thirds or more of the responding employers of recent OU SLIS graduates. Taken together, these results suggest that the SLIS curriculum is addressing skills and techniques that are currently of most value in the workplace and not in need of focused attention at this time. Nonetheless, SLIS is very aware of the seismic shifts occurring in the field and in LIS education worldwide. As the discipline moves from a focus on collections in libraries and other information organizations towards an emphasis on human activities as mediated by information and technology, SLIS is constantly seeking ways to prepare our students for this shift and the others that will inevitably occur in the future. For example, in Fall 2011, we moved LIS 5063 Information and Communication Technology to our core suite of courses. Additionally,
Dr. Kun Lu joined our faculty in Fall 2013 as an **Assistant Professor of Information Storage and Retrieval**. He is using his expertise to develop our information technology courses, beginning with taking a lead role in LIS 5063 as well as LIS 5223 Information Technology Management.

Input from both alumni and employers also suggests that the curriculum is effective in developing the values of the profession and not in need of revision at this time. When alumni (2009, n=29 and 2013, n=19) were asked whether the program developed professional attitudes in the following areas:

- **scholarship**, 64% (2009) 26% (2013) strongly agreed or mostly agreed, another 22% (2009) 37% (2013) somewhat agreed (item 4, 2009 Alumni Survey; item 3, 2013 Alumni Survey)
- **professional ethics**, 89% (2009) 79% (2013) strongly agreed or mostly agreed (item 5, 2009; item 4, 2013)
- **intellectual freedom**, 92% (2009) 90% (2013) strongly agreed or mostly agreed (item 6)
- **access to information in a democratic society**, 94% strongly agreed or mostly agreed (item 7, 2009; item 5, 2013).

Furthermore, the majority of employers agreed that students have internalized the values necessary for provision of services. In the 2010 **Employer Survey** respondents (n=32) indicated that graduates:

- “Demonstrate an understanding of the ethical issues facing information professionals” (83% rating performance 3 or higher) (item 5)
- “Respond to the information needs of a multicultural and multiethnic society” (87% rating performance 3 or higher) (item 23)
- “Exhibit a professional attitude in the performance of responsibilities” (87% rating performance 3 or higher) (item 28).

However, students responding to the **Exit Surveys** from 2007 to 2012 (n=113) expressed the need for greater flexibility in advising, program planning, and scheduling in their response to question #10—“What was the most disappointing aspect of your educational experience?”

- **The fact that the more specific/specialized courses are offered so rarely meant that I was unable to take the electives that I really wanted within my established time frame.**
- **Sometimes it seemed like the most interesting courses were offered only on rare occasions (for ex. every other year during one semester only). Figuring out when to take a course was often challenging since the rotation allowed for classes to be offered at odd intervals.**
- **Was unable to take one elective because it was offered during the same time as another class that was required.**
- **Was not able to take some electives I wanted because they were not offered during the time I was in the program.**

In response to these comments, the faculty investigated options for increasing the flexibility in program planning and elective course choices. The result is a curriculum structure (effective Fall 2013) with five specified required core courses (LIS 5023, LIS 5033, LIS 5043, LIS 5053, and LIS 5063) and an additional required core course selected from either LIS 5713 Research Methods or LIS 5733 Evaluation Methods. The core courses are offered every spring and fall, alternating between online and face-to-face delivery. Rather than requiring students to select
one elective from each of four specific content categories, as in the past, students are now able to freely select their remaining 18 hours of elective courses. As per the School’s Education Goals A.1 and A.4, faculty advisers will continue to work closely with their advisees to provide student advising that promotes “informed program choice”; ensures a program plan that meets their educational goals; and provides a balance of the “theory, principles, practice, and values necessary for the provision of service in libraries and information agencies and in other contexts.” The result of these changes will be assessed in the next Alumni Survey and early indicators of impact will be gleaned from the Fall 2013 and Spring 2014 Exit Surveys.

Course syllabi illustrate the variety of teaching methods and learning opportunities employed by the SLIS faculty reflecting the School’s sensitivity to subject matter and diverse learning styles. Faculty balance individual and group work; lecture, discussion, and hands-on activities; and experiential and in-classroom learning. The curriculum includes opportunities for individualized experiences, including directed readings, directed projects, directed research, on site internships, and thesis study. The processes for curriculum improvement discussed earlier in this chapter demonstrate the faculty’s commitment to the ongoing identification and inclusion of the skills, knowledge, and attitudes necessary for service provision. To ensure that the School is meeting its Student Goal A.4 to educate students to be able to “design and implement information products and services that respond effectively to changes in an increasingly pluralistic society,” we began offering a series of “Hot Topics” classes. These courses allow in-depth study of current trends in the field. Examination of course evaluations and Exit Surveys may lead to a class being offered a second time but with updated content. The courses are numbered LIS 5970 and include:

- Cataloging with RDA
- Health Informatics for Information Professionals
- Current Issues in Library Administration
- Information and Communication Technology
- Database Management
- Information Security
- Digital Collections
- Libraries and Popular Culture
- Digital Information Ethics
- Scholarly Communication
In Fall 2010, the MLIS was designated as an online program reflecting the School’s educational Goal A.10 to “deliver courses to students throughout the state,” as well as ALA Standard II.1.2: “…the curriculum provides, through a variety of educational experiences, for the study of theory, principles, practice, and values necessary for the provision of service…”

Exit Survey (n=113) comments from 2007 to 2013 indicating the positive reception of the convenience of online course delivery include:

- There are no MLIS/MLS programs near where I live, and OU offers a lot of their classes online, which is exactly what I was looking for.
- I chose the OU program because of the IMLS grant and because the program was mostly online.
- I chose OU/SLIS for two reasons. It is the only ALA program in Oklahoma, and I needed to continue working while I worked on my degree. Online and evening classes made it more convenient for me.

Fifty nine percent of respondents to our 2013 Alumni Survey (n=19) agreed that the School made “needed courses available regardless of location” (item 23). It is uncertain whether those who did not think courses were available were disappointed in the delivery of the courses or if it was the course rotation schedule that caused disappointment. Future surveys will attempt to parse these variables apart. It is hoped that the greater flexibility in elective course selection and our revised course rotation schedule will improve graduates’ perceptions of the courses available to meet their educational and professional goals.

During the 2011 Fall Planning Day, the SLIS faculty reaffirmed its commitment to the delivery of online courses; however, we have redesigned the Course Rotation Schedule, effective Fall 2013, to offer a greater selection of face-to-face options based on input from the Graduate Student Advisory Council and Exit Survey comments (examples listed below):

- The move to online classes was disappointing. In some ways, it was helpful in terms of working around my full-time job. But educationally, I can definitely say that I got more from in-person courses.
- I would say that the SLIS Director should continue to consider which courses are online and which are in person. I’ve taken some that I really think would not work as online courses, but were great as face-to-face courses, some that worked fine as online courses, and some that were online but shouldn’t have been.

The rotation schedule illustrates our efforts to offer the required courses on a cycle of face-to-face and online while the elective courses, which are typically offered every other year to balance faculty teaching load and student demand, remain primarily online to meet the needs of our distance students. The practice of rotating the delivery format of the core courses began in Fall 2013, and although the impact remains to be fully realized, early enrollment for Spring 2014 indicates a preference for online delivery of the foundations course, LIS 5033 Information and Knowledge Society.

Additional Ongoing Curriculum Review and Development Activities

Traditionally SLIS has focused on the American Library Association accredited master’s degree. During academic year 1999-2000, the Dean of the College of Arts and Sciences, Paul

Standard II. CURRICULUM
Bell Jr., encouraged SLIS to consider development of an interdisciplinary bachelor’s degree. This initiative led to the development of the Bachelor of Arts in Information Studies (BAIS) degree, which was designed and developed during academic year 2000-2001 and first admitted students in Fall 2001. To provide feedback and advice on the development, evolution, and relevance of the BAIS curriculum, the SLIS External Advisory Board’s membership includes potential employers of program graduates alongside traditional colleagues from libraries and information centers. Representatives from Williams Companies, Hitachi Computer Products, and NextThought, LLC provide insight into the ongoing development of the BAIS program. The effectiveness of this feedback mechanism is exhibited by the steady growth in BAIS enrollment since the last accreditation cycle (Figure II-6). Graduates of the BAIS program are employed in a variety of positions in a wide array of organizations, including Reserve Analyst at Bluestone Natural Resources, Tulsa, Oklahoma; Records Management Technician at Devon Energy, Oklahoma City, Oklahoma; and System Administrator at Altair Global Relocation, Dallas/Fort Worth area.

Figure II-6 BAIS Enrollment Trends from 2007 to 2013

<table>
<thead>
<tr>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>Spring</td>
<td>Fall</td>
<td>Spring</td>
<td>Fall</td>
<td>Spring</td>
<td>Fall</td>
</tr>
<tr>
<td>24</td>
<td>27</td>
<td>21</td>
<td>25</td>
<td>29</td>
<td>34</td>
<td>30</td>
</tr>
<tr>
<td>34</td>
<td>30</td>
<td>37</td>
<td>33</td>
<td>39</td>
<td>24</td>
<td>35</td>
</tr>
</tbody>
</table>

Also during 2000, discussions with the Tulsa Graduate College Dean, Dr. William Ray, led the SLIS faculty to consider a master’s degree program designed specifically to address the graduate degree needs of the state’s information technology community. This initiative resulted in the development of the Master of Science in Knowledge Management (MSKM), which was designed and developed from 2000 through 2002 and first admitted students for Fall 2003. During the September 13, 2010 SLIS faculty meeting, the data presented in Figure II-7 were reviewed in concert with the low MSKM enrollment in Fall 2010 (3 students), and the faculty weighed two alternatives:

1. Conduct a large MSKM marketing push with emphasis in Tulsa
2. Discontinue the MSKM program
After careful deliberation, the SLIS faculty voted to suspend the MSKM program. When Dr. Suliman Hawamdeh resigned in Summer 2010, Dr. Kim (tenure-track) became the primary Knowledge Management specialist in Tulsa. The consensus was reached that a marketing campaign of the necessary scope was overly burdensome Dr. Kim, an assistant professor with tenure-track obligations. Plus, available resources limited SLIS’s ability to launch an effective, extensive marketing campaign. The SLIS faculty decided that the School’s resources would be best directed towards the recruitment of students to the long-standing, proven, and successful ALA accredited MLIS degree.

On November 23, 2010, Dean Bell approved the suggestion for suspending enrollment in the MSKM program until a plan can be developed and implemented to increase enrollment, or, if not, to discontinue the program. To date, no plan has been developed. Exploration of the process for deletion of the MSKM program is projected for 2013-14. The School remains committed to incorporating relevant knowledge management content in the curriculum by emphasizing the theories and concepts concerning the role of information in all sectors of society, including libraries.

II.1.2 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 School’s suite of six required courses provides a strong foundation in the treatment “of theory, principles, practice, and values necessary for the provision of service in libraries and information agencies and in other contexts.” The content, projects, and assessment activities in each of the core courses are based on ALA’s [Core Competencies for Librarianship](#) and align with
our mission:

“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.”

Figure 11-8 outlines the alignment of the core courses with ALA’s Core Competencies and the SLIS mission statement. The core course syllabi further illustrate these relationships.

**Figure II-8 Core Course Alignment with ALA’s Core Competencies of Librarianship and SLIS’s Mission Statement**

<table>
<thead>
<tr>
<th>Core Course</th>
<th>ALA’s Core Competences</th>
<th>Mission Components</th>
</tr>
</thead>
<tbody>
<tr>
<td>LIS 5023 Management of Information &amp; Knowledge Organizations</td>
<td>8. Administration and Management</td>
<td>diversity, information based, interdisciplinary approaches</td>
</tr>
<tr>
<td>LIS 5033 Information &amp; Knowledge Society</td>
<td>1. Foundations of the Profession 7. Continuing Education and Lifelong Learning</td>
<td>diversity, information based, complex information needs, public and professional service</td>
</tr>
<tr>
<td>LIS 5043 Organization of Information &amp; Knowledge Resources</td>
<td>3. Organization of Recorded Knowledge and Information</td>
<td>technology, information based, complex information needs</td>
</tr>
<tr>
<td>LIS 5053 Information Users in Knowledge Society</td>
<td>2. Information Resources 5. Reference and User Services</td>
<td>diversity, information based, complex information needs, interdisciplinary approaches</td>
</tr>
<tr>
<td>LIS 5063 Information &amp; Communication Technology</td>
<td>4. Technological Knowledge and Skills</td>
<td>technology, information based, complex information needs, interdisciplinary approaches</td>
</tr>
<tr>
<td>LIS 5713 Research Methods AND LIS 5733 Evaluation Methods</td>
<td>6. Research</td>
<td>generation of new knowledge, applications for effective practice, interdisciplinary approaches</td>
</tr>
</tbody>
</table>

The elective courses provide opportunities for application and specialization within and across the contexts explored in the core courses including: management of libraries and information centers, organization of information, user services, information technology, and program evaluation and assessment. The preparation of SLIS’s course and curriculum design also relies on professional competency and standards statements to ensure that the curriculum reflects current principles and standards of practice and supports education for future information professionals. For example, the Archival Studies sequence of classes reflects the
competencies necessary for the Society of American Archivists Guidelines for a Graduate Program in Archival Studies. The courses recommended for those seeking School Library Media Certification in Oklahoma align with the standards of the American Library Association/American Association of School Librarians (ALA/AASL) and the National Council for Accreditation of Teacher Education (NCATE) and are based on the Oklahoma Commission for Teacher Preparation (OCTP) Library Media Specialist Test Competencies. The reconstituted School Librarian Certification Committee, with membership representing urban and rural schools as well as MLIS students seeking certification, has been instrumental in reviewing our curriculum to ensure our graduates are well prepared to become effective, certified school librarians, with a revised course of study for students seeking school library certification becoming effective in Fall 2013.

The relevance of SLIS’s core and elective courses to our students and their employers is reflected in the range of positions secured by our graduates as illustrated in Figure II-9.

**Figure II-9 Student Placement by Type of Organization: Information from the Library Journal Placement Survey 2007 to 2011 (n=78)**

<table>
<thead>
<tr>
<th>Type of Organization</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Library</td>
<td>31%</td>
</tr>
<tr>
<td>Public Library</td>
<td>24%</td>
</tr>
<tr>
<td>Elementary/Secondary School (public or private)</td>
<td>25%</td>
</tr>
<tr>
<td>Special Library</td>
<td>5%</td>
</tr>
<tr>
<td>Archives</td>
<td>2%</td>
</tr>
<tr>
<td>Non-profit</td>
<td>1%</td>
</tr>
<tr>
<td>Other Academic Unit</td>
<td>4%</td>
</tr>
<tr>
<td>Other</td>
<td>5%</td>
</tr>
<tr>
<td>Private Industry</td>
<td>3%</td>
</tr>
</tbody>
</table>

The School employs a range of planning and assessment mechanisms, from individual faculty use of professional competency statements to surveys of alumni and employers, in order to ensure the curriculum is grounded in tradition but is forward-looking and responsive to changes in the field. The membership of the School’s Advisory Board includes a wide range of constituents including archivists, school librarians, and production engineers. The Advisory Board facilitates the articulation and actualization of the School’s objectives in the modern information environment. The SLIS curriculum is continuously assessed and revised to ensure that graduates are grounded in theories and concepts that enable them to adapt to, and affect change within, a wide array of library and information center settings, as well as work across organizational contexts. These mechanisms indicate that the SLIS curriculum is satisfactorily...
providing the needed foundation in theory, principles, practice, and values for the situations in which SLIS graduates are employed.

II.2 The curriculum is concerned with recordable information and knowledge, and the services and technologies to facilitate their management and use. The curriculum of library and information studies encompasses information and knowledge creation, communication, identification, selection, acquisition, organization and description, storage and retrieval, preservation, analysis, interpretation, evaluation, synthesis, dissemination, and management.

The School’s Education Goal A.1 and Student Education Goals A.1 and A.2 presented in Figure II-2 above support Standard II.2 and are used by the SLIS faculty in the identification of the skills, competencies, and attitudes that are expected of every SLIS MLIS graduate. Figure II-10, Master of Library and Information Studies Degree Requirements and Figure II.11, Standard Curriculum Elements as Addressed in Required Courses and Guided Electives illustrate the manner in which these elements have been incorporated throughout the curriculum as seen in the course descriptions, syllabi, and one-page summaries.

Figure II-10 Standards Curriculum Elements Addressed in Required Courses and Electives*

<table>
<thead>
<tr>
<th>Management and use of recordable information and knowledge</th>
<th>Required Courses</th>
<th>Electives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Services</td>
<td>5023, 5033, 5043, 5053, 5063</td>
<td>All</td>
</tr>
<tr>
<td>Technologies</td>
<td>5023, 5033, 5043, 5053, 5063</td>
<td>5163, 5223, 5453, 5473, 5523, 5633, 5683</td>
</tr>
<tr>
<td>Information and knowledge creation</td>
<td>5033, 5043, 5053, 5063</td>
<td>5453, 5463, 5553, 5563, 5633, 5683, 5713, 5733</td>
</tr>
<tr>
<td>Communication</td>
<td>5023, 5033, 5043, 5053, 5063</td>
<td>52XX, 55XX</td>
</tr>
<tr>
<td>Identification</td>
<td>5023, 5033, 5043, 5053, 5063</td>
<td>5133, 5143, 5183, 5193, 52XX, 5343, 54XX, 5513, 5553, 5563, 5633, 5653, 5683, 5713, 5733</td>
</tr>
<tr>
<td>Selection</td>
<td>5033, 5053</td>
<td>5283, 5443, 5513, 5553, 5563, 5173, 5183, 5193, 5653</td>
</tr>
<tr>
<td>Acquisition</td>
<td>5033, 5043, 5053</td>
<td>5183, 5193, 5243, 5273, 5283, 5293, 5343, 5443, 5453, 5473, 5513, 5553, 5563, 5653</td>
</tr>
<tr>
<td>Organization and description</td>
<td>5033, 5023, 5043</td>
<td>5223, 54XX, 5563, 5653, 5683</td>
</tr>
<tr>
<td>Storage and retrieval</td>
<td>5033, 5043, 5053, 5063</td>
<td>5223, 5343, 54XX, 5513, 5523</td>
</tr>
</tbody>
</table>
II.3 The curriculum

II.3.1 fosters development of library and information professionals who will assume an assertive role in providing services;

II.3.2 emphasizes an evolving body of knowledge that reflects the findings of basic and applied research from relevant fields;

II.3.3 integrates the theory, application, and use of technology;

II.3.4 responds to the needs of a diverse society including the needs of underserved groups;

II.3.5 responds to the needs of a rapidly changing technological and global society;

II.3.6 provides direction for future development of the field;

II.3.7 promotes commitment to continuous professional growth.

Figure II-11, Standards Curriculum Elements Addressed in SLIS Goals, Courses, and Evidences, provides a matrix aligning SLIS Goals, courses, and evidences with the elements of ALA Standard II.3.

**Figure II-11 Standards Curriculum Elements Addressed in SLIS Goals, Courses, and Evidences**

<table>
<thead>
<tr>
<th>ALA Standard II.3</th>
<th>SLIS Goal</th>
<th>Courses*</th>
<th>Evidences</th>
</tr>
</thead>
<tbody>
<tr>
<td>The curriculum...</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| II.3.1 fosters development of library and information professionals who will assume an assertive role in providing services | • School Educational A.5 thru A.7  
• Student C.1 thru C.4                                                | • 5023, 5033, 5043, 5183, 5193, 52XX, 5443, 5463, 5513 | • ALA Student to Staff  
• OLA Scholarships  
• Dr. Frances Laverne Carroll Student Paper Award  
• OLA Future Librarians session  
• OLA & ALA Leadership Alumni positions |

*XX indicates all courses beginning with 52, 54, or 55
| II.3.2 emphasizes an evolving body of knowledge that reflects the findings of basic and applied research from relevant fields | School Educational A.1, A.9, B.2  
Student B.1 thru B.3 | 5033, 5053, 5443, 5453, 5713, 5733, 5920, 5940, 5980 | Job placement  
Surveys** |
| II.3.3 integrates the theory, application, and use of technology | School Education A.3, A.11  
Student A.1, A.4 | 5063, 5143, 5163, 5223, 54XX, 5503, 5523, 5533, 5622, 5683 | Surveys** |
| II.3.4 responds to the needs of a diverse society including the needs of underserved groups | School Education A.3, A.5, B.7  
Student A.3, A.4 | 5053, 5173 | IMLS Grant  
Surveys** |
| II.3.5 responds to the needs of a rapidly changing technological and global society | School Education A.11  
Student A.4 | 50XX, 5500, 5970 | Surveys** |
| II.3.6 provides direction for future development of the field | School Education A.5, A.6, A.7  
Student C.1 thru C.4 | 50XX, 55XX | ALA Student to Staff  
OLISSA  
Meet-ups  
Surveys** |
| II.3.7 promotes commitment to continuous professional growth | School Education A.5, A.6, A.7  
Student C.1 thru C.4 | 50XX, 55XX | OLISSA  
Meet-ups  
Surveys** |

*XX indicates all courses beginning with 50, 52, 54, or 55  
**Alumni (2009, n=29 and 2013, n=19), Employer (2010, n=32), and Exit (2007-12, n=113)

Figure II-12, presents evidence from the 2013 Alumni (n=19) and 2010 Employer Surveys (n=32), indicating the success of SLIS’s curriculum in meeting the seven components of ALA Standard II.3. The remainder of this section discusses the other evidences that reflect the SLIS curriculum’s achievement of ALA Standards II.3.1 through II.3.7.
<table>
<thead>
<tr>
<th>ALA Standard II.3 The curriculum...</th>
<th>2013 Alumni Survey (n=19)</th>
<th>Employer Survey (n=32)</th>
</tr>
</thead>
<tbody>
<tr>
<td>II.3.1 fosters development of library and information professionals who will assume an assertive role in providing services</td>
<td>58% Strongly or mostly agree (item 27)</td>
<td>85% Above average or higher (item 1)</td>
</tr>
<tr>
<td>II.3.2 emphasizes an evolving body of knowledge that reflects the findings of basic and applied research from relevant fields</td>
<td>68% Strongly or mostly agree (item 21) 31% Strongly or mostly agree (item 26)</td>
<td>59% Above average or higher (item 18)</td>
</tr>
<tr>
<td>II.3.3 integrates the theory, application, and use of technology</td>
<td>68% Strongly or mostly agree (item 24)</td>
<td>78% Above average or higher (item 14) 74% Above average or higher (item 16)</td>
</tr>
<tr>
<td>II.3.4 responds to the needs of a diverse society including the needs of underserved groups</td>
<td>58% Strongly or mostly agree (item 2) 48% Strongly or mostly agree (item 16)</td>
<td>90% Above average or higher (item 24)</td>
</tr>
<tr>
<td>II.3.5 responds to the needs of a rapidly changing technological and global society</td>
<td>69% Strongly or mostly agree (item 8)</td>
<td>78% Above average or higher (item 28)</td>
</tr>
<tr>
<td>II.3.6 provides direction for future development of the field</td>
<td>58% Strongly or mostly agree (item 28)</td>
<td>63% Above average or higher (Item 30)</td>
</tr>
<tr>
<td>II.3.7 promotes commitment to continuous professional growth</td>
<td>59% participate in their state organization</td>
<td>63% Above average or higher (item 31)</td>
</tr>
</tbody>
</table>

**Exit Survey** comments from Fall 2007 to 2012 (n=113) indicate the high level of professional preparedness students feel at the end of the program (item 7):

- *I think I am very balanced in terms of learning theories and practical knowledge which would work nicely for job preparation.*
- *I feel I am well prepared to manage subordinates, digitize materials, create digital collections, create wikis, manage records, answer reference, as well as work with web based services to make them accessible and user friendly.*
- *I feel confident in my ability to meet the patron’s needs be it reference or reader’s advisory needs. I feel confident in my ability to help the patron meet their information need or desire.*
- *Apply the enduring values of librarianship through effective customer service. Essentially, regardless of the details, to be a proactive advocate of library service.*

In addition to the evidence provided by the Alumni ([2009](#), [2013](#)), **Employer**, and Exit Survey data, SLIS incorporates the elements of Standards II.3.1 and II.3.7 into its regular activities, including funding the travel expenses for the student chosen represent OU SLIS for the annual ALA Student-to-Staff program. SLIS also works with the **Oklahoma Library Association’s** (OLA) Library Education Division (LED) or University and College Division (UCD) to coordinate an annual paper session for students at the annual OLA conference. Acceptance to the session is
competitive and SLIS supports the student presenters’ conference registration, lodging, and travel. SLIS also provides similar support (OLA pays registration) for students volunteering with the local arrangements committee and/or with the SLIS recruitment table at the OLA annual conference. Additionally, SLIS works with our Alumni Association to promote their annual student paper competition, recently renamed the Dr. Frances Laverne Carroll Student Paper Award in honor of SLIS former director (1974-75) and faculty emeritus, Frances Carroll, who died on June 4, 2012. The author of the paper selected for the award is invited to present his or her work at the annual OLA conference, usually during the student session. SLIS funds the awardee’s conference attendance.

Also in support of Standard II.3.1 is the wide range of leadership positions our alumni hold within professional organizations and their places of work. Recent examples include:

- naming of 2006 graduate, Darla W. Jackson, July 22, 2012, as the Director of the McKusick Law Library, University of South Dakota School of Law
- election of 2010 graduate, Julia McConnell, as the Secretary of OLA for 2013 to 2014
- naming of 2012 graduate, Lenore St. John, as one of ALA’s Emerging Leaders of 2013
- appointment of 2012 graduate, Ashley Miller, in May 2013 as branch manager of Moore Public Library, a branch of the Pioneer Library System.

Additionally, in the 2013 Alumni Survey (n=19):

- 53% strongly or mostly agreed with the statement, “The program developed in students the commitment to actively engage in communities of practice and professional networks.” (item 10)
- 47% strongly or mostly agreed with the statement, “The program developed in students the commitment to assume leadership roles within their professional communities.” (item 11).

And when asked in the 2013 Alumni Survey (n=19) about membership in professional organizations (item 70):

- 59% of respondents indicated that they actively participated in their state library association
- 59% of respondents indicated that they actively participated in ALA
- 12% of respondents indicated that they actively participated in the following organizations: Medical Library Association (MLA), SAA, or SLA
- 59% of respondents indicated that they actively participated in other organizations including ACRL, AASL, SSA, KIPA, PLA, SCC, SIGALO, LSW, AAIM, ARMA, and ISACA.

The IMLS Grant “Partnering to Build a 21st Century Community of Oklahoma Academic Librarians” supports Standard II.3.4. The $414,545 award was used to recruit, fully support, and educate fifteen academic librarians qualified to work with underserved and minority groups. Graduates from the cohort are now successfully employed as academic librarians across the state, including Rogers State, Oklahoma State, and Panhandle State Universities.

Several mechanisms related to the SLIS curriculum address Standards II.3.6 and II.3.7. The SLIS student organization, Oklahoma Library and Information Studies Student Association (OLISSA), offers many opportunities for professional growth and development. OLISSA sponsors presentations by practitioners as well as resume writing workshops at their monthly meetings.
The newly developed SLIS Meet-ups for new and returning students include a series of breakout sessions and/or panels where students have the opportunity to interact in small group settings with practitioners and faculty in their area of interest to assist in crafting their curriculum trajectory. Finally, the annual SLI-sebration brings together practitioners, alumni, Beta Phi Mu members, current students, and the SLIS faculty to celebrate the accomplishments of SLIS’s students and faculty members. The event is highlighted by a presentation given by nationally known authors, researchers, and information professionals. In the past, the event has featured Native American musician and poet, Joy Harjo, the Director for the National Science Digital Library, Dr. Kaye Howe, and Dr. Virginia Walters from the UCLA Graduate School of Education and Information Studies. The event in 2013 also recognized the renaming of the scholarship founded by Professor Emeritus Lotsee Patterson as the Lotsee Patterson American Indian Scholarship, and had a record attendance of 96.

These meetings, gatherings, and celebrations extend the SLIS curriculum and mission into our constituents’ daily lives, build professional networks, and maintain valuable ties with the School that are beneficial to our graduates’ careers and professional development.

The results of the alumni and employer surveys and the additional assessment endeavors discussed in this section indicate the effectiveness of the SLIS curriculum. SLIS nonetheless continues to seek novel and innovative ways to meet the ever-changing needs of the field. For example, we are bolstering the information technology components of our curriculum by requiring LIS 5063 Information and Communication Technology, by hiring Dr. Lu to develop our information technology courses, and by offering a series of innovative “Hot Topics” courses to quickly respond to new trends in the field, including:

- Cataloging with RDA
- Current Issues in Library Administration
- Database Management
- Digital Collections
- Digital Information Ethics
- Health Informatics for Information Professionals
- Information and Communication Technology
- Information Security
- Libraries and Popular Culture
- Scholarly Communication

**II.4.1 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.**

These four objectives from SLIS’s School Education Goal A, to “educate students at the graduate professional and postgraduate levels to provide information services and products to a pluralistic society,” pertain to the above segments of ALA’s Standard II.4:

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.

4. Provide student advising that promotes informed program choice.

10. Deliver courses to students throughout the state.

These goals and objectives are met through six primary mechanisms that promote informed program choice and allow students to develop coherent and individualized programs of study that meet their needs while ensuring professional competencies and values necessary for service provision in a rapidly changing pluralistic, global environment.

1. Meet-ups

Early every fall semester, and occasionally in spring semesters, Meet-ups are held on the Norman and Tulsa campuses to orient new students to, and refresh returning students about, the policies and procedures of the School of Library and Information Studies and the resources available to them at OU to support their learning. Meet-ups also serve to build community among new students, returning students, staff, practitioners, and faculty members.

Feedback gathered after the 2011 Meet-up sessions indicated that 85% of the Meet-up attendees (n=13) responding to an online poll were “somewhat” to “very satisfied” with the amount and quality of information given. Comments about the most enjoyable parts of the Meet-up include:

- I enjoyed all parts of the day. I liked the introduction part: it was nice to meet my fellow students face to face. The information about LIS courses and OU-Tulsa Library services was very useful. Also, the cookies were delicious!
- Getting to meet fellow students, the advising session.
- I enjoyed being able to meet the professors and talk about issues of interest to me, and meet the students who are in my classes.

Comments about the least enjoyable aspects include:

- While somewhat interesting, the guest speaker's presentation was not necessary.
- Icebreaker activity went a little long.

Respondents made several excellent suggestions for future sessions including:

- Possibly adding breakout sessions/activities for returning students; this might also encourage more to attend.
- Maybe there could be more getting-to-know-you type things. As a distance learner, it's nice to have an opportunity to meet classmates and instructors face-to-face.
- More general info about the program and what courses are offered, and about the different tracks available. I don't know exactly "where I'm going" so I would have liked to have gotten a better overall feel for the program.

SLIS used these suggestions and comments to make the following changes: streamline the ice-breaker activity; include break-out sessions with faculty members and practitioners (Norman) and a practitioner panel (Tulsa) rather than one speaker; and create a trifold “Survival Guide” with links to further information about the program and OU.
2. Open online program planning information

All documentation and materials needed for planning and enrollment are available on the SLIS website including: the SLIS Graduate Student Handbook; videos and handbooks for the three End-of-Program Assessment options (comprehensive exam, portfolio and thesis); program planning forms (current form and form effective for students admitted Fall 2011 to Summer 2013); program planning guides; course schedules (in both Norman and Tulsa); and the course rotation schedule. Seventy-nine percent of the respondents from the 2009 (n=29) and 84% of 2013 (n=19) Alumni Surveys strongly agreed or mostly agreed with the statement “Course schedules were available in a timely manner” (item 23 or 35).

3. A clearly defined curriculum

SLIS’s newly reconfigured curriculum structure is designed to provide the conceptual foundation in six fundamental areas of the field (including one of two options in the area of research and evaluation), with a range of electives in five content areas plus four independent study options, including an internship. This structure was developed in response to Exit Survey comments indicating that elective course offerings were restrictive, and, therefore, did not allow students to easily build toward specialization and an increasingly individualized program of study as specified by Standard II.1.2. SLIS’s program planning guides help students in their selection of electives. These guides are available on the SLIS website and updated periodically by the Curriculum Committee.

The structure of the curriculum provides numerous opportunities for tailoring the academic program to suit individual needs. Although six courses are required, there are many opportunities for creativity and customization in fulfilling assignments. Students are given great latitude in completing the remaining hours required; they may select additional courses from five areas of specialization (management of libraries and information centers, organization of information, archival studies, user services, and information technology), courses offered by other OU departments, or transfer courses. In addition to these options, the School offers opportunities for individualized study: LIS 5823 Internship; LIS 5920 Directed Research; LIS 5940 Directed Project; LIS 5960 Directed Readings; and LIS 5980 Research for Master’s Thesis. Each of these independent study options involves students and faculty members working closely together. Permission from both the student’s adviser and the faculty member with whom the course is taken is required; and the appropriate independent study contract outlining goals, objectives, activities, and projected outcomes must be filed with the School office. Figure II-13 lists the range of topics of the independent readings undertaken from 2007 to 2013.
The 25 students undertaking Directed Projects from 2007 to 2013 tackled a wide range of projects, such as the Masterpieces project with Pioneer Library System, usability studies for campus websites, and digitization of maps and theses for the OU Youngblood Energy Library.

SLIS faculty supervised 62 MLIS student internships from 2007 to 2013. Examples of internship sites are:

- Oklahoma Historical Society, Research Division, Manuscript Archives
- OU Bird Health Sciences Library
- Tulsa City-County Library System
- Pioneer Library System, Virtual Library.

From 2007 to 2013, seven students successfully completed and defended a thesis by researching issues and problems in library and information studies such as:

- Islam: Portrait or Caricature (Elizabeth Bolton, 2007).
- Using Book Reviews for Readers’ Advisory Service: The Case of History of Science Narrative Nonfiction (JoAnn Palmeri, 2008)
- Using Statistically Improbable Phrases to Automate the Creation of an Ontology for a Technical Document Collection (Joseph Colannino, 2009)

Most respondents in the 2009 (n=29) and 2013 (n=19) Alumni Surveys rated the School’s performance in providing component parts of Standard II very highly:

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<td>Cambridge Platonism and the Transmission of Torricellian Vacuism to Anglophone Puritanism: the Case of Sir Robert Boyle (1627-1691)</td>
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For the statement, “The curriculum offered a variety of elective courses that provided for concentration within a focused aspect of library and information science.”

- In 2009, 45% strongly agreed or mostly agreed and 31% somewhat agreed (item 12).
- In 2013, 47% strongly agreed or mostly agreed and 32% somewhat agreed (item 15).

For the statement, “Information on independent study options (internships, directed readings, and directed research) was provided.”

- In 2009, 59% strongly agreed or mostly agreed and 21% somewhat agreed (item 18).
- In 2013, 47% strongly agreed or mostly agreed and 26% somewhat agreed (item 30).

For the statement, “Course schedules were available in a timely manner.”

- In 2009, 79% strongly agreed or mostly agreed and 17% somewhat agreed (item 23).
- In 2013, 84% strongly agreed or mostly agreed and 5% somewhat agreed (item 35).

4. A comprehensive, individualized, advising process with faculty mentors

The advising process is supported by program planning documents, including the program plan (current form and form effective for students admitted Fall 2011 to Summer 2013) and annual student self-evaluations and faculty evaluations of progress. Upon admission to the program, each student is assigned a faculty adviser based on the student’s interests and career goals as expressed in their application materials. Group advising sessions, in which students are introduced to advisers and receive general planning advice, are incorporated into the Meet-ups. Students are required to meet individually with advisers (in person, by telephone, via Skype, and/or through email) early in their academic programs to formulate individualized, focused programs of study, and are encouraged to contact their adviser anytime they have questions or concerns. Faculty advisers hold published office hours each week during the academic terms in which they teach and can also be reached by email and telephone.

The following comments from the Exit Survey (n=113) question #4 suggests that students appreciate working with a faculty adviser who is based on their campus:

- When I started the program, I was placed with an advisor in Tulsa. No student should be paired with an advisor at another campus, the entire idea is ridiculous. So, after wanting an advisor in Norman, I was placed with a different faculty member.
- I found my advisement opportunities lacking. My original advisor left the program after my first semester, and the next advisor assigned to me was based out of Tulsa, so I never met her.

Therefore, to facilitate the initial advising interaction, unless otherwise requested, all incoming students are assigned to an adviser who is based on the student’s home campus. However as students progress in the program, they have the option to request a change of adviser, regardless of location, to optimally suit their educational goals and objectives. The change is accomplished by contacting the faculty member they wish to work with and by informing the Coordinator of Admissions, Academic and Student Support Services of the shift. Exit Survey (n=113) comments indicate that the opportunity to change advisers is well received:

- When I first began the program I had a different advisor. That advisor made the process more difficult. When I was reassigned advisors I greatly enjoyed the process and looked
forward to spending the short amount of time each semester with my advisor. Plus, the conversion to the online fully self-directed enrollment helped a lot...even if the system was hard to understand at times.

- I did seek (and got) a change from my initial advisor. The second professor was very helpful...

Program planning for the MLIS is supported by various documents, including the program planning form (current and former), program planning guides, course rotation schedule, and videos and handbooks for the comprehensive examination, thesis, and portfolio. The program plan indicates which courses the student will take to fulfill program requirements and advance their educational and career goals and outlines a sequence of courses that is coordinated with the SLIS rotation schedule. The program plan includes any courses to be taken at OU in other departments, any hours taken at OU before official admission to the program, and any courses transferred from other institutions. In addition, students must declare an option for End-of-Program Assessment (comprehensive examination, thesis, or portfolio) and determine whether they will include an internship in their course of study. The student and the faculty adviser develop this plan with the understanding that revisions may be necessary and will be undertaken through ongoing consultation between the faculty adviser and the student. This form becomes part of the student’s permanent file.

Students are encouraged to consult with their advisers each semester to discuss their progress in the program and their enrollment for the upcoming semester. Revisions to the program plan are made as necessary to reflect changing interests, schedules, SLIS personnel, and/or individual considerations. Students complete a Student Self-Evaluation of Progress Toward Graduation each year to determine conformance to the program plan and to evaluate academic progress. Faculty members use these assessments together with the student’s program plan and transcript to monitor student progress and to make recommendations annually. Results from the 2009 (n=29) and 2013 (n=19) Alumni Surveys support the importance of advising and faculty guidance to student success.

- For the statement, “The faculty and staff encouraged consultation and provided advice on program planning and course selection.”
  - In 2009, 76% strongly agreed or mostly agreed and 17% somewhat agreed (item 21).
  - In 2013, 63% strongly agreed or mostly agreed and 16% somewhat agreed (item 33).

- For the statement, “The advisement/program planning process was helpful.”
  - In 2009, 68% strongly agreed or mostly agreed and 14% somewhat agreed (item 22).
  - In 2013, 52% strongly agreed or mostly agreed and 16% somewhat agreed (item 34).

Over half of graduating students (66 of 113) responded positively to the Exit Survey question #4, “Were the Planning Process and other advising opportunities effective in shaping a program to meet your needs and goals?” Exit Survey comments about the effectiveness of the School’s program planning processes include:

- Yes – lost without them; program plan helped to know what courses to take and when; advising sessions kept on track with end of program assessment and with clear vision of what SLIS experience was about.
- Yes- they were effective. I appreciated the time that I was given on the telephone by my
faculty advisor to advise me and to work out a path for completion of the program. I always felt like she was patient and interested in my situation (distance).

- Yes, my meetings with my advisor and discussing the program planning process were pivotal to addressing my needs and goals in the program and beyond. I think it is essential to meet with your advisor each semester in order to avoid feeling disconnected in a program that is heavily online.

Additional Exit Survey comments, however, indicate there is room for improvement:

- Yes, it was confusing at first and I wish I had a better understanding of it at the beginning to help me better plan.
- The program planning process was helpful, though I would have liked more frequent contact with my advisor. I was happy to take responsibility for my own program planning process, but sometimes I felt unsure if I was fulfilling 100% of requirements at the appropriate times. I kept in contact with the SLIS office often, but more communication would have made me feel more comfortable with my progress throughout the program.

To help alleviate the confusion surrounding the program planning process, detailed information is being provided during the Meet-ups in a printed OU SLIS “Student Survival Guide” tri-fold brochure and a “SLIS Bootcamp” breakout session with the Director. Typically all Meet-up participants attend the 20 minute Bootcamp breakout session. Additionally, to establish student/adviser relationships early in the program, an ice breaker activity with students and faculty is held during each Meet-up. Students are also encouraged to meet with their advisor while on campus for the Meet-ups.

5. Diverse range of course delivery modes

The School delivers courses in three modes: face-to-face, interactive video, and online. Further, SLIS offers combinations of these modes as hybrid courses. The School’s course delivery system is designed to meet the needs of nontraditional, part-time students, as most of our students are working while pursuing graduate study. Key to accessibility for the SLIS student body is timing, format, frequency, and predictability of course offerings. SLIS courses are scheduled as weekly evening sessions, on selected Saturdays, online, selected summer weekdays, or in intensive weekend sessions. The School provides delivery to Norman and Tulsa via videoconferencing and online. All required courses are offered every spring and fall. Electives courses are offered at least once every other year, staggering fall and spring semesters within concept areas and delivery modes, to afford students with varying schedules the greatest access possible.

The comment below from a Fall 2011 Exit Survey indicates that the mixed formats are well received:

- After doing some research, I knew I wanted an accredited program. I liked that I could take both on-line and in person classes at OU.

Other reactions to course delivery issues from the 2009 (n=29) and 2013 (n=19) Alumni Surveys are also positive:

- For the statement, “The frequency of required course offerings met student needs”
In 2009, 62% of the respondents strongly agreed or mostly agreed with the statement, and 17% somewhat agreed (item 24).
In 2013, 69% of the respondents strongly agreed or mostly agreed with the statement, and 16% somewhat agreed (item 36).

For the statement, “The frequency of elective course offerings met student needs”
In 2009, 45% of the respondents strongly agreed or mostly agreed with the statement, and 17% somewhat agreed (item 25).
In 2013, 58% of the respondents strongly agreed or mostly agreed with the statement, and 11% somewhat agreed (item 37).

For the statement, “The time of day that courses were offered met student needs”
In 2009, 100% of the respondents strongly agreed or mostly agreed with the statement, (item 26).
In 2013, 74% of the respondents strongly agreed or mostly agreed with the statement, and 21% somewhat agreed (item 38).

For the statement, “The format for course delivery (once a week, selected Saturdays, intensive weekend, online) met scheduling needs”
In 2009, 93% of the respondents strongly agreed or mostly agreed with the statement, (item 27).
In 2013, 74% of the respondents strongly agreed or mostly agreed with the statement, and 16% somewhat agreed (item 39).

During the 2011 Fall Planning Day, the SLIS faculty reaffirmed its commitment to the delivery of online courses; however, the Course Rotation Schedule has been redesigned, effective Fall 2013, to offer a greater selection of face-to-face options based on input from the Graduate Student Advisory Council and Exit Survey comments (examples listed below):

- The move to online classes was disappointing. In some ways, it was helpful in terms of working around my full-time job. But educationally, I can definitely say that I got more from in-person courses.
- I would say that the SLIS Director should continue to consider which courses are online and which are in person. I’ve taken some that I really think would not work as online courses, but were great as face-to-face courses, some that worked fine as online courses, and some that were online but shouldn’t have been.

The rotation schedule illustrates our efforts to offer the required courses on a cycle of face-to-face and online, while the elective courses, which typically are offered every other year to balance faculty teaching load and student demand, remain primarily online to meet the needs of our distance students. The practice of rotating the delivery format of the core courses began in Fall 2013 and although the impact remains to be fully realized, early enrollment for Spring 2014, indicates a preference for online delivery of the foundations course, LIS 5033 Information and Knowledge Society.
6. Three End-of-Program Assessment Options

The University of Oklahoma requires an End-of-Program Assessment for all master’s degree candidates. Options for students in the MLIS program are:

- Comprehensive Exam
- Portfolio Defense
- Thesis Defense.

The School offers three different options so students can choose the End-of-Program Assessment that meets their educational and career goals and best suits their learning style and preferences, thereby aligning with Standard II.4.1 to meet students’ individual needs, goals, and aspirations. Each spring and fall, the School administers an End-of-Program Assessment Survey to students when all End-of-Program Assessments are completed to gather data on students’ experiences taking the comprehensive exam or defending their portfolio.

Students indicated in their Portfolio End-of-Program Assessment Surveys (Fall 2007 to Spring 2013) that the portfolio process positively contributed to their career goals (n=11). Comments include:

- The portfolio process makes every class more meaningful as I would be looking for ways the classes could help me work toward my goals, and how I could show growth. In turn, the classes shaped my goals as I worked through the process.
- The portfolio experience was extremely helpful in reassessing my goals and objectives. I looked at my strengths and weaknesses, anticipated experiences I wanted to have and then pursued them. The goals and objectives helped so that I could make a plan to work toward them.
- Since I wasn’t really sure what type of library I wanted to work in during my first year in SLIS, the portfolio process and reflections needed to do the portfolio helped me decide on the public library track. I was able to put what I was learning in my classes into specific goals related to my future career by doing the portfolio.

Due to the unprecedented number of failures (16 of 27) on the first of two possible written attempts on comprehensive exams in Spring 2008, the SLIS faculty began reexamining the comprehensive exam process. In Fall 2010 the Graduate Studies Committee (GSC), in its role as the official comprehensive examination committee, was charged to:

- continue the 2009-10 GSC’s examination of the current comprehensive examination delivery and evaluation processes and procedures
- review the process for compiling comprehensive examination questions set by the GSC and provide any necessary recommendations to the SLIS faculty.

To address these charges, the GSC distributed two surveys to the SLIS faculty and prepared a comprehensive report on the “Report on SLIS Faculty’s Views of Comprehensive Exams” and subsequently made three recommendations to the faculty during the regular faculty meeting on December 6, 2010:
1. That the SLIS faculty holds a called meeting (an afternoon or morning) to discuss the issues of most concern on the survey, with consideration of possible policy changes regarding the comprehensive exam.

2. That the meeting be scheduled the first week of classes, Spring 2011 (January 18-21).

3. That among considerations would be the increasing growth in SLIS online program experiences, with implications for all EPAs, including the comprehensive exam. Potential issues include administration of the exam in a proctored, off-site location (currently policy allows), administration of an oral off-site (no current policy or procedures), and the consequent staff time for individualizing these experiences, if they are allowed.

The meeting, held on January 21, 2011, resulted in a redesign of the exam as a take-home comprehensive examination to take place over a three and one-half day period and to be first administered in Spring 2011. In the take-home exam, students apply their area of interest and expertise to answer one broad question based on synthesis of their learning in the core courses in 2,000 to 3,000 words.

The change has been encouraging so far. Comments regarding the comprehensive examination redesign are reflected in the response to question #12 on the Exit Survey (n=113), “If you were the SLIS Director here, what changes would you make?” suggesting a need to change the format and an early positive reception of the take-home format:

- I think moving to take home was a great move. It was definitely more representative of what we will encounter out there in the field. (Spring 2013)
- The major change that I would suggest has already happened. The take home version for comps should have been established LONG before now. (Spring 2012)

Comments from graduating students gathered in the End-of-Program Assessment Surveys and Exit Surveys (n=113) indicating the advising of their options is satisfactory include:

- Comprehensive Examinations (Fall 2007 to Spring 2013, n=88):
  - The questions covered a broad range of the issues that were discussed in most, if not all, of the courses I enrolled in. The questions were general enough that I could draw on knowledge from all my courses and did not have to rely on one course in particular. (Spring 2013, End-of-Program Assessment Survey)

- Portfolios (Fall 2007 to Spring 2013, n=11):
  - I enjoyed the process of building a website for my professional life, and found the entire experience rewarding. It was the most tech-centric option of the three presented, and showcased my abilities to work with professional writing, presenting and technical
Standard II: CURRICULUM

Yes, I believe that I achieved the student goals and objective for my MLIS. The portfolio option caused me to reflect upon these goals and to weigh my goals and progress against them. (Spring 2009, Exit Survey)

This section highlights the six primary mechanisms SLIS employs “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” as stated in Standard II.4.1. The data collected from Alumni (2009 and 2013), Employers, Exit, and Student End-of-Program Assessment Surveys indicate that these mechanisms are successful in achieving Standard II.4.1., but there is room for improvement. The School will continue to find easy and convenient means to facilitate and enrich student and adviser interaction for informed program choice. Also, as the School is committed to providing a range of course delivery options to meet our students’ needs, we will maintain a rotation of face-to-face and online course offerings as demand dictates while beginning to explore more deeply the possibility of hybrid modes of delivery. Additionally, to ensure that the School’s three End-of-Program Assessment options are indicative of competence in the field, SLIS will continue to monitor the End-of-Program Assessment outcomes and survey responses.

II.4.2 The curriculum includes as appropriate cooperative degree programs, interdisciplinary coursework and research, experiential opportunities, and other similar activities.

This component of Standard II.4 is evidenced by the Graduate College’s Dual Master’s Degree Guidelines. These Guidelines provide opportunities for students to seek dual master’s degrees in any two areas and foster cooperative degree programs across campus. The student must be admitted to both programs in order to pursue a dual degree. Enrollment in dual degree programs is typically low. Only the Master of Library and Information Studies/Master of Arts (MLIS/MA) in History of Science is pursued regularly. This program provides a course of study for those planning for careers as science librarians, as curators of rare book and manuscript collections in the history of science/health sciences, or as public historians or archivists in the history of science.

Opportunities for interdisciplinary coursework and research include options to take courses outside the School. Students may include up to nine graduate hours from other OU departments in their degree plans, provided these courses are approved by their advisers as being supportive of the student’s program and career goals (see page 6 of the SLIS Graduate Student Handbook). The Curriculum Committee is charged with ongoing curriculum review and development including the designation of appropriate outside courses. The Curriculum Committee routinely reviews syllabi from courses outside of SLIS to ensure continued suitability to SLIS students’ program plans. To facilitate the selection of courses outside of our unit, the courses are listed on our program planning guides, which are available for faculty advisers and students on our website. Figure II-14 lists the courses delivered by other OU departments that
are currently approved by the SLIS faculty to meet the wide range of the SLIS student’s career goals.

**Figure II-14 Other University of Oklahoma Electives Approved for the MLIS**

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<tr>
<th>Career Goal</th>
<th>Outside Electives</th>
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<tbody>
<tr>
<td>Academic Librarianship</td>
<td>ARCH 4213 Facilities Management</td>
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<td>COMM 6323 International Communication</td>
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<td>EDAH 5013 The Adult Learner</td>
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<td>EDAH 5153 Legal Aspects of Higher Education</td>
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<td>EDAH 5413 Design and Delivery of Distance Education Programs</td>
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<td>EDAH 6173 Theory and Research in Distance Education</td>
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<td>P SC 5183 Public Budgeting and Finance</td>
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<td>P SC 5353 State and Local Public Finance and Budgeting</td>
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<td>Archives</td>
<td>ANTH 5803 Theories of Identity</td>
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<td>ANTH 5223 Theories of Culture</td>
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<td>ANTH 5213 Ethnographic Methods</td>
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<td>NAS 5023 Native Cultural Aesthetics and the Heritage Industry</td>
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<td>NAS 5313 Tribal Historic Preservation</td>
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<td>NAS 5803 American Indian Federal Law &amp; Policy</td>
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<td>NAS 5973 Research Methods in Native American Studies</td>
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<td>P SC 5733 Contemporary Political Theory</td>
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<td>Children and Young Adult Services</td>
<td>COMM 5553 Persuasive Communication Campaigns</td>
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<td>HR 5073 Creative Problem Solving</td>
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<td>ODYN 5173 Technology and Organizations</td>
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<td>ODYN 5223 Performance Management</td>
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<td>TCOM 5213 Network Design and Management</td>
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<tr>
<td>Public Librarianship</td>
<td>ARCH 4213 Facilities Management</td>
</tr>
<tr>
<td></td>
<td>COMM 5113 Nonverbal Communication: Theory and Research</td>
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<td>COMM 5213 Interpersonal Communication</td>
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<td>COMM 5353 Conflict Management</td>
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<td>COMM 5373 Communication and Leadership</td>
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<td>COMM 5553 Persuasive Communication Campaigns</td>
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<td></td>
<td>EIPT 5113 Educational Psychology of Human Development</td>
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<td>EIPT 5163 Educational Psychology of Childhood</td>
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<td>EIPT 5173 Educational Psychology of Adolescence</td>
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<td></td>
<td>EIPT 6113 Educational Psychology of Human Learning</td>
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<td></td>
<td>ODYN 5113 The Psychology of Leadership</td>
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<tr>
<td></td>
<td>ODYN 5123 Survey of Organizational Dynamics</td>
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<td>ODYN 5133 Teams and Motivation</td>
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<td></td>
<td>ODYN 5173 Technology and Organizations</td>
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<tr>
<td></td>
<td>ODYN 5313 Planning Processes and Strategy Development</td>
</tr>
<tr>
<td></td>
<td>P SC 5003 Introduction to Public Administration</td>
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<td></td>
<td>P SC 5043 Public Policy Implementation</td>
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<tr>
<td></td>
<td>P SC 5103 Organizations: Design, Structure and Process</td>
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<tr>
<td></td>
<td>P SC 5133 Strategic Planning and Performance Measurement</td>
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</tbody>
</table>
The independent learning options discussed above, such as LIS 5920 Directed Research, LIS 5960 Directed Reading, and LIS 5980 Research for Master’s Thesis, offer opportunities for interdisciplinary research as well.

Experiential components are frequently integrated into specific courses. For example LIS 5513 Information Sources and Services requires students to conduct face-to-face and online Reference Interview Analyses in which the student acts as a library user asking a question of a reference librarian and analyzes the service received. Additionally, LIS 5283 School Library Center Administration includes a field experience activity in which each student spends six to eight hours at the school library of their choice engaged in activities with the School Librarian and/or activities related to the library.

The primary experiential opportunities for students within the master’s curriculum are in LIS 5823 Internship and LIS 5940 Directed Project. These courses meet the needs of many students for practical experience and assist students who want to focus in a special area. The internship affords students an opportunity to synthesize principles and theories acquired through course work with the application of those concepts in an outstanding library or information center; the directed project allows students to work through and apply project management principles in an area of interest under close supervision by a faculty member. These experiences require consultation with and approval of the student’s adviser and submission of a proposal outlining the student’s goals, objectives, and anticipated outcomes in advance of enrollment. Specific requirements and guidelines are outlined in appropriate documentation and are available on the SLIS website. Examples of internship sites and directed project topics are given above.

The responses from the 2009 and 2013 Alumni Surveys to the question, “Information on independent study options (internships, directed readings, and directed research) was provided,” show that the majority of alumni who responded are aware of independent study options, but suggest that more information on them could be made available.

- In 2009, 59% (N=29) strongly agreed or mostly agreed and 21% somewhat agreed (item 18).
- In 2013, 47% (N=19) strongly agreed or mostly agreed and 26% somewhat agreed (item 30).

Faculty, placement supervisors, and students all complete evaluations for each internship experience, which are downloadable from the SLIS website. These evaluations are currently used on an individual basis to determine the desirability of a particular site for other internship
placements and the School is developing a searchable database to improve the internship’s relevance to student goals and aid in advising and program planning.

**II.4.3 Course content and sequence relationships within the curriculum are evident.**

The curriculum presented in Figure II-1 above lists the SLIS required and elective courses. SLIS employs a numbering system to organize core and elective courses into subject related categories. For example, the courses falling under the core LIS 5043 Organization of Information and Knowledge Resources are concerned with the organization of information; are numbered 54XX; and include LIS 5403 Cataloging and Classification, LIS 5413 Indexing and Abstracting, and LIS 5453 Digital Collections. For the majority of the time since our 2007 accreditation visit, the School has used a three-tiered curriculum structure: a general conceptual foundation in required areas, a second guided elective tier with course options within defined categories, and a third tier of general electives. As discussed above under Standard II.1.1, to address faculty member and student concerns about the inflexibility of the guided electives, especially those in the specialized tracks of Archival Studies and School Librarianship, this three-tiered structure was dissolved and replaced with that presented in Figure II-1. Thus, effective Fall 2013, the curriculum comprises five specified required core courses (LIS 5033, LIS 5023, LIS 5043, LIS 5053, LIS 5063) and an additional required core course selected from either LIS 5713 Research Methods or LIS 5733 Evaluation Methods. The remaining 18 hours are elective courses. While the previous curriculum structure was generally successful (89% positive response to Exit Survey 2012), we fully expect the current arrangement to better serve students by providing more flexibility in program planning.

When courses are revised or new courses are developed, the relationship of the new content to all other courses in the curriculum is considered. The SLIS Course Proposal Form includes a series of questions regarding content of new courses and impact on the curriculum and enrollment in other courses.

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

As discussed above under Standard II.1.2, SLIS’s course and curriculum design relies on professional competency and standards statements to ensure that the curriculum reflects current principles and standards of practice and supports education for future information professionals.

The courses recommended for those seeking School Library Media Certification in Oklahoma align with the standards of the American Library Association/American Association of School Librarians (ALA/AASL) and the National Council for Accreditation of Teacher Education.
(NCATE) and are based on the Oklahoma Commission for Teacher Preparation (OCTP) Library Media Specialist Test Competencies.

The reconstituted School Librarian Certification Committee, with membership representing urban and rural schools, OU’s College of Education, and MLIS students seeking school librarian certification, has been instrumental in reviewing our curriculum to ensure our graduates are well prepared to become effective, certified school librarians. Additional knowledge and competencies are brought to the School Librarian Certification Committee by its chair (Dr. Brown), who is also a voting member of the Education Professions Division (EPD). The EPD is an inter-collegiate committee that approves and oversees all University teacher certification programs, including the SLIS teacher certification program in school libraries. Because 25% of SLIS graduates responding to the Library Journal Placement Survey (n=78) elected a career as a school librarian (see Figure II-9, Student Placement by Type of Organization), attention to the required knowledge and competencies are particularly important in the curriculum review process.

Additionally, the Archival Studies sequence of classes reflects the competencies necessary for the Society of American Archivists Guidelines for a Graduate Program in Archival Studies. Although Figure II-9 above indicates only 2% of graduates were employed in an archival setting from 2007 to 2011, this number is expected to increase as the number of newly admitted students declaring an interest in archival studies courses has grown from six in 2007 to sixteen in 2013.

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

The standards, goals and objectives, degree requirements, and course offerings are identical for all SLIS MLIS students, regardless of location. The range of modes of delivery of SLIS courses from Fall 2007 to Summer 2013 (329 total courses) is illustrated below in Figure II-16, SLIS Courses in Tulsa and Norman by Delivery Mode Fall 2007 to Summer 2013, and in the SLIS Course Delivery Workbook.
Figure II-15 SLIS Courses in Tulsa and Norman by Delivery Mode Fall 2007 to Summer 2013
In Fall 2002, OU-Tulsa established the stand-alone Schusterman campus in Tulsa where the MLIS is one of 25 graduate degree programs offered. The vision of OU-Tulsa is:

“to build a nationally-recognized center of higher education excellence in select areas that emphasize strong campus-community partnerships and leverage the unique opportunities and needs in the Tulsa region.”

The School delivers courses face-to-face and via videoconferencing to two physical locations, Norman and Tulsa. Courses offered via interactive video are delivered by a single faculty member simultaneously to both sites. Although OU SLIS has offered the MLIS program in Tulsa (122 miles northeast of Norman) since the 1960s, Exit Surveys indicate that students’ approval of simultaneous video course delivery is low. For example, in response to Exit Survey (2007 to 2012, n=113) Question #12, “If you were the SLIS Director here, what changes would you make?” a graduate wrote:

- I would eliminate all teleconference courses. It is very difficult to feel connected to the professor and the content when you are on the other end of the video from the professor. It is also difficult to concentrate because the extraneous noise picked up by the microphones is very loud. If it was not possible to eliminate this, I would at least take care of the microphone sensitivity in Tulsa – they have at least 2 microphones, which seems to be too many – Norman has only one and seems to come through fine (although I’m not sure, not having been to the Tulsa classroom).

And to Question #10, “What was the most disappointing aspect of your educational experience?” graduates wrote:

- ...the emphasis on having so many courses taught simultaneously in Norman and Tulsa. This should be something that is a last resort for certain classes, not for every single course in the program. The Tulsa students are obviously more than frustrated because when you are in a place where the professor is not, you feel like the stepchild of the program. Also, hours upon hours of class time are wasted trying to mess with the technology. The learning experience is put at a huge disadvantage having this done for every class. If the program cannot support a second campus with professors at both places, then choose one place and make it the best it can be.
- Not having more face to face classes- the opportunities for dynamic interaction w/the instructor wasn’t there when all we had was a blurry TV screen!

In response, SLIS faculty members have made efforts to deliver classes face-to-face in Tulsa as intensive weekend experiences and to enhance the online class experience by incorporating synchronous online components with Adobe ConnectPro and Skype, as well as by recording brief weekly online videos. Course evaluation comments for Question #1, “What were the strong points of the course?” indicate that this blend of delivery options is appreciated:

- The face to face format of this course was a strong point. I honestly didn’t mind spending 5 Saturdays in a classroom and this material really did deserve actual classtime. (LIS 5733 Evaluation Methods, Spring 2011)
- Discussions were very interesting. Although the synchronized meetings started off somewhat cumbersome, changing the format to better address the concerns regarding
papers really helped. (LIS 5023 Management of Information & Knowledge Organizations, Fall 2010)

- I really enjoyed the Skype discussions with my classmates, and the videos provided at the beginning of each unit. Those kinds of connections with my instructor and fellow students were critical in my understanding of content and to my enthusiasm with regard to the subject matter. (LIS 5053 Information Users in the Knowledge Society, Spring 2010)

- ...loved the way the instructor posted videos every so often of the assignments that were going to be due. I would love more of these video lectures, perhaps incorporating the weekly lecture PDFs?? (LIS 5053 Information Users in the Knowledge Society, Spring 2013)

Although SLIS students’ programs of study are primarily a blend of face-to-face and online courses, to date, two students have successfully completed the program entirely online, one from Albuquerque, New Mexico and another located only 40 miles from Norman in Shawnee, Oklahoma.

Exit Survey responses from Fall 2007 to 2012 (n=113) concerning the best (item 9) and most disappointing (item 10) aspects of graduates’ educational experiences indicate a variety of delivery mode preferences ranging from the positive:

- The option of online classes was wonderful for me. (item 9)
- I enjoyed the entire program. It was a thrill to learn the program has gone 100 percent online. Online programs make education for those living in rural areas possible. I feel this opens up an entire world of possibilities for many people. (item 9)

To the most disappointing:

- Lack of more courses taught online. (item 10)
- ...taking online classes that gave no lecture or explanation. One professor did a fantastic online course and I was spoiled. Later classes seemed to throw out articles and links; it felt like “teach yourselves!” (item 10)
- The online classes. I moved to Norman and lived on campus because I knew how valuable face to face classes are. I planned my semesters around when classes were available face to face, but still had to take a lot of online classes. These online classes taught me much less, and left me feeling disconnected from the professors and classmates. Had I known I would have to take so many classes online, I probably would have spent the extra money to go out of state. (item 10)
- All of the online courses! I need the structure of a specific time and place in order to focus on a course, and there were some courses that were only available to me online. I have learned from this experience that I learn much better in a face-to-face environment. (item 10)

During the 2011 Fall Planning Day, the SLIS faculty reaffirmed its commitment to the delivery of online courses; however, we have redesigned the course rotation schedule, effective Fall 2013, to offer a greater selection of face-to-face options. The rotation schedule illustrates our efforts to offer the required courses on a cycle of face-to-face and online, while the elective courses, which typically are offered every other year to balance faculty teaching load and student demand, remain primarily online to meet the needs of our distance students. The practice of rotating the delivery format of the core courses began in Fall 2013, and although the
impact remains to be fully realized, early enrollment for Spring 2014 indicates a preference for online delivery of the foundations course, LIS 5033 Information and Knowledge Society.

II.7 The curriculum is continually reviewed and receptive to innovation; its evaluation is used for ongoing appraisal, to make improvements, and to plan for the future. Evaluation of the curriculum includes assessment of students’ achievements and their subsequent accomplishments. Evaluation involves those served by the program: students, faculty, employers, alumni, and other constituents.

The processes for continual review of the SLIS curriculum have been described above, as have the ways in which the results of these review processes are used to ensure the relevance and vitality of our curriculum. Curricular restructuring and improvements have been discussed. Assessment of student achievement is included in Exit, Alumni, and Employer Surveys, as well as in the University-wide Academic Program Review process. Student achievement in individual courses is used in the review and revision process to provide for ongoing course assessment and adjustment.

The School regularly gathers evaluative information from students (Exit Surveys and End-of-Program Assessment Surveys), alumni (2009, 2013), and employers. This information is shared with faculty and has informed curriculum review and revision. The School uses the Exit Survey as part of the completion process for all graduating students. The purpose of the survey is to gather data as one component of an overall assessment of the extent to which the School’s goals and objectives are being accomplished. The survey data provide valuable information to the School in improving the curriculum and delivery of the MLIS program, increasing the level of service to students, and enhancing the overall educational experience of our students. The Exit Survey is delivered electronically to help ensure anonymity and encourage participation. The Exit Survey data are aggregated and shared with the SLIS faculty each semester. Names of faculty members who are specified by students are stripped from the data during the aggregation process before distribution. The Exit Survey data are reviewed and analyzed regularly and consistently by the Director, as well as the Graduate Studies and Curriculum Committees to improve our curriculum and End-of-Program Assessments.

As described previously, the School of Library and Information Studies Advisory Board includes representation of all constituencies served by the School. In some data gathering endeavors, members of the SLIS Alumni Association Executive Board and the School Librarian Certification Committee also function in the role of key informants. The MLIS student officers of the Oklahoma Library and Information Studies Student Association (OLISSA) are responsible for soliciting student input and nominating student representatives to SLIS committees. Additionally, the Director gathers input during monthly meetings of the SLIS Graduate and Undergraduate Student Advisory Councils. All SLIS committees, with the exception of Committee A (the personnel committee) and the Ad Hoc PhD committee have at least one student member.

Students are given the opportunity to complete the College of Arts and Science Instructional
Evaluation Forms each semester, which are used for annual faculty evaluation. The questions provide evaluative data on both the course and the instructor. The course evaluation data gathered each semester informs the Curriculum Committee’s evaluation endeavors, as well as individual faculty members about their teaching effectiveness.

For most students, the End-of-Program Assessment of student learning has been the comprehensive examination, which is explained to students in the Student Guide to the Comprehensive Examination for the Master’s Degree (2013), in an online video, at the Meet-ups, and during individual advising sessions. The comprehensive examination questions are submitted by faculty members to the Graduate Studies Committee, then discussed, selected, and edited at a faculty meeting. As discussed above under Standard II.4.1, to identify needed areas of change, the methods of administering and evaluating the exam and student outcomes are reviewed by the Graduate Studies Committee every Spring and Fall semester. The most recent revision, Fall 2011, changed the comprehensive examination format from an in-person test to a take-home format, described above in Standard II.4.1.

Few students elect the thesis option; just seven students in the years 2007 to 2013 have completed the thesis. It appears that a 36-hour program may limit course selection and many students choose to enroll in courses rather than thesis research hours.

The portfolio option, added in Fall 2004, includes an ongoing student self-assessment component. As described above under Standard II.4.1, the portfolio is an evidence-based approach involving the student, two SLIS faculty members, and a practitioner. All students who successfully defend their portfolio are asked to complete an End-of-Program Assessment Survey. The information collected from the surveys is used to make improvements to the portfolio experience in the future.

In summary, this chapter describes the School’s ongoing deliberation and systematic consideration of our courses and delivery modes drawing from several data sources and the actions taken in response to these data. Alumni, Employer, and Exit Surveys, in concert with feedback from the School’s Advisory Board, Student Advisory Councils, School Library Certification Committee, and Alumni Board indicate that OU SLIS is achieving many of our curriculum objectives. These objectives directly align with ALA’s Standard II and Core Competencies of Librarianship. Successes include: the variety of elective courses; faculty and staff members’ consultation and advice on program planning and course selection; and the development of a range of professional attitudes regarding scholarship, professional ethics, intellectual freedom, and access to information in a democratic society. The data collected have led SLIS to reconsider: the program planning process, the course delivery rotation schedule, improved methods of communication with students, provision of hands-on learning experiences, and the format of the comprehensive exam. Additionally, SLIS proactively strives to deliver a relevant and vital curriculum by offering “Hot Topics” courses and infusing information technology throughout our courses. Early assessments from Exit and End-of-Program Assessment Surveys indicate that SLIS is moving in the needed direction.
Evidence List

- American Association of School Librarians
- American Library Association’s Core Competencies for Librarianship
- Certification Examiners for Oklahoma Educators: 038 Library Media Specialist Study Guide
- College of Arts & Sciences
  - Members on Faculty Senate and Graduate Council
- Graduate College
  - Dual Master's Degree Guidelines
  - Non-Thesis Instruction Packet
  - Thesis Guidelines
  - Thesis Instruction Packet
- Library Journal Graduation Surveys 2007 to 2011 (opens in Excel)
- National Council for Accreditation of Teacher Education (NCATE) Accreditation Standards
- Oklahoma Library Association
- Oklahoma State Regents for Higher Education
- Pioneer Library System
- School of Library and Information Studies
  - Advisory Board Agenda and Membership
    - Advisory Board Members
  - ALISE Reports
  - Alumni Board
  - Alumni Survey Results: 2009 and 2013
  - Campus Departmental Review Documentation - 2008
  - Committee Memberships, Charges, Agendas, Minutes, and Annual Reports
    - Committee A
    - Curriculum Committee
    - Faculty Meetings
    - Graduate Studies Committee
    - School Librarian Certification Committee
  - Course Delivery Workbook (opens in Excel)
  - Course Descriptions, Syllabi, and One-Page Summaries
    - LIS 5283 School Library Media Center Administration Syllabus
    - LIS 5513 Information Sources and Services Syllabus
  - Course Proposal Form – LIS 4/5223
  - Course Rotation Schedule
  - Course Schedule: Norman and Tulsa
○ Degree Requirements - Current
○ Degree Requirements - effective for students admitted Fall of 2011 through Summer of 2013
○ Dr. Frances Laverne Carroll Student Paper Award Instruction (formerly the Alumni Student Paper Award)
○ Dual Degree Program, (M.A. History of Science and M.L.I.S.)
○ Employer Survey Results: 2010
○ End-of-Program Assessment Materials
  ▪ SLIS Thesis Guidelines
  ▪ Student Guide to the Comprehensive Exam
  ▪ Student Guide to the Portfolio
○ Exit Surveys 2007 to 2012 (opens in Excel)
○ Faculty Position Announcements
  ▪ Assistant Professor of Information Storage and Retrieval: Fall 2013 - Spring 2014
○ Fall Planning Day Meetings Agendas
  ▪ Fall Planning Day Agenda and Support Materials 2011 (opens in Excel)
○ Graduate Student Handbook
○ Independent Study Courses
  ▪ LIS 5823 Internship Documentation and selected list of sites
    • Faculty Evaluation
    • Internship Enrollments 2007 to 2013 (opens in Excel)
    • Placement Supervisor Evaluation
    • Student Evaluation
  ▪ LIS 5920 Directed Research Contract and selected list of topics
  ▪ LIS 5940 Directed Project Contract and selected list of topics
  ▪ LIS 5960 Directed Readings Contract and selected list of topics
  ▪ LIS 5980 Research for Master’s Thesis Student Guide and Titles of Completed Theses
○ New Course Documentation and Proposal Forms
○ Program Planning Form - Current
○ Program Planning Form - effective for students admitted Fall of 2011 through Summer of 2013
○ Program Planning Guides
  ▪ School Librarianship
○ Report on OU SLIS Faculty’s Views on the Comprehensive Exam
○ SLISebration Invitation and Reservation Form - 2013
○ Student Achievement Evaluation Forms, completed by SLIS Faculty Advisers
○ Student Advisory Council Reports
- Student Meet-up Agendas and Surveys
- Student Self-Evaluation of Progress Toward Graduation
- Student Survival Guide – Fall 2013
- Student Work Examples
- Vision, Mission, Goals, and Objectives

- Society of American Archivists
  - Guidelines for Graduate Program in Archival Studies

- University of Oklahoma
  - eValuate: Online Faculty Evaluation Form
  - Faculty Handbook
  - General Catalog
  - Jeannine Rainbolt College of Education
    - Education Professions Division (EPD) Agendas and Minutes
  - Office of the Senior Vice President and Provost
    - Academic Program Review Committee
    - Academic Programs Council
    - Program Modification Documentation
      - Substantive Changes
      - Non-Substantive Changes
  - Organizational Structures
    - Norman Campus Provost Organizational Chart
    - Norman Campus Research Organizational Chart
    - University Administrative Organizational Chart

- University of Oklahoma - Tulsa Campus
  - Vision
Standard III. FACULTY

The School of Library and Information Studies has a well-qualified, diverse faculty sufficient in size and satisfactorily supported within the University to accomplish the goals and objectives of the Master of Library and Information Studies (MLIS) program. The faculty is known for excellence and innovation in teaching and for instructional leadership on campus and nationally. This chapter describes the SLIS faculty’s research, teaching, and service activities and accomplishments and how these are reflective of Standard III of the 2008 ALA Standards for Accreditation.

Standard III.1: 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.

For the 2013-2014 academic year, the SLIS faculty consists of five assistant, three associate, and two full professors (Figure III-1). One tenure-track faculty member (White) entered the tenure evaluation process in Fall 2013. Two of the associate professors (Martens and Kim) are based on the OU-Tulsa campus. SLIS has been authorized to conduct a search in 2013-14 for an assistant professor with expertise in social and community informatics to fill the line left vacant by Professor Van Fleet’s death in February 2013. The SLIS faculty is currently comprised of seven women and three men who are 60% White, 30% Asian, and 10% African American.

<table>
<thead>
<tr>
<th>Name</th>
<th>Rank</th>
<th>Date Appointed to Current Rank</th>
<th>Tenure Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Abbas, June</td>
<td>Professor</td>
<td>July 2013</td>
<td>Tenured, 2008</td>
</tr>
<tr>
<td>Brown, Cecelia</td>
<td>Professor</td>
<td>July 2007</td>
<td>Tenured, 2003</td>
</tr>
<tr>
<td>Burke, Susan</td>
<td>Associate Professor</td>
<td>July 2010</td>
<td>Tenured, 2010</td>
</tr>
<tr>
<td>Kim, Yong-Mi</td>
<td>Associate Professor</td>
<td>July 2012</td>
<td>Tenured, 2012</td>
</tr>
<tr>
<td>Koh, Kyungwon</td>
<td>Assistant Professor</td>
<td>August 2012</td>
<td>Tenure Track</td>
</tr>
<tr>
<td>Lu, Kun</td>
<td>Assistant Professor</td>
<td>August 2013</td>
<td>Tenure Track</td>
</tr>
<tr>
<td>Martens, Betsy</td>
<td>Associate Professor</td>
<td>July 2011</td>
<td>Tenured, 2011</td>
</tr>
<tr>
<td>Rubenstein, Ellen</td>
<td>Assistant Professor</td>
<td>August 2011</td>
<td>Tenure Track</td>
</tr>
<tr>
<td>Snead, John</td>
<td>Assistant Professor</td>
<td>August 2009</td>
<td>Tenure Track</td>
</tr>
<tr>
<td>White, Kelvin</td>
<td>Assistant Professor</td>
<td>August 2008</td>
<td>Tenure Track</td>
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</table>

The tenured and tenure-track faculty members, except for the School’s Director, generally teach the equivalent of two courses each semester during the academic year and hold 9-month appointments. SLIS faculty members’ typical distribution of effort is teaching (40%), research (40%), and service (20%). The SLIS Director usually teaches two classes per year, holds a 12-month appointment, and has a distribution of effort of research (10%), teaching (20%), and service (70%). Tenured and tenure-track faculty members and the Director are members of the
OU Graduate College faculty and therefore hold the maximum privileges allowed for faculty members in units offering master’s degrees, including:

- teaching graduate courses
- serving on master’s thesis committees
- chairing master’s committees
- serving on doctoral committees.

The full-time, renewable term instructor position (held by Stacy Zemke from 2007 to 2013) focused on teaching (66%) and administration (33%) of the Bachelor of Arts in Information Studies (BAIS) program. Ms. Zemke taught slash-listed courses (enrolled with both graduate and undergraduate students), but did not serve on master’s thesis or portfolio committees, advise graduate students, or grade comprehensive exams. Ms. Zemke (MKSM 2007) accepted a position with the OU Libraries as the Open Education Resource Coordinator beginning September 2013. The appointment of Ms. Zemke to the OU Libraries is an excellent opportunity for a SLIS graduate to help shape the future of open access in academia. However, her move was felt within the School in two ways: 1) her assistance with the ALA accreditation process, and 2) her mentorship and advising of BAIS students. Ms. Zemke was the accreditation coordinator for the 2007 accreditation cycle and, therefore, brought a depth and breadth of knowledge to the current process. Fortunately, she devoted a great deal of time during the Summer of 2013 to data gathering and chapter scaffolding, thereby leaving the School in good shape to complete the Program Presentation.

In Fall 2013, the SLIS faculty assumed Ms. Zemke’s responsibility for advising BAIS students. Kristi Brooks, the adviser responsible for overseeing the general advisement of BAIS majors at the College level (one of several degrees for which she is responsible), attended SLIS’s Brown Bag lunch on October 14, 2013 to help the SLIS faculty become familiar with the advising process before Fall 2013 enrollment opened. Dr. Tommy Snead succeeded Ms. Zemke as the School’s representative at the monthly meetings of the College of Arts and Sciences Advisory Council on Academic Advising (CASACAA). Dr. Snead provides a monthly report during the SLIS faculty meetings to keep SLIS faculty abreast of issues related to undergraduate advisement.

Although Ms. Zemke delivered three courses each spring and fall semester, and up to two courses in the summer terms, SLIS has been able to cover three of six BAIS core courses (LIS 4063/5063 Information & Communication Technology; LIS 4223/5223 Information Technology Management; LIS 4633/5633 Design & Implementation of Web-based Information Services) and nine of the ten LIS undergraduate elective courses in-house with our regular faculty by combining (slash-listing) the undergraduate courses with the corresponding graduate courses. Courses currently slash-listed are presented in Figure III-2. This allows SLIS to seamlessly cover Ms. Zemke’s teaching assignments and ensures the School meets the College requirement that all tenure-track and tenured faculty members teach a full course load (two courses every spring and fall semester). The content and assignments are similar in the BAIS and MLIS sections, with the graduate students typically being assigned an additional project or paper. The undergraduate only courses taught by Ms. Zemke, including LIS 1013 Acquiring Knowledge in the Digital Age and LIS 2003 Introduction to Information Studies, have been assigned in-load to
Professors Koh, Rubenstein, and Snead. Adjunct instructors, including Ms. Zemke when she is available, will be recruited to cover any summer teaching previously covered by Ms. Zemke. The BAIS program now relies on the SLIS full time, permanent faculty, rather than a single renewable term instructor, therefore Ms. Zemke’s resignation has served to strengthen the School’s ability to sustainably offer a full array of core and elective courses to graduate and undergraduate students. These measures have enabled SLIS to maintain our high standards and enrollment in the BAIS and MLIS programs.

**Figure III-2 SLIS Courses Offered Slash-listed as Undergraduate and Graduate**

<table>
<thead>
<tr>
<th>Course Number* and Title</th>
<th>Instructor(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>LIS 4063/5063 Information &amp; Communication Technology (required for BAIS and MLIS)</td>
<td>Lu</td>
</tr>
<tr>
<td>LIS 4223/5223 Information Technology Management (required for BAIS)</td>
<td>Lu</td>
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<tr>
<td>LIS 4453/5553 Digital Collections</td>
<td>Abbas, Martens</td>
</tr>
<tr>
<td>LIS 4553/5553 Competitive Intelligence</td>
<td>Martens</td>
</tr>
<tr>
<td>LIS 4633/5633 Design and Implementation of Web-based Services (required for BAIS)</td>
<td>Kim</td>
</tr>
<tr>
<td>LIS 4143/5143 Government Publications</td>
<td>Snead</td>
</tr>
<tr>
<td>LIS 4970/5473 Documents and Records Management</td>
<td>Davis (adjunct)</td>
</tr>
<tr>
<td>LIS 4523/5523 Online Information Retrieval</td>
<td>Abbas</td>
</tr>
<tr>
<td>LIS 4683/5683 Database Design for Information Organizations</td>
<td>Kim</td>
</tr>
<tr>
<td>LIS 4970/5970 Data Mining</td>
<td>Kim</td>
</tr>
<tr>
<td>LIS 4970/5970 Health Informatics for Information Professionals</td>
<td>Hopkins (adjunct)</td>
</tr>
<tr>
<td>LIS 4970/5970 Introduction to Information Visualization</td>
<td>Martens</td>
</tr>
</tbody>
</table>

*4970/5970 denotes a “Hot Topics” course not yet assigned a course number*

To meet the needs of our constituents and the mission of the University, SLIS has focused on using distance technologies to deliver courses since the 1960s. To help meet the needs of the state’s second largest population center, Tulsa, and to provide greater opportunities for students in neighboring Arkansas, a state that does not have an ALA accredited MLIS program, there are two full-time SLIS faculty members in residence at OU-Tulsa. In both Norman and Tulsa, SLIS courses are delivered face-to-face, via video-conferencing, and online. All of the School’s faculty members teach through these various methods, thereby providing access to OU SLIS courses and faculty members regardless of the student’s location. In the School’s history, efforts to deliver the MLIS and other degree programs to the state of Oklahoma have been addressed by travel (students and instructors) and by technology (typically, interactive.
video and online courses). The University (Tulsa and Norman campuses) now discourages travel in favor of enhanced use of technology. The College of Arts and Sciences has supported the use of technology through online course development for individual faculty with grants, technical support, and instructional design and development assistance for online courses. The College also awards grants to provide funding support for hardware and software to departments and to individual faculty members. Although these support mechanisms are in place, the move to a larger number of online courses received a mixed reception on the Exit Surveys from 2007 to 2012 (n=113) and is discussed in Standard II. The Rotation Schedule illustrates our efforts to offer the required courses on a cycle of face-to-face and online. The elective courses, which are typically offered every other year to balance faculty teaching load and student demand, remain primarily online to meet the needs of our distance students. The practice of rotating the delivery format of the core courses began in Fall 2013, and, although the impact remains to be fully realized, early enrollment for Spring 2014 indicates a preference for online delivery of the foundations course, LIS 5033 Information & Knowledge Society.

The School of Library and Information Studies within the College of Arts and Sciences is the tenure home for every SLIS faculty member; therefore, SLIS takes several actions to create a feeling of connectedness between the Norman and Tulsa campuses. The entire SLIS faculty meets in person at least two times per year on average; the annual planning day in the fall and at SLISpiration in the spring. The burden of traveling to Norman for social events and our annual planning day usually falls to the Tulsa faculty, yet faculty members are reimbursed for travel and per diem if an overnight stay is required or desired. The Director travels to Tulsa every fall for the annual SLIS Meet-Up and occasionally throughout the year. Frequent travel between campuses is discouraged due to the time consumed, energy inefficiency, and risk to personal safety. To facilitate communication and solidarity, state of the art videoconferencing equipment is installed in the OU SLIS conference room in Norman, which allows for connections to other classrooms, conference rooms, and individual faculty member’s offices on the Tulsa campus. This facilitates Tulsa faculty members’ service on all SLIS committees and participation in all faculty meetings. Additionally, Professors Kim and Martens have served on University-wide committees, participating both in person and via videoconferencing (e.g., Kim’s service on the faculty senate). The Tulsa faculty members possess all the same rights and privileges as the Norman faculty, including access to the VPR, CAS, and SLIS travel funds; office, technology, and research support; full library services; and instructional design assistance (including online course development) support. Although face-to-face interaction would be ideal, and the technology sometimes fails or is delayed, acquisition of state of the art videoconferencing tools ensures, to the best of our ability, that the faculty members in Norman and Tulsa have equal voices in the unit’s decision making.

All SLIS faculty members are responsible for at least one required core course and one elective in their area of research interest and specialization. Although participation varies from semester to semester, all faculty work with students enrolled in one or more of the School’s independent course options: LIS 5823 Internship, LIS 5940 Directed Project, LIS 5960 Directed Reading, and LIS 5980 Master’s Research.
Figure III-3 illustrates the range of research expertise of the current (Fall 2013) SLIS faculty members and how this array of specialties is reflected in the courses each faculty member delivered from 2007 to 2013.

**Figure III-3 Current SLIS Faculty Research Interests and Courses Delivered (2007 to 2013)**

<table>
<thead>
<tr>
<th>June Abbas</th>
<th>Courses Taught</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Research</strong></td>
<td></td>
</tr>
<tr>
<td>• Children/young adults and technology, and the impact of the Internet on their use of the public library</td>
<td>LIS 4/5453 Digital Collections</td>
</tr>
<tr>
<td>• Development of user-centered digital libraries</td>
<td>LIS 4970/5523 Online Information Retrieval</td>
</tr>
<tr>
<td>• Information seeking behaviors of children/young adults</td>
<td>LIS 5033 Info &amp; Knowledge Studies</td>
</tr>
<tr>
<td>• Organization of information</td>
<td>LIS 5043 Org-Info &amp; Knowledge Resources</td>
</tr>
<tr>
<td></td>
<td>LIS 5123 Lit &amp; Methods-Readers Services</td>
</tr>
<tr>
<td></td>
<td>LIS 5403 Cataloging and Classification</td>
</tr>
<tr>
<td></td>
<td>LIS 5413 Indexing and Abstracting</td>
</tr>
<tr>
<td></td>
<td>LIS 5970 Cataloging with RDA</td>
</tr>
<tr>
<td></td>
<td>LIS 5990 Academic Librarian Seminar</td>
</tr>
<tr>
<td><strong>Courses Taught</strong></td>
<td></td>
</tr>
<tr>
<td>LIS 4970/5523 Online Information Retrieval</td>
<td></td>
</tr>
<tr>
<td>LIS 5033 Info &amp; Knowledge Studies</td>
<td></td>
</tr>
<tr>
<td>LIS 5043 Org-Info &amp; Knowledge Resources</td>
<td></td>
</tr>
<tr>
<td>LIS 5123 Lit &amp; Methods-Readers Services</td>
<td></td>
</tr>
<tr>
<td>LIS 5403 Cataloging and Classification</td>
<td></td>
</tr>
<tr>
<td>LIS 5413 Indexing and Abstracting</td>
<td></td>
</tr>
<tr>
<td>LIS 5970 Cataloging with RDA</td>
<td></td>
</tr>
<tr>
<td>LIS 5990 Academic Librarian Seminar</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Cecelia Brown</th>
<th>Courses Taught</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Research</strong></td>
<td></td>
</tr>
<tr>
<td>• Information behavior of scientists in the digital environment</td>
<td>LIS 5053 Info Users in Knowledge Society</td>
</tr>
<tr>
<td>• Fostering and promotion of information literacy in science students</td>
<td>LIS 5503 Info Literacy &amp; Instruction</td>
</tr>
<tr>
<td></td>
<td>LIS 4970/5523 Online Information Retrieval</td>
</tr>
<tr>
<td></td>
<td>LIS 5970 Scholarly Communication</td>
</tr>
<tr>
<td><strong>Courses Taught</strong></td>
<td></td>
</tr>
<tr>
<td>LIS 5053 Info Users in Knowledge Society</td>
<td></td>
</tr>
<tr>
<td>LIS 5503 Info Literacy &amp; Instruction</td>
<td></td>
</tr>
<tr>
<td>LIS 4970/5523 Online Information Retrieval</td>
<td></td>
</tr>
<tr>
<td>LIS 5970 Scholarly Communication</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Susan Burke</th>
<th>Courses Taught</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Research</strong></td>
<td></td>
</tr>
<tr>
<td>• Libraries and society</td>
<td>LIS 2003 Introduction to Information Studies</td>
</tr>
<tr>
<td>• Classic sociological issues (race/ethnicity, gender, social assumptions) within the context of libraries and information technology</td>
<td>LIS 5043 Org-Info &amp; Knowledge Resources</td>
</tr>
<tr>
<td>• Social factors in the organization of information</td>
<td>LIS 5403 Cataloging and Classification</td>
</tr>
<tr>
<td></td>
<td>LIS 5413 Indexing and Abstracting</td>
</tr>
<tr>
<td></td>
<td>LIS 5443 Collection Development &amp; Management</td>
</tr>
<tr>
<td></td>
<td>LIS 5713 Research Methods</td>
</tr>
<tr>
<td></td>
<td>LIS 5733 Evaluation Methods</td>
</tr>
<tr>
<td><strong>Courses Taught</strong></td>
<td></td>
</tr>
<tr>
<td>LIS 2003 Introduction to Information Studies</td>
<td></td>
</tr>
<tr>
<td>LIS 5043 Org-Info &amp; Knowledge Resources</td>
<td></td>
</tr>
<tr>
<td>LIS 5403 Cataloging and Classification</td>
<td></td>
</tr>
<tr>
<td>LIS 5413 Indexing and Abstracting</td>
<td></td>
</tr>
<tr>
<td>LIS 5443 Collection Development &amp; Management</td>
<td></td>
</tr>
<tr>
<td>LIS 5713 Research Methods</td>
<td></td>
</tr>
<tr>
<td>LIS 5733 Evaluation Methods</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Yong-Mi Kim</th>
<th>Courses Taught</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Research</strong></td>
<td></td>
</tr>
<tr>
<td>• Information technology firm performance</td>
<td>LIS 2003 Introduction to Information Studies</td>
</tr>
<tr>
<td>• Knowledge management</td>
<td>LIS 4063 Info &amp; Communication Tech</td>
</tr>
<tr>
<td>• Information technology outsourcing</td>
<td>LIS 4223 Info Technology Management</td>
</tr>
<tr>
<td>• Diffusion of innovation</td>
<td>LIS 4/5663 Design &amp; Implementation Web-based Services</td>
</tr>
<tr>
<td>• Information technology implementation</td>
<td>LIS 4970/5683 Database Management</td>
</tr>
<tr>
<td></td>
<td>LIS 5023 Management Of Info &amp; Knowledge Orgs</td>
</tr>
<tr>
<td></td>
<td>LIS 5063 Info &amp; Communication Technology</td>
</tr>
<tr>
<td></td>
<td>LIS 5223 Info Technology Management</td>
</tr>
<tr>
<td><strong>Courses Taught</strong></td>
<td></td>
</tr>
<tr>
<td>LIS 2003 Introduction to Information Studies</td>
<td></td>
</tr>
<tr>
<td>LIS 4063 Info &amp; Communication Tech</td>
<td></td>
</tr>
<tr>
<td>LIS 4223 Info Technology Management</td>
<td></td>
</tr>
<tr>
<td>LIS 4/5663 Design &amp; Implementation Web-based Services</td>
<td></td>
</tr>
<tr>
<td>LIS 4970/5683 Database Management</td>
<td></td>
</tr>
<tr>
<td>LIS 5023 Management Of Info &amp; Knowledge Orgs</td>
<td></td>
</tr>
<tr>
<td>LIS 5063 Info &amp; Communication Technology</td>
<td></td>
</tr>
<tr>
<td>LIS 5223 Info Technology Management</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Kyungwon Koh</th>
<th>Courses Taught</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Research</strong></td>
<td></td>
</tr>
<tr>
<td>• Youth services</td>
<td>LIS 1013 Acquiring Knowledge-Digital</td>
</tr>
<tr>
<td>• Digital media culture</td>
<td>LIS 4303 Children’s Literature</td>
</tr>
<tr>
<td>• School libraries</td>
<td>LIS 5183 Books &amp; Materials for Children</td>
</tr>
<tr>
<td>• Education for library and information studies</td>
<td>LIS 5193 Books &amp; Materials-Young Adults</td>
</tr>
<tr>
<td><strong>Courses Taught</strong></td>
<td></td>
</tr>
<tr>
<td>LIS 1013 Acquiring Knowledge-Digital</td>
<td></td>
</tr>
<tr>
<td>LIS 4303 Children’s Literature</td>
<td></td>
</tr>
<tr>
<td>LIS 5183 Books &amp; Materials for Children</td>
<td></td>
</tr>
<tr>
<td>LIS 5193 Books &amp; Materials-Young Adults</td>
<td></td>
</tr>
</tbody>
</table>
**Kun Lu**  
Research  
- Information retrieval system design  
- Applied informetrics  
- Data mining  

**Courses Taught**  
- LIS 4063/5063 Info & Communication Tech  
- LIS 4223/5223 Information Technology Management

**Betsy Martens**  
Research  
- Bibliometrics  
- Information industry  
- Philosophy of information  
- Theory development and diffusion

**Courses Taught**  
- LIS 4453/5453 Digital Collections  
- LIS 4970/5553 Competitive Intelligence  
- LIS 5033 Info & Knowledge Studies  
- LIS 5293 Special Library/Info Center Admin  
- LIS 5443 Collection Development  
- LIS 5503 Info Literacy & Instruction

**Ellen Rubenstein**  
Research  
- Online communities and communication  
- Health information  
- Information behavior  
- Social capital and social networks  
- Ethnography

**Courses Taught**  
- LIS 1013 Acquiring Knowledge-Digital  
- LIS 2003 Intro to Information Studies  
- LIS 4970/5970 Digital Information Ethics  
- LIS 5053 Info User in Knowledge Society

**John Snead**  
Research  
- Information policy  
- E-government and government documents  
- Evaluation of networked library and government services with an emphasis on user-centered access to, use of, and interaction through the internet  
- Website evaluation

**Courses Taught**  
- LIS 5033 Info & Knowledge Society  
- LIS 4063/5063 Info & Communication Technology  
- LIS 4970/5143 Government Publications  
- LIS 5603 Info & Communication Technology

**Kelvin White**  
Research  
- Interconnections between social, cultural, and historical contexts in which recordkeeping activities exist and the implications they have for marginalized or underrepresented communities  
- Critical information  
- Social justice  
- Archival education as a social construct  
- Race and gender theory  
- Archives and human rights

**Courses Taught**  
- LIS 5033 Info & Knowledge Society  
- LIS 5053 Info User in Knowledge Society  
- LIS 5253 Community Relations & Advocacy  
- LIS 5343 Archival Concepts  
- LIS 5423 Archives  
- LIS 5563 Archival Appraisal  
- LIS 5653 Preservation of Information Materials  
- LIS 5713 Research Methods
Standard III.1.2 Part-time faculty, when appointed, balance and complement the teaching competencies of the full-time faculty. Particularly in the teaching of specialties that are not represented in the expertise of the full-time faculty, part-time faculty enrich the quality and diversity of a program.

Figure III-4 illustrates the percentage of SLIS courses taught by SLIS full-time faculty members, adjunct instructors who are not employed by the University (Non-OU Adjunct), and adjunct instructors who are also OU faculty members (OU Adjunct) from 2007 to 2013. OU SLIS full-time faculty members consistently teach the majority (78%) of the graduate level courses, and SLIS faculty members teach all of the required courses (Figure III-4).

**Figure III-4 MLIS Courses Offered by Faculty Appointment Type from 2007 to 2013**

The School employs adjunct instructors to teach elective courses in the specific areas in which they have specialized knowledge of current practices. The School works with a consistent adjunct faculty pool of practitioners who are employed with an array of other library and information organizations (Non-OU Adjunct Faculty) and at OU (OU Adjunct Faculty) and who offer courses in specialized areas such as health sciences information, document and records management, archival representation, and collection development (Figure III-5). Employing adjunct instructors ensures that SLIS students have access to a broader range of relevant courses than are possible to be delivered in-load by our ten faculty members. However, due to the general budget restraints at the University and College level, since 2012 there has been reduced funding for one-time instructional support, and, therefore, SLIS was required to decrease the number of courses taught by adjunct instructors during the regular academic year.
However, to build a robust summer program at OU, summer support was available in 2012 and 2013 as a teaching incentive for regular faculty and to hire adjunct instructors. SLIS does not typically employ regular faculty (who hold nine month contracts) in the summer to allow tenure track and tenured faculty member time to focus on research and creative activities. Instead, to ensure that students have access to courses throughout the year SLIS generally employs adjunct instructors in the summer. Occasionally a tenured professor will teach during the summer to supplement their income (e.g. Martens) and/or to lighten their course load during the regular semester (e.g. Latrobe).

**Figure III-5 SLIS Non-OU Adjunct and OU Adjunct Faculty Members**

<table>
<thead>
<tr>
<th>Name</th>
<th>Position(s)</th>
<th>Course(s) Taught</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Non-OU Adjunct Faculty</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Davis, Jan</td>
<td>Administrative Archivist&lt;br&gt;Oklahoma Department of Libraries, Archives and Records Management Division</td>
<td>LIS 5473 Document &amp; Records Management</td>
</tr>
<tr>
<td>Day, Jennifer</td>
<td>CA, Archivist&lt;br&gt;City of OKC, City Clerk's Office</td>
<td>LIS 5970 Archival Representation &amp; Usage</td>
</tr>
<tr>
<td>Edwards-Johnson, Adriane</td>
<td>Virtual Library Manager, Pioneer Library System</td>
<td>LIS 5143 Government Publications</td>
</tr>
<tr>
<td>Gann, Linda</td>
<td>Library Media Specialist, Jenks Public Schools</td>
<td>LIS 5503 Information Literacy &amp; Instruction</td>
</tr>
<tr>
<td>Garrett, Jennifer</td>
<td>Library Media Specialist, Norman Public Schools</td>
<td>LIS 5193 Books and Material for Young Adults</td>
</tr>
<tr>
<td>Hopkins, Mark</td>
<td>Manager of Library Technology, Bird Health Sciences Center Library, University of Oklahoma Health Sciences Center</td>
<td>LIS 5970 Health Informatics for Information Professionals</td>
</tr>
<tr>
<td>Jackson, Darla</td>
<td>Director, McKusick Law Library, University of South Dakota School of Law</td>
<td>LIS 5543 Collection Development and Management</td>
</tr>
<tr>
<td>Johnson, Jeanie</td>
<td>Director of Library Media/ITV at the Oklahoma State Department of Education</td>
<td>LIS 5283 School Library Media Center Administration</td>
</tr>
<tr>
<td>Kramer, Gary</td>
<td>Public Information Officer, Pioneer Library System</td>
<td>LIS 5253 Community Relations and Advocacy</td>
</tr>
<tr>
<td>Littlejohn, Nancy</td>
<td>Circulation Manager, Norman Public Library</td>
<td>LIS 5503 Information Literacy and Instruction</td>
</tr>
<tr>
<td>Smith-Edwards, Buffy</td>
<td>Library Media Specialist, Norman Public Schools</td>
<td>LIS 5013 Use of Library and Information Resources&lt;br&gt;LIS 5183 Books and Materials for Children&lt;br&gt;LIS/KM 5223 Information Technology Management&lt;br&gt;LIS 5253 Community Relations and Advocacy&lt;br&gt;LIS 5283 School Library Center Administration&lt;br&gt;LIS 5543 Collection Development &amp; Management&lt;br&gt;LIS/KM 5603/5990 Information &amp; Communication Technology</td>
</tr>
<tr>
<td>Spindle, Deb</td>
<td>Research Coordinator, Oklahoma Historical Society</td>
<td>LIS 5543 Collection Development and Management</td>
</tr>
<tr>
<td>Stambaugh, Marianne</td>
<td>Children's Librarian, Tulsa City-County Library</td>
<td>LIS 5183 Books and Materials for Children</td>
</tr>
<tr>
<td>Street (Parker), Terri</td>
<td>Library Media Specialist, Norman Public Schools</td>
<td>LIS 5183 Books and Materials for Children</td>
</tr>
</tbody>
</table>
Standard III.2: The school demonstrates the high priority it attaches 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.

Policies and procedures from both the University and the College guide the search for new faculty for the School.

The procedures for the appointment of new faculty are prescribed by the University in the Faculty Handbook 2007, section 3.5.2. Although initiated through the Dean of Arts and Sciences, the formal offer of appointment comes from the Senior Vice President and Provost or the President and is contingent upon the approval of the OU Board of Regents. If the Board of Regents approves the appointment, and the candidate accepts the formal offer, a Contract of Employment is given to the applicant for signature.

Before initiating a search for a new faculty member, SLIS must seek permission to search from the College. The College of Arts and Sciences provides assistance and a timeline for recruiting, as well as permissions for filling faculty lines. In concert with the administration, the faculty as a whole determines the position’s areas of emphasis based on the strengths and weaknesses of the existing faculty, changes in the profession, and input from the SLIS Advisory Board. The School then forms a search committee consisting of two SLIS faculty members (one serves as Chair), a faculty member from an OU unit outside of SLIS that the faculty believes would positively contribute to evaluating the candidates, and a MLIS student. SLIS has conducted five successful searches since 2007 and is currently searching for an assistant professor to join the faculty in Fall 2014. All SLIS faculty position announcements specify expectations for teaching, research, and service, and articulate the expectation for full
engagement in distance delivery (both online and via video-based technologies). Required qualifications for the most recent SLIS faculty hires have been:

- doctoral degree in library and information science or a related field, completed or nearing completion
- record of published research or demonstrated research potential
- expertise in new and developing information, communications, and instructional technologies
- ability to work with multiple internal and external constituencies
- ability to teach one or more master’s degree core courses (Information and Knowledge Society, Management of Information and Knowledge Organizations, Organization of Information and Knowledge Resources, Information Users in the Knowledge Society, Information and Communication Technology, Research Methods/Evaluation Methods).

Specific areas of specialization that have been targeted in these searches include:

- Access to Knowledge Structures
- Administration (School Director position)
- Archival Studies
- Community and Social Informatics
- Information Storage and Retrieval
- Library and Information Services for Youth
- Organization of Information.

The SLIS renewable term instructor (Zemke) focused on the BAIS program, as stated earlier, and delivered three courses each spring and fall semester, and held primary responsibility for undergraduate student advisement. Although the position did not include research, the instructor did teach graduate students in slash-listed courses delivered to both undergraduate and graduate students.

Tenure, promotion, and merit raises are guided by policies set by the University and SLIS. These policies have been assessed and approved by the College and University. The University of Oklahoma Faculty Handbook 2007 addresses tenure (Section 3.7) as well as faculty evaluation, advancement in salary, promotion in rank, and post-tenure review. Tenure topics specifically addressed in the University handbook include eligibility, probationary period, and criteria, and procedures for the tenure decision.

The 2010 SLIS Policies on Tenure, Promotion, and Merit Raises identify the areas of teaching, research, professional service, and University service as the four areas that are considered in determining eligibility for promotion and tenure and for purposes of annual evaluation. Expected performance levels for tenure and promotion in each of the categories, as well as the nature of assessment and sources of evidence, are specified. The policies especially note the inclusion of innovative teaching strategies as an element in assessing teaching performance, encourage collaboration in research and scholarship, and recognize a wide variety of venues as appropriate for dissemination of research results. The success of the School in appointing and encouraging faculty in their teaching, research, and service efforts is reflected by individual faculty members’ achievement of tenure and promotion. All those put forward for tenure and
promotion were successful over the past six years. Since the last accreditation cycle, four faculty members retired from the University (all appointed as Faculty Emeritus), three faculty members took positions at other universities, and one faculty member, also appointed as Faculty Emeritus, passed away (Figure III-6).

<table>
<thead>
<tr>
<th>Position Number</th>
<th>FY08</th>
<th>FY09</th>
<th>FY10</th>
<th>FY11</th>
<th>FY12</th>
<th>FY13</th>
<th>FY14</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Norman-Based Faculty Positions</strong></td>
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<td></td>
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<td></td>
</tr>
<tr>
<td>00455</td>
<td>June Lester -- Retired</td>
<td>Vacant</td>
<td>Ellen Rubenstein</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>00611</td>
<td>Cecelia Brown</td>
<td>Promoted to Director</td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>00793</td>
<td>Danny Wallace -- Position at other university</td>
<td>Kelvin White</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>01368</td>
<td>Kathy Latrobe -- Director</td>
<td>Kathy Latrobe - Retired End of FY 2012</td>
<td>Kyungwon Koh</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>02501</td>
<td>Susan Burke</td>
<td>Promoted to Associate Professor</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>02785</td>
<td>Lotsee Patterson -- Retired</td>
<td>June Abbas</td>
<td>Promoted to Full Professor</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>04023</td>
<td>Rhonda Taylor -- Retired, July 2013</td>
<td>Kun Lu</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>16524</td>
<td>Connie Van Fleet – Deceased, February 2013</td>
<td>(search in progress)</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>20316</td>
<td>Myongho Yi -- Position at other university</td>
<td>Vacant</td>
<td>John (Tommy) Snead</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Tulsa-Based Faculty Positions</strong></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>20850</td>
<td>Betsy Martens</td>
<td>Promoted to Associate Professor</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>20851</td>
<td>Suliman Hawamdeh -- Position at other university</td>
<td>Vacant</td>
<td></td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td>21593</td>
<td>Yong-Mi Kim</td>
<td>Promoted to Associate Professor</td>
<td></td>
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</tr>
</tbody>
</table>

**Teaching Innovation**

SLIS faculty members exhibit their commitment to the technology intensive needs of distance students through innovative teaching approaches. All faculty members teach and advise students via two-way interactive video-conference technologies supported by the University and consumer-based solutions such as Adobe ConnectPro, Voice Thread, Skype, Google (Docs, hangouts, Chat), and email. All faculty members deliver courses online using the course management system Desire2Learn (D2L), which is supported technically by the OU IT Department and academically through training and support by the College's Online Program. To support the specific needs of individual courses and students, faculty have implemented additional technologies to support their courses including Adobe ConnectPro for small group
Standard III. FACULTY

conferencing and presentations, Google Hangouts for small group interaction, and Google Docs for small group projects. The faculty strives to meet the needs of the students through new and evolving technologies. A recent example of this effort is the attendance of four professors (Abbas, Burke, Kim, and White) at the iBook and iTunes U Training Programs offered by OU’s Center for Teaching Excellence in 2013.

The School’s faculty have consistently participated in professional development for teaching at OU, including:

- attendance and presentation at the annual Teaching Scholars’ Initiative
- participation in the D2L upgrade pilot program
- attendance at the Academic Technology Expo
- participation in the iBooks/iTunesU pilot program and training
- attendance at the regional D2L conference.

Innovation in teaching is stimulated campus-wide by OU’s Center for Teaching Excellence. Services include the annual New Faculty Seminars designed to introduce new faculty members to the University, help them navigate the organization to find the support needed for scholarly activities, and expose them to the cultural and social opportunities available in the community. The Center also partners with the annual Teaching Scholar’s Initiative (TSI), which is a faculty-centered teaching colloquium. Started in 2003, TSI provides faculty the opportunity to share teaching experiences aimed at improving student learning at OU. Drs. Taylor and Burke have served on the committee that organizes the annual (TSI) with Dr. Burke serving as the chair from 2011 through 2014. During the 2011 TSI, Dr. Taylor was awarded the Longmire Prize for Teaching from the College of Arts and Sciences. Longmire awardees exhibit a scholarly and thoughtful approach to innovative teaching as demonstrated through student/teacher evaluations, chair recommendations, and additional information such as student or peer letters of support, sample syllabi, and course materials. The School, with support from students, alumni, and external colleagues, spearheaded Dr. Taylor’s nomination. Additionally within SLIS, the faculty members informally gather at regular Brown Bag lunches to discuss teaching ideas and innovations.

An example of Dr. Taylor’s innovative approach to teaching is the receipt of funding for the project “Partnering to Build a 21st Century Community of Oklahoma Academic Librarians” from IMLS’s Laura Bush 21st Century Librarian Program. In 2009, $414,545 was received to recruit and fully support the education of 15 new academic librarians qualified to work with underserved and minority groups. Graduates from the cohort are now successfully employed as academic librarians across the state, including Rogers State, Oklahoma State, and Panhandle State Universities.

Additional innovative teaching practices in SLIS include Dr. Brown piloting an experiential learning course (Masterpieces) focusing on at-risk tweens in public libraries in 2010, 2011, and 2013. Experiential learning is also infused in the elective course LIS 4/5453 Digital Collections where students build a digital collection using tangible (OU Bebb Herbarium specimens) and born digital objects. LIS 5513 Information Sources and Services and LIS 5243 School Library Center Administration also incorporate hands-on learning experiences as described in Standard

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II. Also, in Summer 2012 and 2013, SLIS students were given the opportunity to participate in a service learning experience as counselors for the IMLS funded Information Matrix Camp, a one-week, summer library and information science camp for Oklahoma middle school students. Further, one-time, elective “hot-topics” courses, including Digital Information Ethics and Cataloging with RDA, have been offered to keep students abreast of new developments in the field. Finally, students have worked with faculty to find internship experiences at a wide variety of sites ranging from local organizations, including the Norman Public Library and the Tulsa Historical Society, to national placements at the Herbert Hoover Presidential Library in West Branch, Iowa and the Archives and Special Collections at Loyola University in Chicago.

The effectiveness of the high priority SLIS assigns to teaching is demonstrated by the anonymous feedback received from students at the end the semester for each course delivered by the School. Since Fall 2010, student evaluations have been completed using the online system, eValuate. Faculty members and adjunct instructors use the evaluation information gathered to refresh and revitalize their courses and to improve their teaching effectiveness to meet students’ learning styles, preferences, and educational goals. The Director and Committee A use the student evaluations to inform the annual faculty evaluation process and to suggest teaching development opportunities including consultation with the Center for Teaching Excellence and the CAS Online Program Office. The Director discusses the student evaluations individually with adjunct instructors and makes suggestions for improvement and development.

Figure III.7 presents the average scores to the 12 evaluation questions used across the College on a scale of 1 (poor/far below average) to 5 (excellent/far above average) for SLIS (including adjunct instructors) and all CAS faculty members since Fall 2010. SLIS’s teaching evaluation scores are comparable to those garnered by faculty members from other units across campus. The largest difference was observed in Spring 2013 and may be accounted for by the consistently higher scores received by SLIS faculty members from students for all questions posed.

![Figure III-7 Average Scores for SLIS and CAS Course Evaluations](image-url)

* Student Evaluation Questions:

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1. Extent to which the instructor contributed to your learning
2. Ability of the instructor to respond to a wide range of questions about the material in this course
3. Instructor’s promptness in returning exams and assignments so they could be useful for learning
4. Instructor’s ability to encourage critical and independent thinking
5. Instructor’s ability to stimulate continuing interest in the subject matter
6. Overall instructor’s teaching effectiveness was
7. Instructor’s management of the course was
8. Amount you learned in this class
9. Workload of this course compared to others a similar level
10. Quality of readings and/or assigned course materials
11. Overall, this course was
12. This course was graded fairly

Research Innovation

The research vision for the University of Oklahoma Norman Campus is to utilize its intellectual, technological, and administrative resources to generate and disseminate new knowledge, and to develop, perform, and exhibit works of creative expression, for the purpose of understanding and improving all aspects of life and living. Thus, the School, College, and University make multiple funding opportunities available on a competitive basis to OU faculty members to foster and promote research innovation. The Carnegie Foundation ranks the University “Very High” in research activity, and OU is the only university thus rated in Oklahoma.

The OU Office of the Vice President for Research (VPR) is a comprehensive organization within the University that is responsible for the development and/or dissemination of official policies in the research and creative activity arena, as well as the facilitation of faculty, student, and staff scholarship in all OU disciplines. The Office of Research Services branch of the VPR Office is integral to fostering and sustaining the rich research environment of OU through the provision of high-quality information services to the faculty regarding internal and external funding opportunities, workshops, and training; and to provide policy and procedural information regarding proposal submission and grant administration. In 2010 the VPR Office launched the Aspire 2020 planning initiative to develop a decadal strategic roadmap for scholarship (available on site). Aspire 2020 led to the creation of the Center for Research Program Development and Enrichment (CRPDE) in July 2010. The CRPDE assists OU faculty, research scientists, postdocs, and students in their efforts to build strong and competitive programs for research, scholarship, and creative activities. The Center facilitates this effort by helping to identify funding opportunities for research projects, assisting with the development of proposals for external funding, and identifying and leveraging University resources to strengthen research programs and projects.

The SLIS faculty discussed the services and opportunities available from the CRPDE during the December 2010 Brown Bag with Alicia J. Knoedler, Associate Vice President for Research and CRPDE Director. The CRPDE staff regularly forward calls for proposals to appropriate faculty members and make themselves available to discuss potential projects for funding. SLIS faculty members have met with CRPDE Associate Directors Todd Fuller and Marilyn L. Korhonen, individually and in small groups, to discuss projects for external funding. The results of these discussions and the outreach efforts of the CRPDE are yet to be fully realized; however, this year is unprecedented for OU SLIS with four proposals currently under review at IMLS.
Excel workbook, Faculty External Grant Activity 2007 to 2013, lists each of the current SLIS faculty members’ external grant proposal activity.

The mission of OU SLIS includes engagement in research and creative activities that generate new knowledge and applications for effective practice and foster interdisciplinary approaches to address information challenges. The SLIS faculty’s excellence in teaching and passion for preparing graduates to be ethical, culturally aware, and transformative leaders have, until recently, overshadowed the faculty’s research and creativity activities. Since the last accreditation cycle, in which the SLIS faculty was encouraged to increase research output, there has been a notable increase in refereed journal articles published (37 vs. 56). This can in part be attributed to the support of the CRPDE and also to the School’s commitment to build a solid research infrastructure. SLIS leveraged the opportunity created by the retirement and resignation of seven faculty members and made a concerted effort to appoint new faculty members, such as Dr. Rubenstein, Dr. Koh, and Dr. Lu, who possess strong research records and future potential. The hiring decisions have been successful as illustrated by the quality and quantity of peer-reviewed publications contributed by the faculty members hired since 2008 listed below in Figure III-8 and evidenced in faculty members’ curricula vitae.

Figure III-8 Peer-Reviewed Journal Articles Published by SLIS Professors Appointed Since 2008

<table>
<thead>
<tr>
<th>Professor</th>
<th>Appointment Date</th>
<th>Number of Publications* Since Appointment</th>
<th>Journal Titles</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lu</td>
<td>August 2013</td>
<td>2</td>
<td>Journal of the American Society for Information Science and Technology</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Information Processing and Management</td>
</tr>
<tr>
<td>Koh</td>
<td>August 2012</td>
<td>2</td>
<td>Journal of the American Society for Information Science and Technology</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Library &amp; Information Science Research</td>
</tr>
<tr>
<td>Rubenstein</td>
<td>August 2011</td>
<td>2</td>
<td>Journal of the American Society for Information Science and Technology</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Library and Information History</td>
</tr>
<tr>
<td>Snead</td>
<td>August 2010</td>
<td>3</td>
<td>Government Information Quarterly (2)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Journal of Education in Library and Information Science</td>
</tr>
<tr>
<td>Abbas</td>
<td>August 2008</td>
<td>11</td>
<td>Journal of the American Society for Information Science and Technology</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Western Journal of Emergency Medicine</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Journal of Electronic Commerce in Organizations (2)</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Journal of Academic Librarianship</td>
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<td></td>
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<td></td>
<td>Journal of Library Administration</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Public Libraries (3)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>International Journal of Digital Libraries</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Library Resources and Technical Services</td>
</tr>
<tr>
<td>White</td>
<td>August 2008</td>
<td>5</td>
<td>The American Archivist (2)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Library Quarterly</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Archival Science</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Archives and Manuscripts</td>
</tr>
</tbody>
</table>

*accepted, in press, or published
Furthermore, in 2008 the OU SLIS faculty began discussing the development of a PhD program as a means to enhance and maintain research innovation. Faculty agreed that such a program, if designed appropriately and around research interests of the SLIS faculty, could both boost and sustain research productivity and innovation over time. To facilitate the development of a new PhD program, OU SLIS formed an ad hoc PhD Committee. One of the first activities in which the committee engaged was to conduct a focus group to gain information about the state’s market demand for developing a new PhD program in Information Studies. Twenty participants (comprised of current students and alumni) were invited and fourteen actually participated in the focus group. All participants at some point indicated an interest in pursuing a PhD degree if offered by OU SLIS. Seeing student interest and demand, the faculty has committed to developing a new PhD program and the ad hoc PhD committee continues to develop the program with plans to complete an application for the new program in 2015.

Other efforts to stimulate research innovation include: holding monthly Brown Bags to discuss research ideas and projects; assigning each assistant professor a senior faculty mentor who provides research guidance and support; and revising the Policies and Procedures: Annual Faculty Evaluation, Promotion, Tenure, and Merit Raises to assign larger value to grant writing than in the past.

Metrics and comments on the SLIS Director’s Annual Evaluation from 2011 and reappointment recommendation letter indicate that the research atmosphere of the School is improving. The SLIS faculty members are aware that writing and receiving outside grant funding is essential to the scholarly enterprise and are committed to continuing our more assertive approach in the future (see Faculty Outside Grant Activity 2007 to 2013).

Further details about the funding opportunities available at the School, the College, and the University to stimulate research and creative activities are presented in Chapter V - Administration and Financial Support.

Service Innovation

The Schools’ service goals are three fold:

1. Provide leadership, consultation, and guidance to the professional/information communities
2. Contribute to University governance by participation at the departmental, College, and University levels
3. Promote and defend the profession’s values to society

Untenured faculty members are encouraged to focus on research and teaching activities during their pre-tenure years in lieu of service. In contrast, the SLIS tenured faculty members have a long tradition of contributing significantly to the Profession, the School, the College, and the University as illustrated below in Figures III-10, III-13, and III-14. The School’s faculty members’ enthusiasm for service is strong, especially for service to the profession; therefore, the School has not found it necessary to actively promote a culture of service among the tenured faculty to date. To promote a culture of service among SLIS students, the Curriculum Committee was charged in 2011-12 to explore development of courses, course components, or
other learning structures that provide opportunities for hands-on utilization and real world applications of information and technology through service learning and/or practicum opportunities for SLIS students. The Committee concluded that mechanisms currently exist for offering these opportunities; therefore, no further action has been taken to date.

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

SLIS works within the University, College, and School’s policies and procedures to recruit and retain a diverse faculty. Section 5.1 of the University Faculty Handbook reflects the importance of Equal Opportunity and Affirmative Action to the University. Position announcements and promotional materials include the statement: The University of Oklahoma is an equal opportunity institution. Annually the Provost distributes the memo, OU’s Recruiting Procedures for Ranked Faculty, outlining the faculty recruiting procedures necessary for compliance with the Office of Equal Opportunity requirements and current lecture-interview and appointment procedures. Included in the Provost’s memo are the current National Recruiting Procedures for Faculty and Academic Administrators. It is the responsibility of the Director and the Chair of the Search Committee to work with the Office of Equal Opportunity and to be familiar with the procedures concerning the interview and appointment process.

The College of Arts and Sciences provides additional assistance for the recruitment of a diverse faculty through their Faculty Recruiting and Appointments web portal and by regularly holding workshops on best practices for recruitment. Materials from the Fall 2013 workshop are provided as evidence. Internally, SLIS strives to find ways to recruit and retain diverse faculty. For example, during the Fall 2013 Planning Day, OU Associate Professor of Philosophy, Steven Ellis, delivered a presentation, “Rethinking Recruitment for Diversity,” to heighten our awareness of what he terms “implicit bias” in the academic recruitment process and the measures the OU Philosophy Department is using to reduce discriminating and unfair practices.

The professors recently recruited to the SLIS faculty have increased its diversity profile by including three hires from underrepresented groups. The faculty consists of seven females and three males, and their countries of origin include Canada, China, South Korea, and the U.S. The shifts in the diversity profile of SLIS include the retirement of two Native American women, the hiring of an African American man, plus the addition of two Asian faculty members (one woman, one man). As illustrated in Figure III-9 below, the SLIS faculty also represents a variety of educational backgrounds and institutions.
### Figure III-9 Faculty Degree Diversity

**Dr. June Abbas**

<table>
<thead>
<tr>
<th>Degree</th>
<th>Degree Area</th>
<th>Institution</th>
</tr>
</thead>
<tbody>
<tr>
<td>PhD</td>
<td>Information Science</td>
<td>University of North Texas</td>
</tr>
<tr>
<td>MLS</td>
<td>Library Science</td>
<td>Emporia State University</td>
</tr>
<tr>
<td>BA</td>
<td>General Studies</td>
<td>Saint Mary College</td>
</tr>
</tbody>
</table>

**Dr. Cecelia Brown**

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<tr>
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<th>Degree Area</th>
<th>Institution</th>
</tr>
</thead>
<tbody>
<tr>
<td>PhD</td>
<td>Nutritional Sciences</td>
<td>University of Illinois at Urbana-Champaign</td>
</tr>
<tr>
<td>MLIS</td>
<td>Library and Information Studies</td>
<td>University of Oklahoma</td>
</tr>
<tr>
<td>MS</td>
<td>Nutritional Sciences</td>
<td>University of Illinois at Urbana-Champaign</td>
</tr>
<tr>
<td>BASc</td>
<td>Applied Human Nutrition</td>
<td>University of Guelph</td>
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</table>

**Dr. Susan Burke**

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<th>Institution</th>
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<tbody>
<tr>
<td>PhD</td>
<td>Sociology</td>
<td>Texas Woman's University</td>
</tr>
<tr>
<td>MS</td>
<td>Library and Information Science</td>
<td>University of Illinois at Urbana-Champaign</td>
</tr>
<tr>
<td>AB</td>
<td>Russian Area Studies/History</td>
<td>University of Illinois at Urbana-Champaign</td>
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</table>

**Dr. Yong-mi Kim**

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<tbody>
<tr>
<td>PhD</td>
<td>Management of Information Systems</td>
<td>University of Oklahoma</td>
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<tr>
<td>PhD</td>
<td>Public Administration</td>
<td>Florida Atlantic University</td>
</tr>
<tr>
<td>MPA</td>
<td>Public Administration</td>
<td>University of Southern California</td>
</tr>
<tr>
<td>BA</td>
<td>Public Administration</td>
<td>Han Nam University</td>
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**Dr. Kyungwon Koh**

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<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>PhD</td>
<td>Library and Information Studies</td>
<td>Florida State University</td>
</tr>
<tr>
<td>MLIS</td>
<td>Library and Information Studies</td>
<td>Florida State University</td>
</tr>
<tr>
<td>BA</td>
<td>Library and Information Science</td>
<td>Yonsei University</td>
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</table>

**Dr. Kun Lu**

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<thead>
<tr>
<th>Degree</th>
<th>Degree Area</th>
<th>Institution</th>
</tr>
</thead>
<tbody>
<tr>
<td>PhD</td>
<td>Information Retrieval</td>
<td>University of Wisconsin-Milwaukee</td>
</tr>
<tr>
<td>MS</td>
<td>Information Science</td>
<td>Wuhan University</td>
</tr>
<tr>
<td>BS</td>
<td>Information Management and Information System</td>
<td>Wuhan University</td>
</tr>
</tbody>
</table>
The OU Faculty Handbook captures the major policies covering faculty and is available on the Provost's website, while the College posts the personnel policies and procedures of its units on its website. The annual memoranda from the Provost relating to promotion/tenure procedures and annual faculty evaluation are also on the Provost's website. The faculty personnel policies and procedures of the School are accessible to SLIS faculty on the SLIS file server and on the College Website. Approval for unit policies and procedures is required at various administrative levels (at the OU Board of Regents for University-level policy and at the Dean and Provost level for School policy), thus ensuring equity in practices and consistency with existing University and College policies.

Faculty members are evaluated annually in January by Committee A using their Mini-Vitae and Faculty Activity Report (FAR) to assign a rating for teaching, research, and service. The division of time devoted to these three areas is discussed, and any changes are made, at this time. Tenure-track faculty members are required, while tenured professors are invited, to meet with Committee A to discuss their annual evaluation prior to its submission to the College Dean. Faculty members also use the FAR to set goals and objectives for the following year. Committee A condenses the individual faculty reports into a single mini-vitae for the School that is submitted to the College. After submission to the College, Committee A meets with the Associate Dean to discuss the process, again ensuring equity in practices and consistency with existing College and University policies. The School’s mini-vitae, individual faculty members’ mini-vitae, and the Faculty Activity Reports will be available on site.

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Committee A is responsible for the annual evaluation of the Director as described in the Dean’s Annual Evaluation of Chairs/Directors memo. Although the units within the College may select any mechanism to conduct the Director’s evaluation, typically SLIS’s Committee A distributes a survey addressing the attributes provided in the Dean’s memo and listed below:

1. Overall leadership of the unit
2. Goals as chair and success in or progress toward attaining these goals
3. Changes—positive and negative—in the academic programs, including undergraduate and graduate, of the unit
4. Success in improving external funding—including grants, contracts and private giving—and relationships with external constituencies, including alumni and professionals
5. Fiscal management of the unit’s resources
6. Personnel management, including implementation of the University’s Affirmative Action plan as it relates to the unit
7. Management of the day-to-day activities of the unit
8. Effectiveness in achieving and maintaining ethnic, gender, and cultural diversity among faculty, staff, and students of the unit
9. Effectiveness in creating a supportive climate for all members of the department and in providing appropriate training and channels of communications regarding issues of discrimination and harassment
10. Effectiveness in creating and maintaining transparency regarding access to departmental information, participation in departmental governance, and input into departmental decision making
11. Involvement of students and the Student Advisory Committee in departmental activities and governance

Committee A crafts a narrative of the survey results and shares the survey and the narrative with the Director before the final versions are forwarded to the Dean’s office. The College Dean and the Director meet in April or May to discuss the Director’s annual evaluation and to set administrative, departmental, and personal professional goals for the upcoming year. To prepare for the annual meeting with the College Dean, the Director is requested to conduct a self-evaluation including the following information and send it to the Dean’s office by March 1:

1. A list of the goals worked on during the past year
2. A brief summary of the progress made toward accomplishing those goals
3. A list of goals to work on for the coming year

Committee A’s 2010 and 2011 memos and letter of reappointment recommendation are provided as evidence.

As shown above in Figure III-9, SLIS faculty members have a broad range of backgrounds and areas of expertise, and received their Master’s and PhDs at a variety of institutions. Eight of the 10 faculty members hold an MLIS degree, or equivalent, while Kim and White hold a Masters in Public Administration and Afro-American Studies, respectively. Additionally, Martens holds a Master of Business Administration in addition to an MLS. Professors Kim and Martens were originally hired to support the MSKM program in Tulsa. Knowledge management positions
are available in various industries, including business, education, health, government, and public service organizations; therefore, Kim’s MPA degree and Martens’ MBA were critical assets to the School at their time of appointment. Although the MSKM is no longer offered, Kim and Martens continue to contribute significantly to the mission of SLIS by teaching the core foundations (LIS 5033 Information and Knowledge Society) and library administration (LIS 5063 Management of Information and Knowledge Organizations) courses in addition to several electives including: LIS 5443 Collection Development and Management, LIS 4/5453 Digital Collections, and LIS 4/5633 Design and Implementation of Web-Based Services (required for the BAIS).

While White does not have an MLIS, he fulfilled all the coursework for an MLIS degree at UCLA with the exception of one course in management. White’s master’s degree (Afro-American Studies) and his coursework towards the MLIS make his appointment suitable with OU SLIS. One of the primary reasons he was hired was to develop an archival program that met the guidelines established by the Society of American Archivists. In doing so, OU SLIS also wanted a faculty member to develop a program that was both culturally relevant and sensitive to diverse cultures and values. His MA degree informs archival and recordkeeping practice and research, especially as they relate to marginalized or underrepresented groups such as African Americans and Native Americans. As a result, the OU SLIS program is able to emphasize, and prepare students to be, socio-culturally aware and sensitive to diverse information and recordkeeping environments. White serves as the faculty member who is responsible for the design, development, and coordination of archival studies coursework.

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

The required hiring criteria for all SLIS faculty members include the ability to develop and teach courses related to their area of expertise. For example, the current announcement for an Assistant Professor of Social and Community Informatics requires candidates to teach and develop courses related to social and community informatics, and the 2013 position announcement states that the successful applicant will possess the ability to teach and develop courses related to information storage and retrieval. Adjunct instructors are selected based on their professional expertise and reputation in their area of instruction.

Once hired, SLIS faculty members’ competence in their designated teaching areas is evaluated on an ongoing basis through multiple channels including: end-of-semester course evaluations, Exit Surveys, Alumni Surveys, and peer evaluation. As shown previously in Figure III-7 (Average Scores for SLIS and CAS Course Evaluations), for most semesters SLIS faculty’s ratings, including adjuncts, are equal to or above the average for that of the entire CAS faculty as reported on the student evaluations. The Director discusses the student evaluations individually with adjunct instructors and uses the student feedback as a basis for future adjunct appointments.
In the 2009 Alumni Survey (n=26), 89% of respondents mostly or strongly agreed with the statement, “Faculty were competent in their teaching areas“ (item 32). In the 2013 Alumni Survey (n=19), 79% mostly or strongly agreed with this same statement, and 16% somewhat agreed (item 44).

SLIS tenure-track faculty members are strongly encouraged to invite tenured faculty members to evaluate their teaching by attending face-to-face classes throughout the semester and by inclusion as a visitor in online classes. The reviewer writes a letter of evaluation for inclusion in the faculty member’s annual evaluation materials and third year review and tenure dossiers. Although letters are not written, the Director oversees the teaching competence of adjunct instructors in this same manner. Tenured faculty members are also encouraged, but not required, to solicit teaching feedback from peers. All SLIS faculty members and adjunct instructors are also encouraged to invite a representative of the Center for Teaching Excellence to provide consultation on teaching techniques and course management for face-to-face, online, and blended classes.

Since 2007, SLIS has delivered approximately 50% of our courses online to meet the needs of our constituents (Figure II.16). The SLIS professors and instructors appreciate the flexibility of teaching online and the ability to provide a range of learning experiences to meet individual learning styles. The SLIS faculty work cooperatively to design and develop the SLIS core and electives courses and support one another through the sharing of tools and materials in both online and face-to-face formats. Plus, the CAS Online Program Office provides support for online course development through grants, faculty training, instructional technology, and technical assistance. Comments from student evaluations from Fall 2013 are indicative of the SLIS faculty member’s online teaching competence:

- **This has been the best online course I’ve taken so far. Dr. Snead is an excellent teacher.** LIS 5033 Information and Knowledge Society (class size=33)
- **Dr. Rubenstein was very involved with class discussions and was extremely prompt with grades, discussions, and questions. She is truly knowledgeable and passionate about the subject matter.** LIS 5053 Information Users in the Knowledge Society (class size=20)
- **Dr. Koh encouraged students to utilize different social media and personal learning networks to further their learning. While this took a bit of a learning curve for those unfamiliar with the software, I did like using Voicethread as a means to do the class discussions because it made for more involved discussions, rather than just replying to posts on a message board.** LIS 5183 Books and Materials for Children (class size=30)
- **The structure of the weekly discussion is an excellent structure of an online course. Adjunct Instructor Sarah Robbins,** LIS 5253 Community Relations and Advocacy (class size =24)
- **Karen communicated with the class very well which is important in an online class. She also returned assignments with constructive comments.** Adjunct Instructor Karen Cozart, LIS 1013 Acquiring Knowledge in the Digital Age (class size=23)

The teaching competence of the SLIS faculty has been recognized outside of the unit by the awarding of the College of Arts and Sciences Teaching Scholar award (the Longmire Prize) to Dr. Taylor in 2011 and the Dean’s Outstanding Advising Award to Ms. Zemke in 2011.
As shown above in Figure III-9, SLIS faculty members have a broad range of backgrounds and areas of expertise, and received their PhDs at a variety of institutions. All faculty members teach at least one required core course, as well as electives in their areas of expertise. As mentioned above, new topics are introduced through a series of innovative “Hot Topics” courses offered under flexible course numbers (LIS 4970 or LIS 5970, formerly LIS 4990 and 5990) to quickly respond to new trends in the field or to establish new areas of emphasis for the School. Courses offered under this designation have included:

- Cataloging with RDA
- Current Issues in Library Administration
- Database Management
- Digital Collections
- Digital Information Ethics
- Health Informatics for Information Professionals
- Information and Communication Technology
- Information Security
- Libraries and Popular Culture
- Scholarly Communication

Based on student need and end-of-semester course evaluations, several of these courses have become permanent offerings in the School, including Digital Collections, Information and Communication Technology, and Database Management. Adjunct instructors additionally support the diversity of course offerings by teaching electives in their area of subject expertise. These courses include Biomedical Database Searching, Document and Records Management, and Health Informatics for Information Professionals.

The SLIS faculty leverages the following digital technologies to optimize their course delivery and effectiveness:

- Fully online courses using the online Desire2Learn system
- Video-conferenced lecture courses
- Video-conferenced meetings to support online offerings
- Online supplements to lecture courses through Desire2Learn

As highlighted above, the SLIS faculty integrate many other digital communication technologies into their courses, including Adobe ConnectPro, blogging, Google Hangouts, Google Docs, screen capture (Screenflow, Jing) for online video, and Google Sites. Faculty members are intimately involved in technology pilot projects and seminars on campus, including the most recent iTunes U project spearheaded by OU’s Center for Teaching Excellence.

In the 2009 Alumni Survey, 92% (n=26) of respondents mostly or strongly agreed with the statement, “Faculty are effective in their course design and delivery” (item 33). In the 2013 Alumni Survey, 58% (n=19) of respondents mostly or Strongly agreed, and 37% somewhat agreed with the same statement (item 45).

Of the respondents in the 2009 Alumni Survey (n=26), 85% mostly or strongly agreed with the statement, “Faculty exhibited awareness of new technological developments and their application to design and provision of information products and services” (item 34). In the 2013 Alumni Survey (n=19), 53% of respondents mostly or strongly agreed, and 42% somewhat agreed with the same statement (item 46).

Student course evaluation comments further exemplify how the technological awareness of SLIS faculty members contributes to their effectiveness in teaching. In responding to the
The question “What were the strong points of the course?” comments relating to faculty members’ technological facility include:

- **The reading materials were easy to access online. The assignments were graded pretty quick. Questions and emails were responded to very quickly.** (Spring 2013)
- **I liked that the videos directly related to the homework so that if you were stuck, watching the videos usually pointed out your mistakes.** (Spring 2013)
- **As always, Dr. XXX created practical assignments, and I learned something new from every single one of them. She is always responsive and facilitates learning better than any online instructor I’ve had thus far!** (Spring 2012)
- **The HTML and database assignments held my interest more than most assignments I can remember, ever.** (Spring 2011)

Professional development in SLIS is fostered and supported in a number of ways including providing $1,200 per year to each faculty member to support travel to professional meetings; promoting participation in the local events of the Center for Teaching Excellence including the New Faculty Seminars; and placing a high value on service activities in the annual evaluation process, primarily for tenure faculty. These mechanisms help SLIS fulfill our service goal to provide “leadership, consultation, and guidance to the professional/information communities” as demonstrated by the extensive involvement of the SLIS faculty in local, regional, national, and international professional organizations (Figure III-10). Participation of the SLIS faculty goes beyond attendance at conferences and membership in societies to actively governing and contributing to a number of organizations. Dr. Abbas chaired and co-chaired the Education Committee of the American Society for Information Science and Technology from 2007 to 2009 and 2011 to 2012, respectively. Dr. Brown co-chaired the Information Use track during the 2010 meeting of the American Society for Information Science and Technology. Five faculty members have served on the editorial boards of scholarly journals of importance to information professionals: Abbas—LIS Research; Brown—Journal of Academic Librarianship; Burke, Van Fleet—Library Quarterly; and Snead—Government Information Quarterly.

**Figure III-10 SLIS Faculty Professional Society Participation 2008-2013**

- American Indian Library Association
- American Library Association
  - ALA Young Adult Library Services Association
  - Association for Library Collections & Technical Services
  - Continuing Education Committee
  - Library and Information Technology Association
  - Government Documents Roundtable
  - Library Research Roundtable
  - Public Library Association
  - Resource Descriptor & Access Task Force
  - Science and Technology Section
  - Young Adult Library Services Association
- American Society for Information Science & Technology
  - ASIST Executive Committee
  - ASIST Governance Board
  - Classification Research Special Interest Group SIG/CR
  - Digital Libraries Special Interest Group SIG/DL
  - Health Informatics Special Interest Group SIG/HLTH
  - Scientific & Technical Information Systems Special Interest Group SIG/STI
  - Information Needs, Seeking and Use Special Interest Group SIG/USE
  - Association for Computational Machinery
Standard III.5: For each full-time faculty member the qualifications include a sustained record of accomplishment in research or other appropriate scholarship.

Research is an integral part of the School, as reflected in its goals and objectives and as promoted by the Norman Campus Research Mission. The initiatives of OU’s Office of the Vice-President for Research, including the Research Liaison and the Faculty Challenge Grant programs and the creation of the Center for Research Program Development and Enrichment (CRPDE), foster research and creative activities campus-wide. The Carnegie Foundation designated OU’s research activity as “Very High” in January 2011. The SLIS faculty members have all received internal grants to support their research activities, see Figure V-7 for a listing of internal grant funding.

As discussed above, the preparation of future information professionals has traditionally been the School’s focus. We are aware that writing and receiving outside grant funding is essential to the scholarly enterprise and forward momentum of the School. In 2013, an unprecedented number of proposals were submitted for outside funding consideration (see the SLIS Faculty External Grant Activity Workbook for detailed information on outside grant activity history). In early December, Dr. Abbas was awarded, with Dr. Denise Agosto, Associate Professor, College of Information Science & Technology, Drexel University, the OCLC/ALISE Library and Information Science Research Grant for 2014 for their proposal “New Roles for Libraries: Promoting Teens’ Safety and Security in the Digital Age” in the amount of $15,000. We are committed to continuing this more assertive approach to seeking external funding in

Standard III. FACULTY
the future.

Since 2007, faculty have published in a wide array of journals, including publications appearing in two of the top 10 ISI Journal Citations Report Impact Factors for Information Science and Library Science: the *Annual Review of Information Science and Technology* (#6) and the *Journal of the American Society for Information Science and Technology* (#10) (Figure III-11).

**Figure III-11 Faculty Journal Publication Outlets 2007 to 2013**

<table>
<thead>
<tr>
<th>Journal Name</th>
<th>Journal Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Archivist</td>
<td>Journal of Information</td>
</tr>
<tr>
<td>Annual Review of Information Science and Technology</td>
<td>Journal of Information &amp; Knowledge Management</td>
</tr>
<tr>
<td>Archival Science</td>
<td>Journal of Knowledge Management</td>
</tr>
<tr>
<td>Archives and Manuscripts</td>
<td>Journal of Library Administration</td>
</tr>
<tr>
<td>Children and Libraries</td>
<td>Science and Technology</td>
</tr>
<tr>
<td>Communication of the ACM (CACM)</td>
<td>Knowledge Management: Competencies and Professionalism</td>
</tr>
<tr>
<td>Government Information Quarterly</td>
<td>Library &amp; Information Science</td>
</tr>
<tr>
<td>Health Information and Libraries Journal</td>
<td>Library &amp; Information Science Research</td>
</tr>
<tr>
<td>Information Technology and Libraries</td>
<td>Library Quarterly</td>
</tr>
<tr>
<td>Interactions: UCLA Journal of Education and Information Studies</td>
<td>Library and Information History</td>
</tr>
<tr>
<td>International Journal of Digital Libraries</td>
<td>Library Resources and Technical Services</td>
</tr>
<tr>
<td>International Journal of Electronic Customer Relation Management (IJECRM)</td>
<td>Library Trends</td>
</tr>
<tr>
<td>International Journal of Electronic Customer Relationship</td>
<td>Public Administration Focus</td>
</tr>
<tr>
<td>Journal of Advances in Information Technology</td>
<td>Public Libraries</td>
</tr>
<tr>
<td>Journal of Academic Librarianship</td>
<td>Reference &amp; User Services Quarterly</td>
</tr>
<tr>
<td>Journal of Education for Library and Information Science</td>
<td>Reference Librarian</td>
</tr>
<tr>
<td>Journal of Electronic Commerce in Organizations</td>
<td>Revista d'Arxius</td>
</tr>
<tr>
<td>Journal of Information</td>
<td>Science &amp; Technology Libraries</td>
</tr>
<tr>
<td>Journal of Knowledge Management</td>
<td>Webology</td>
</tr>
<tr>
<td>Journal of Library Administration</td>
<td>Western Journal of Emergency Medicine</td>
</tr>
</tbody>
</table>

While the total research and creative output of the SLIS faculty is similar to that reported in the 2007 Program Presentation (page 109), the profile of the products generated differ. There has been a notable increase in refereed journal articles published (37 vs. 56); whereas, the number of book chapters contributed decreased (36 vs. 18). The peer-reviewed research productivity of the School’s faculty has increased during this accreditation cycle, with faculty members authoring or editing 10 books, contributing 18 book chapters, publishing 56 refereed articles, and presenting 66 formal conference papers. The SLIS research and creative activity is depicted in Figure III-12.
Standard III.6.1 The faculty hold advanced degrees from a variety of academic institutions. The faculty evidence diversity of backgrounds, ability to conduct research in the field, and specialized knowledge covering program content.

As discussed previously, the faculty is diverse in respect to their PhD granting institutions and areas of expertise gained at both undergraduate and graduate levels (Figure III-9). The faculty members’ PhD degrees are from nine different institutions, and the undergraduate disciplines studied range from history to English and from animal science to applied human nutrition. The diversity of faculty master’s degrees covers 13 different institutions and a multitude of subject areas:

- Library and/or Information studies/science (8)
- Nutritional Sciences (1)
- Knowledge Management (1)
- Public Administration (1)
- Business Administration (1)
- Afro-American Studies (1).

Eight faculty members hold doctoral degrees in Library and Information Science, while one holds a PhD in Sociology, and one in Nutritional Sciences. One professor received two PhDs—one in Management of Information Systems and the other in Public Administration.
The gender profile of the faculty is seven women and three men. Countries of birth include Canada (1), China (1), South Korea (2), and United States (6).

SLIS faculty recruitment announcements and selection procedures emphasize that candidates hold doctorates in library and information studies or related fields; that they have teaching and research specializations congruent with the needs and priorities of the School; and that they have demonstrated evidence of, or potential for, development and maintenance of research agendas. As illustrated by the faculty research productivity (Figures III.11 and III.12), the School’s recruitment and selection endeavors have been successful in creating a united team of researchers capable of pursuing their individual specializations while contributing to the School’s joint goals for teaching, research, and service. The University values clear integration and articulation of teaching, research, and service; and the School has consistently developed tenure and promotion dossiers exhibiting the School’s belief that faculty teaching, research, and service inform and enrich each other.

The School has been successful in recruiting, hiring, and retaining faculty members who meet the requirements that they reflect a diversity in the institutions from which they received their advanced degrees, as well as their research abilities and specialized knowledge relative to program content. Success in the development of a faculty congruent with the needs of the School and the MLIS program is partially attributed to careful assessment of the needs of the program and of the profile of the faculty when searches are initiated. Research expectations are clearly part of the hiring process (including public research focused presentations by candidates during on site interviewing) and attention is paid to how potential hires will complement existing faculty knowledge and abilities, with special attention to the School’s courses and curriculum.

Standard III.6.2 In addition, they demonstrate skill in academic planning and assessment, have a substantial and pertinent body of relevant experience, interact with faculty of other disciplines, and maintain close and continuing liaison with the field.

The SLIS faculty members demonstrate skill in academic planning and evaluation at University, College, and School levels through participation in planning, service, and governance committees. Figure III-13, Faculty Service on SLIS Committees, and Figure III-14, Faculty Representation on University and College Committees, further illustrate the involvement of the SLIS faculty in governance and policy development within the School, the College, and the University.

Each SLIS standing committee works with Committee A at the beginning of the academic year to establish its committee’s charge. Each committee consists of one faculty member chairperson and at least one additional faculty member, as well as students and appropriate administrative staff. At the end of the academic year, the committee chair, with committee approval, prepares a final report of the committee’s activities, including suggestions for charges for the next year. To apprise all faculty members of each committee’s activities and to gather
any additional input, each committee chair summarizes their reports during the final faculty meeting of the academic year (usually held in May). The reports are stored on the SLIS server.

Within SLIS, the Curriculum Committee is the primary committee guiding the faculty’s academic planning and evaluation. It is through this Committee that the School:

- evaluates all required and elective courses
- adds, deletes, and updates courses
- offers input on the scheduled rotation of courses
- proposes prerequisites for courses
- changes degree requirements.

Other SLIS committees that involve the faculty in academic planning and evaluation of the MLIS program include the following:

- Graduate Studies Committee, which oversees the comprehensive exam given in the fall and spring semesters; receives individual student petitions for exceptions to conditional admission requirements or other academic standing issues, including approval of transfer courses into the program; and guides the development of policies and procedures for the MLIS program.

- Admissions and Scholarships Committee, which evaluates student applicants for admissions; considers applications of students for scholarships and graduate assistantships offered by the unit; and guides development of policies and procedures related to admissions and scholarships.
## Figure III-13 Faculty Service on SLIS Committees 2007 to present

<table>
<thead>
<tr>
<th>Abbas</th>
<th>Kim</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Faculty Search 2008-&lt;br&gt;  o Chair 2011-</td>
<td>• Graduate studies 2007-&lt;br&gt;  o Chair 2008-2009, 2012-&lt;br&gt;  o Curriculum 2010-2011</td>
</tr>
<tr>
<td>• Graduate Studies 2008-2010&lt;br&gt;  o Chair 2009-2010</td>
<td>• Ad hoc PhD 2007-2008, 2010-2012&lt;br&gt;  o Curriculum 2010-2011</td>
</tr>
<tr>
<td>• Undergraduate Studies 2008-&lt;br&gt;  o Chair 2011-2012</td>
<td>Koh</td>
</tr>
<tr>
<td>• Committee A 2010-2012, 2013-2015</td>
<td>• Admission and Financial Aid 2012-2013&lt;br&gt;  • School Librarian Certification 2012-2013&lt;br&gt;  Martens</td>
</tr>
<tr>
<td>• Curriculum 2011-&lt;br&gt;  o Chair 2012-</td>
<td>• Curriculum 2008-2011&lt;br&gt;  o Chair 2010-2011</td>
</tr>
<tr>
<td>Brown</td>
<td></td>
</tr>
<tr>
<td>• Curriculum 2007-&lt;br&gt;  o Chair 2008</td>
<td>• Undergraduate Studies 2011-2013&lt;br&gt;  • Admission and Financial Aid 2011-2013&lt;br&gt;  • Ad Hoc PhD 2012-2013&lt;br&gt;  Snead</td>
</tr>
<tr>
<td>• Committee A 2007-&lt;br&gt;  • Undergraduate Studies 2007</td>
<td>• Graduate studies 2009-2011&lt;br&gt;  • Ad hoc PhD 2010-2011&lt;br&gt;  • Admissions and Scholarship 2010-2011&lt;br&gt;  • Undergraduate Studies 2011-</td>
</tr>
<tr>
<td>• Search Committee 2011-&lt;br&gt;  o Chair 2011-</td>
<td></td>
</tr>
<tr>
<td>• Ad hoc PhD 2010-2012</td>
<td>• Curriculum 2008-2010&lt;br&gt;  • Faculty search 2008, 2011-2012&lt;br&gt;  • Ad hoc PhD 2010-2012&lt;br&gt;  o Chair 2012-</td>
</tr>
<tr>
<td>• School Librarian Certification 2012-&lt;br&gt;  o Chair 2012-</td>
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</table>

**Figure III-14**, Faculty Representation on University and College of Arts and Sciences Committees, illustrates the SLIS faculty’s participation on a wide variety of committees outside the School, many of which involve academic planning and evaluation activities. Noteworthy organizational activities of individual faculty members are also documented in Figures III-10 (SLIS Faculty Professional Society Participation 2008-2013) and III-13 (Faculty Service on SLIS Committees 2007 to present).
### Figure III-14 Faculty Involvement in University and College of Arts and Sciences Committees

<table>
<thead>
<tr>
<th>University Committees</th>
<th>College of Arts and Science Committees</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advisory Board, Center for Research and Crisis Management,</td>
<td>Standing Committees:</td>
</tr>
<tr>
<td>Campus Disciplinary Council</td>
<td>Course and Curriculum</td>
</tr>
<tr>
<td>Adopt-A-Prof, OU Housing &amp; Food Services, Center for Student Life</td>
<td>Executive Committee</td>
</tr>
<tr>
<td>College of Education, Education Professions Division</td>
<td>Support of Teaching and Research Committee</td>
</tr>
<tr>
<td>Faculty Appeals Board, Hearing Committee Chair</td>
<td>Information Technology Committee</td>
</tr>
<tr>
<td>Faculty Appeals Board, Member</td>
<td>Nominations</td>
</tr>
<tr>
<td>Faculty Senate, By-Laws Committee Member</td>
<td>Student Scholarships</td>
</tr>
<tr>
<td>Faculty Senate, Chair</td>
<td></td>
</tr>
<tr>
<td>Faculty Senate, Committee on Committees</td>
<td></td>
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<tr>
<td>Faculty Senate, Member</td>
<td></td>
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<tr>
<td>Festival Preview Collection</td>
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<tr>
<td>Graduate College Academic Appeals Panel</td>
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<tr>
<td>Graduate Council</td>
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<tr>
<td>Library Task Force</td>
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<tr>
<td>Namesake, Camp Crimson</td>
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<tr>
<td>OU Libraries, Dean Search Committee</td>
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<tr>
<td>OU Tobacco Free Campus Advisory Board</td>
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<tr>
<td>OU-Tulsa Library Director search committee member</td>
<td></td>
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<tr>
<td>Pre-med Advisory Interview Committee</td>
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<tr>
<td>Recreational Services Committee</td>
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<tr>
<td>Student Travel Award Subcommittee</td>
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<tr>
<td>Teaching Scholar’s Initiative Steering Committee</td>
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<tr>
<td>Faculty members have also served in professional positions in a variety of fields in</td>
<td></td>
</tr>
<tr>
<td>both corporate and academic settings, including law librarianship, project management,</td>
<td></td>
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<tr>
<td>intelligence analysis, and cataloging (Figure III-15).</td>
<td></td>
</tr>
</tbody>
</table>

#### Figures III-15 SLIS Faculty Employment Diversity

**Dr. June Abbas**

- Professor, University of Oklahoma, School of Library and Information Studies
- Associate Professor, SUNY-Buffalo, Department of Library and Information Studies
- Associate Instructor, University of North Texas, School of Library and Information Sciences
- Instructor, University of North Texas, College of Technology and Cognition
- Branch Librarian for Legal Library, Kemp, Smith, Duncan and Hammond
- Head of the Circulation Department/Back up Computer Operator, Victoria Public Library, Victoria TX
- Reference Librarian I, Sioux Falls, SD.

**Dr. Cecelia Brown**

- Professor & Director, University of Oklahoma, School of Library and Information Studies
- Visiting Scholar, University of Washington, The iSchool
- Professor, University of Oklahoma, School of Library and Information Studies
- Associate Professor, University of Oklahoma, School of Library and Information Studies
- Assistant Professor, University of Oklahoma, School of Library and Information Studies
- Assistant Professor of Bibliography and Chemistry-Mathematics Librarian, University of Oklahoma, Chemistry-Mathematics Library
- Visiting Instructor/Science Librarian, Reference Department, University of Oklahoma, Bizzell Memorial Library
- Library Intern, University of Oklahoma Health Sciences Center, Bird Health Science Library
- Graduate Assistant, University of Oklahoma, Bizzell Memorial Library
- Graduate Assistant, University of Oklahoma, School of Library and Information Studies
- Adjunct Professor, Oklahoma City University, Department of Chemistry
- Instructor, Arlington Community Education
- Postdoctoral Fellow, Department of Endocrinology, Stanford University, School of Medicine
- Instructor, University of Illinois, Department of Foods and Nutrition
Dr. Susan Burke
Associate Professor, University of Oklahoma, School of Library and Information Studies
Assistant Visiting Professor, Texas Woman’s University, School of Library and Information Studies
Media Cataloger, Fort Worth Public Library
Research Assistant, Technical Assistance Group, Texas Woman’s University, School of Library and Information Studies
Graduate Teaching Assistant, Texas Woman’s University, College of Arts and Sciences
Research Assistant, Texas Woman’s University, College of Arts and Sciences
Assistant Slavic Librarian/Slavic Exchange Librarian, University of Washington, Suzzallo Library
Slavic Reference Service, University of Illinois, Slavic and East European Library

Dr. Yong-mi Kim
Associate Professor, University of Oklahoma, School of Library and Information Studies
Project member, University of Oklahoma Forensic Lab, Digital Investigation Verification and Certification (DIVAC)
Webmaster, University of Oklahoma, Center for Management Information Systems Studies (CMISS)
Teaching Assistant, University of Oklahoma, Michael F. Price College of Business
Teaching Assistant, Florida Atlantic University
Senior Researcher, Ewha Woman’s University (Seoul, South Korea), Social Science Research Institute
Lecturer, Ewha Woman’s University (Seoul, South Korea)
Visiting Assistant Professor, The Evergreen State College

Dr. Kyungwon Koh
Assistant Professor, University of Oklahoma School of Library and Information Studies
Adjunct Instructor, Florida State University
Teaching Assistant, University of Oklahoma, College of Information
Student Teacher Librarian, School Media Center; Ewha Girls’ High School, Korea
Intern, The National Assembly Library, Seoul, Korea

Dr. Kun Lu
Assistant Professor, University of Oklahoma School of Library and Information Studies
Associate Professor Wuhan University
Instructor University of Wisconsin Milwaukee
Project & Teaching Assistant University of Wisconsin Milwaukee

Dr. Betsy Martens
Associate Professor, University of Oklahoma, School of Library and Information Studies
Assistant Professor, University of Oklahoma School of Library and Information Studies
Adjunct Instructor and Teaching Assistant. Syracuse University, School of Information Studies

Dr. Ellen Rubenstein
Assistant Professor, University of Oklahoma, School of Library and Information Science
Instructor, University of Illinois, Graduate School of Library and Information Science
Teaching Assistant, University of Illinois, Graduate School of Library and Information Science
Copy Editor, University of Illinois, Graduate School of Library and Information Science
Research Assistant, University of Illinois, Graduate School of Library and Information Science
Research Assistant, University of Illinois, Graduate School of Library and Information Science
Reference Assistant, Indiana University-Bloomington, Business/School of Public Affairs and Environment Library
Intern, Hebrew Library, Montreal, Canadian Jewish Public Library
ALAC Conference Intern/Press Associate, American Libraries Association
Library Assistant II, Indiana University, Technical Services
Marketing & Development, Good News

Dr. John Snead
Assistant Professor, University of Oklahoma, School of Library and Information Studies
Manager for Research Development, Florida State University, Information Use Management and Policy Institute
Research Associate, Florida State University, Information Use Management and Policy Institute
Graduate Teaching Assistant (TA), Florida State University, School of Information Studies
Library Technical Assistant, Florida State University, Medical School Library
Library Floor Supervisor, Florida State University, Strozier Library
Library Technical Assistant, Florida State University, Strozier Library
Within the University, departmental faculties have multiple levels of interdisciplinary activity with both academic and administrative units. Through teaching, research, and grant writing, the SLIS faculty has collaborated with the faculties in the departments of African-American Studies, Native American Studies, Classics, and Computer Science, and the Schools of Dance and Social Work. For example, Dr. Abbas and her students collaborated with Wayne Elisens, curator of the OU Robert Bebb Herbarium and Professor of Plant Biology, to develop a prototype digital repository of its resources in 2010. Additionally, Dr. Brown collaborated from 2010-2013 with the School of Dance’s Associate Professor Camille Hardy as the co-PI on the project “Shaping the Information Future of Dance Research,” funded by the OU Vice President for Research’s Challenge Grant. By working with faculty from within both the College of Arts and Sciences and the University on administrative committees, the SLIS faculty is a part of the larger intellectual environment of the institution, thereby fostering research and collaborative connections beyond the School. SLIS faculty members have also served on doctoral and master’s degree committees in the following departments: Electronic and Computer Engineering, Management and Information Systems, Microbiology and Plant Biology, and Communication.

Standard III.6.3: The faculty nurture an intellectual environment that enhances the accomplishment of program objectives. These characteristics apply to faculty regardless of forms or locations of delivery of programs.

The School’s research and creativity activity goal to “participate in and promote research, scholarship, and creative activities” is met by fostering and promoting intellectual interaction between students and faculty through independent studies options including Directed Readings and Directed Projects and thesis and portfolio experiences (Figure III-16). Examples of directed reading topics are presented earlier in Figure II-3. Twenty-five students tackled a wide range Direct Projects from 2007 to 2013 of projects including the Masterpieces project with Pioneer Library System, usability studies for campus websites, and digitization of maps and theses for the OU Youngblood Energy Library. From 2007 to 2013, seven students successfully completed and defended a thesis by researching issues and problems in library and information studies.
### Figure III-16 SLIS Faculty Member’s Number of Independent Projects, Portfolio/Thesis Committees Chairs, and MLIS Advisees from 2007 to 2013

<table>
<thead>
<tr>
<th>Faculty Member</th>
<th># of Directed Readings</th>
<th># of Directed Projects</th>
<th># of Committees: Portfolio/Thesis</th>
<th>Advisees</th>
</tr>
</thead>
<tbody>
<tr>
<td>Abbas</td>
<td>4</td>
<td>3</td>
<td>7</td>
<td>19</td>
</tr>
<tr>
<td>Brown</td>
<td>13</td>
<td>11</td>
<td>8</td>
<td>17</td>
</tr>
<tr>
<td>Burke</td>
<td>7</td>
<td>0</td>
<td>0</td>
<td>12</td>
</tr>
<tr>
<td>Kim</td>
<td>5</td>
<td>0</td>
<td>1</td>
<td>25</td>
</tr>
<tr>
<td>Koh</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>9</td>
</tr>
<tr>
<td>Martens</td>
<td>6</td>
<td>3</td>
<td>8</td>
<td>29</td>
</tr>
<tr>
<td>Rubenstein</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>13</td>
</tr>
<tr>
<td>Snead</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>19</td>
</tr>
<tr>
<td>White</td>
<td>15</td>
<td>1</td>
<td>3</td>
<td>17</td>
</tr>
</tbody>
</table>

Graduate assistantships (GAs) additionally promote an intellectual environment within the School by giving students the opportunity to work closely with a faculty member, and in some cases GAs may be involved in research projects that lead to conference presentations and/or publications as well as serve as a gateway to a future research agenda and productivity for the student. Below are examples with the GAs’ names highlighted in bold:


The positive nature of the School’s intellectual environment is evidenced by the SLIS faculty working “collaboratively with internal and external colleagues” to achieve the program’s research and creativity activity objectives of:
• conducting and directing research, scholarship, and other creative activities (Figure III-12)
• publishing and disseminating findings of research, scholarship, and creative work (Figure III-12)
• seeking internal (Figure V-7) and external funding for research, scholarship, and creative activities
• engaging in interdisciplinary research approaches to the solution of information problems (Faculty Curricula Vitae).

Although the School is located on two campuses, with the main offices and eight faculty members located in Norman and two faculty members in Tulsa, the University and College support all faculty members in teaching and research. The SLIS faculty members share the responsibilities of advising students, teaching courses (in person, via video-conferencing, and online), serving on committees, and conducting research regardless of campus location. The use of an array of communication technologies supports meetings between the campuses. Adjunct instructors use the same methodologies as regular faculty members to deliver courses, and, therefore, have the same technical requirements and abilities as the full-time faculty.

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

Figure III-3 illustrates the School’s goal to assign faculty members courses in the areas of their research interest, including at least one required core course. Faculty members are hired based on specific areas of expertise to meet the needs of the curriculum, the profession, and our constituents; therefore, teaching assignments not only meet the needs of the students and the curriculum but also allow faculty members to enrich their expertise as they develop their courses and interact with students.

As also explained in Standard III.1 above, faculty members teach four courses for the academic year (generally two per semester) and have 9-month contracts. The distribution of effort is usually teaching (40%), research (40%), and service (20%). New faculty members traditionally have a reduced course load during their first year at the School by teaching one class in their first semester. The distribution of effort for the renewable term instructor position was teaching (66%) and administration (33%), primarily in the BAIS program. The renewable term instructor usually delivered slash-listed courses (consisting of both graduate and undergraduate students), but did not serve on master’s committees, advise graduate students, or grade comprehensive exams. The Director has a division of teaching (20%), research (10%), and service (70%). The annual review process gives faculty members an opportunity to revise their distribution of effort with approval of Committee A; to define their approach to teaching,
research, and service; and to discuss how to balance that work throughout the 9-month appointment period.

Graduate Assistants (GAs) help maintain the School quality of instruction by focusing on research and administration support. For faculty members who teach undergraduate courses, GAs also support teaching through grading and developing lecture topics. The Graduate College does not permit GAs to participate in any way in courses that are graduate level only or slash-listed as undergraduate/graduate. Each Norman-based faculty member is allotted 10 hours of GA time per week and Tulsa-based faculty members have 20 hours per week each of GA assistance. Additional GA support for Tulsa-based faculty compensates for the time required by these faculty members to participate in development and service opportunities on the Norman campus and in Norman-based governance of the School, College, and University. SLIS strives to assign GAs to faculty members based upon the interest expressed by the student in their application to the MLIS program. The SLIS faculty members participate in a GA renewal process coordinated annually by SLIS’s Coordinator of Admissions Academic and Student Support.

Norman faculty members provide advisement and serve on thesis and portfolio committees for students residing locally and at a distance. Figure III-16 shows the SLIS faculty members’ distribution of advisees, chairmanship of thesis and portfolio committees, and supervision of independent projects.

**Standard III.8:** Procedures are established for systematic evaluation of faculty; evaluation considers accomplishment and innovation in the areas of teaching, research, and service. Within applicable institutional policies, faculty, students, and others are involved in the evaluation process.

The University of Oklahoma Faculty Handbook describes faculty evaluation as a continuous process, both prior to and following the granting of tenure. An annual review of each faculty member's performance is the responsibility of the academic deans and the specific academic units. A systematic procedure for accomplishing such evaluations must be developed in each academic unit with the participation and approval of the Dean and the Senior Vice President and Provost. The criteria for evaluation must be carefully and clearly stated. The 2010 SLIS Policies on Tenure, Promotion, and Merit Raises are available on the SLIS server and also on the College Faculty Personnel Policies website.

As required by the University Faculty Handbook and as guided by annual instruction from the College of Arts and Sciences Dean, tenure and promotion documents and annual performance ratings are prepared by the School’s Committee A, following the SLIS Policies on Tenure, Promotion, and Merit Raises.

The timelines for tenure and promotion and for the annual evaluation process are set by the University, and timely reminders are sent by the College Dean and the Provost to Committee A. The SLIS Faculty Activity Report forms used for the evaluation process are available on the SLIS server and are provided in the reminders sent from Committee A to the
faculty. These forms demonstrate the serious attention SLIS pays to the quantity and quality of teaching, research, and service. Faculty members may provide a wide range of documentation, including input from students, other faculty members, and peers outside of OU in the Faculty Activity report. For teaching, the evaluation process invites data on mode of delivery, development of new materials and techniques, and development of new courses and course revisions; thus encouraging creativity and innovation.

The annual faculty evaluation procedures also provide opportunities for individual faculty to negotiate with Committee A on the coming year’s distribution of effort; although, non-tenured faculty are encouraged to choose the University’s traditional 40% teaching, 40% research, and 20% service distribution. Committee A shares the evaluation results with each faculty member prior to reporting the final results to the Dean’s office; and faculty members are provided the opportunity, per University procedures, to include responses. The formal process of the evaluation assessment and anonymous quantitative outcomes are distributed to the faculty as stipulated in SLIS procedures. After individual faculty evaluations and a summary unit evaluation, in the form of a two-page mini-vitae, are received by the Dean’s office, the Committee A members meet with the Dean or an Associate Dean to discuss the results. Course evaluations by students and peer observation of teaching are included in annual evaluations, in tenure and promotion evaluations, and in tenure and promotion considerations. In addition, for tenure and promotion evaluations, appropriate external evaluators provide assessment of the research and publication activities of the candidate.

The School’s and University’s policies and procedures support high standards and encourage individual strengths by recognizing diversity while promoting partnerships, innovation, and interdisciplinary endeavors. The elements considered in the level of performance in the areas of research, teaching, and service are detailed in the SLIS 2010 policy document: Policies on Tenure, Promotion, and Merit Raises. The document was reaffirmed by the faculty in 2008, approved by the Provost in 2010, and is available to the SLIS faculty on the SLIS server.

Research productivity is assessed based on several aspects of the work, including quality, importance, recognition, and the faculty member’s level of involvement. Teaching performance is also assessed on several aspects, including mastery of subject matter and the faculty member’s involvement in curriculum development; course design; development of instructional materials; and mentoring of students. Service performance indicators include election, appointment, or other leadership in professional organizations; presentation or organization of workshops and seminars; non-research-based consulting; and service publications and presentations.

In Fall 2010, Committee A began a three year comprehensive revision of the School’s policies and procedures. The single document Policies and Procedures: Annual Faculty Evaluation, Promotion, Tenure, and Merit Raises was approved by the SLIS faculty on May 6, 2013 and sent to the Associate Dean of the College on May 11, 2013 to initiate the campus-wide approval process. The School is awaiting the Provost’s approval.
Evidence List

- Carnegie Foundation for the Advancement of Teaching
- College of Arts and Science
  - Dean’s Annual Report
  - Faculty Recruiting and Appointment Diversity Workshop Materials
  - Faculty Recruiting and Appointment Overview
  - Faculty Personnel Policy by Department
  - Longmire Prize for Teaching
  - Mission and Goals
  - Office of the Dean
  - Online Program
- Graduate College
  - Graduate Faculty Criteria, Charter and Forms
- Oklahoma Library Association
  - Information Matrix Camp
- School of Library and Information Studies
  - Advisory Board Agenda and Membership
  - Alumni Survey Results: 2009 and 2013
  - Committee Memberships, Charges, Agendas, Minutes, and Annual Reports
    - Admissions and Scholarships Committee
    - Committee A
    - Curriculum Committee
      - Fall 2011-2012 Committee Charge
    - Faculty Meetings
    - Graduate Studies Committee
    - Infrastructure Committee
    - PhD Committee (ad hoc)
    - Undergraduate Studies Committee
  - Course Rotation Schedule
  - Director’s Reappointment Recommendation Letter
  - Exit Surveys 2007 to 2011 (opens in Excel)
  - Faculty Curricula Vitae
  - Faculty Evaluation Materials: Faculty Activity Report and Mini-Vitae
    - 2008-2013 SLIS Faculty Activity Reports and Mini-Vitae (available on site)
    - Blank Faculty Activity Report
    - Blank Faculty Evaluation Form
    - Blank Faculty Mini-Vitae
    - Director’s Evaluation Memo - 2010
    - Director’s Evaluation Memo - 2011
Faculty External Grant Activity 2007 to 2013 (opens in Excel)

Faculty Position Announcements
- Fall 2013 - Spring 2014 - Search for Assistant Professor - Information Retrieval
- Fall 2014 - Spring 2015 - Search for Assistant Professor - Community Informatics

Fall Planning Day Meeting Agendas
- Fall Planning Day Agenda 2013

Independent Study Courses
- LIS 5823 Internship Documentation and selected list of sites
- LIS 5920 Directed Research Contract and selected list of topics
- LIS 5940 Directed Project Contract and selected list of topics
- LIS 5960 Directed Readings Contract and selected list of topics
- LIS 5980 Research for Master's Thesis Student Guide and Titles of Completed Theses

Policies and Procedures: Annual Faculty Evaluation, Promotion, Tenure, and Merit Raises - 2013

Policies on Tenure, Promotion, and Merit Raises - 2010

Program Presentation for the Committee on Accreditation - 2007

Rethinking Recruitment for Diversity Presentation by Professor Steven Ellis

Vision, Mission, Goals, and Objectives
- Society of American Archivists, Guidelines for Graduate Program in Archival Studies
- University of Oklahoma
  - Board of Regents
  - Center for Teaching Excellence
    - New Faculty Seminars
    - Teaching Scholar’s Initiative
  - eValute: Online Faculty Evaluation Form
  - Faculty Handbook
  - Faculty Senate
  - Information Technology (Norman)
  - Mission Statement
  - Office of the Senior Vice President and Provost
    - Memos and Forms on Academic Procedures
    - Recruiting Procedures for Ranked Faculty
  - Office of the Vice President for Research
    - Aspire 2020 Planning Initiative (available on site)
    - Campus Research Vision
    - Center for Research Program Development and Enrichment (CRPDE)
    - Faculty Research Challenge Grant Program
    - Norman Campus Research Mission
- Research Liaison Program
  - Robert Bebb Herbarium
  - University Libraries
    - Open Education Resources
Standard IV. STUDENTS

The mission of the School of Library and Information Studies (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 (VMGO, revised August 2012 and approved by the SLIS faculty in November 2012). Information about the School, our faculty, and the admissions process are available on our website, as are program planning forms, course schedules (Norman and Tulsa), and End-of-Program Assessment option descriptions. The School systematically gathers feedback from graduating students (Exit Surveys), alumni (2009 and 2013), and employers on a regular basis for use in program development and enhancement. This chapter discusses how the School’s activities related to our students align with the 2008 ALA Standards for Accreditation. The typical OU SLIS MLIS student is female, white, and from Oklahoma. The average SLIS MLIS student is aged 25 to 34, works part-time in a library, and takes two to three years to complete the MLIS. The majority of students pursuing an MLIS with the School graduated from an Oklahoma institution of higher education with a bachelor’s degree in English and a GPA above 3.4.

Standard IV.1: The school formulates recruitment, admission, financial aid, placement, and other academic and administrative policies for students that are consistent with the school’s mission and program goals and objectives; the policies reflect the needs and values of the constituencies served by a program. The school has policies to recruit and retain students who reflect the diversity of North America’s communities.

The School’s Admissions and Scholarship Committee is responsible for monitoring admissions policies, reviewing and approving applications, and awarding scholarships. At the committee’s discretion, if an applicant’s GPA and/or GRE scores are insufficient for admission, yet other aspects of their application are indicative of potential for success in the program and the profession, a candidate may be invited to meet with the committee to determine if they will be offered admission. The committee is comprised of Ms. Margaret Ryan, Coordinator of Admissions, Academic and Student Support Services, two SLIS faculty members, and one or two student representatives. Student committee members are not allowed to review the academic information of other students, and therefore do not participate in the application or scholarship approval process. Student participation is focused on issues of admissions policy and procedures.

The OU Graduate College Bulletin (2012-2013) addresses discrimination in its Equal Opportunity statement:

This institution in compliance with all applicable federal and state laws and regulations does not discriminate on the basis of race, color, national origin, sex, age, religion, disability, political beliefs or status as a veteran in any of its policies, practices or procedures. This
includes but is not limited to admissions, employment, financial aid and educational services.

With our mission as a guide, the School has focused on increasing the ethnic and cultural diversity of its students, through the following activities:

- recruiting at traditionally African-American and Native American campuses
- recruiting at the annual meeting of the Association of Tribal Libraries and Museums
- recruiting at the Joint Conference for Librarians of Color
- soliciting additional funding and renaming of the Lotsee Patterson American Indian Scholarship available to a student enrolled in a federally recognized tribe
- awarding of the SLIS ALA Spectrum Scholarship Matching Award
- applying for and receiving an Institute for Museum and Library Services grant, which funded a project focused on Academic Librarians serving multicultural populations.

The School’s admissions procedures and criteria, which were publicized in a printed application packet through December 2013 (available on site) and now on the School’s website have been designed to be consistent with the School’s mission, goals, and objectives. The admissions policy of SLIS is to “encourage applications from students with diverse educational, geographical, cultural, and intellectual backgrounds who exhibit a potential for contribution in the area of library and information services.” (SLIS Graduate Student Handbook, pg 5). Students may apply at any time of the year for admission to a degree program in the School of Library and Information Studies. All applicants to the School’s MLIS program must also apply and be admitted to the Graduate College, and must submit additional documentation to SLIS that will assist in evaluating the qualifications of the applicant. This documentation includes the following:

- an application to the School of Library and Information Studies
- a statement of career objectives and the reasons for choosing library and information studies
- a professional resume
- three references from persons familiar with the applicant’s scholastic or employment record
- scores on the Graduate Record Examination (GRE).

Applicants who have not completed a post-baccalaureate degree must supply GRE scores. Scores more than 5 years old are generally considered unreliable. Applicants who wish to submit scores older than 5 years must request such consideration in writing and address their petition to the SLIS Admissions and Scholarship Committee. Those who hold a post-baccalaureate degree with a GPA of 3.2 or higher on their graduate degree work do not have to supply GRE scores.
Standard IV.1.2: 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.

In 2012 the SLIS student population was predominantly female, white, from Oklahoma (Figure IV-1), and attending classes part-time. Enrollment from other ethnic groups is increasing. Increases have been achieved in Native American enrollment through focused recruiting, scholarships, and the IMLS grant (10 in 2007, 13 in 2008, 20 in 2009, 19 in 2010, 13 in 2011, and 17 in 2012). Overall the percentage of Native American students to the total SLIS population has risen from 5% in 2007 to 10% in 2012. Hispanic enrollment has overall increased from a low of 0% in 2007, to a high of 5% in 2011.

**Figure IV-1 2012 Enrollment Numbers by Gender and Ethnicity**

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>SLIS Number</th>
<th>SLIS %</th>
<th>Oklahoma %</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>White</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>31</td>
<td>18</td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>108</td>
<td>62</td>
<td></td>
</tr>
<tr>
<td><strong>Black/African American</strong></td>
<td>7</td>
<td>4</td>
<td>7.6</td>
</tr>
<tr>
<td>Male</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>7</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td><strong>American Indian</strong></td>
<td>17</td>
<td>10</td>
<td>9</td>
</tr>
<tr>
<td>Male</td>
<td>1</td>
<td>0.5</td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>16</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td><strong>Asian</strong></td>
<td>3</td>
<td>2</td>
<td>1.9</td>
</tr>
<tr>
<td>Male</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>3</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td><strong>Hispanic or Latino</strong></td>
<td>5</td>
<td>3</td>
<td>9.5</td>
</tr>
<tr>
<td>Male</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>5</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td><strong>International</strong></td>
<td>2</td>
<td>1</td>
<td>N/A</td>
</tr>
<tr>
<td>Male</td>
<td>1</td>
<td>0.5</td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>1</td>
<td>0.5</td>
<td></td>
</tr>
</tbody>
</table>

A comparison of the demographic distribution by gender and ethnicity of the Oklahoma population to the demographic distribution in the enrollment in SLIS is also shown in Figure IV-1. Though SLIS has achieved strong increases in enrollment of Hispanic or Latino students, the School is still under the state average for this group. SLIS continues to recruit students of Hispanic or Latino ethnicity through the recruitment efforts described above as well as by being
highly responsive on a one-to-one basis to requests for information about OU SLIS, including personal invitations to visit campus, directly providing information on scholarships, and encouraging undergraduates in the BAIS program to pursue the MLIS. Since July 2010, the School has made one-to-one contact with 215 potential OU SLIS students. Of these, 47 applied and were admitted to the program, 1 applied and was denied, 41 matriculated, 8 graduated, 6 have become inactive, and 26 are still active in the program. Future Exit Surveys will solicit details concerning the admissions process to learn whether personal outreach efforts are effective.

Scholarship awardees (Table IV-2) reflect the overall makeup and diversity of the program with 82% White, 11% Native American and 7% Other. SLIS scholarships are awarded on the basis of merit, and several of the scholarships have specific applicant requirements; in some cases, this includes diversity as discussed above. OU SLIS also awards a range of discipline-focused scholarships including:

- OSLA Scholarship for children’s or young adult services in school or public libraries, or teaching school librarianship
- Mary Angus Sherman Scholarship for public librarianship
- The Christopher A. Edge Medical Librarianship Scholarship
- The Philip J. Fenn Theological Librarianship Scholarship
- The John E. Duncan Publishing Scholarship
- The Donald L. De Witt Special Collections Scholarship
- The John N. Drayton Publishing Scholarship.

<table>
<thead>
<tr>
<th>Figure IV-2 Scholarships by Gender and Ethnicity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
</tr>
<tr>
<td>---</td>
</tr>
<tr>
<td># Awarded</td>
</tr>
<tr>
<td>Total Value</td>
</tr>
<tr>
<td>Male</td>
</tr>
<tr>
<td># Awarded</td>
</tr>
<tr>
<td>Total Value</td>
</tr>
<tr>
<td>Female</td>
</tr>
<tr>
<td># Awarded</td>
</tr>
<tr>
<td>Total Value</td>
</tr>
<tr>
<td>Ethnicity</td>
</tr>
<tr>
<td>Caucasian</td>
</tr>
<tr>
<td>Native American</td>
</tr>
<tr>
<td>Other</td>
</tr>
</tbody>
</table>
The IMLS funded project that was completed during this accreditation cycle recruited 15 students of diverse backgrounds and those with demonstrated interest in working with diverse populations. The ethnic distribution of the IMLS grant funded students is listed below (Spring 2013):

- White 41%
- Black/African American 24%
- Hispanic or Latino 12%
- Native American 18%
- Other 5%

Figure IV-3 illustrates SLIS enrollment by student residence status. Twelve percent of the students (123) enrolled during the years of 2007 through 2012 were enrolled as “out-of-state” students, with a low of 6% in 2007 and a high of 13% in 2011. Eighteen students, or 1.7% of students, were enrolled as “international” students (Figure IV-3). The SLIS student body composition of largely Oklahomans is reflective of the Latin motto inscribed on the University’s seal "Civi et Reipublicae," which translates to "For the citizen and the state" and OU’s mission “to provide the best possible educational experience for our students through excellence in teaching, research and creative activity, and service to the state and society.” Also reflected in the composition of our students’ places of origin are the School’s student educational objective A.10, to deliver courses to students throughout the state, and our service objective A.4, to provide specialized assistance for development of information services for Oklahoma’s diverse communities.

**Figure IV-3 Enrollment by Residence Status**

- In-State: 174, 160, 152, 154, 153, 153
- Out-of-State: 11, 12, 18, 22, 24, 18
- International: 4, 4, 4, 2, 2, 2
- Totals: 189, 176, 174, 178, 179, 173
The students who matriculated from 2007 to 2012 obtained their undergraduate degrees from institutions in thirty-eight states and eight countries outside the United States, including Canada, China, India, Germany, Mexico, South Korea, Taiwan, and Venezuela. In addition to Oklahoma (80%), the states with the largest representation of undergraduate degrees are Texas (4%) and Arkansas (3%). Among the over ninety undergraduate degree areas represented in the student body, the largest percentage of the 610 matriculating students (2007 to 2012) hold an undergraduate degree in English (22%) or the humanities (22%). One hundred and eighty-three students admitted to OU SLIS between 2007 and 2012 (22% of total admitted) hold an advanced degree. Fifty-eight percent of the advanced degrees were listed as a Masters of Arts. An Excel workbook, Student Degrees 2007 to 2013, detailing the range of undergraduate and graduate majors of students admitted to OU SLIS is provided as evidence.

OU SLIS is one of 16 states participating in the Academic Common Market. This cooperative agreement was developed to help students cut the costs of undergraduate and graduate study at out-of-state universities by allowing participating students to pay in-state tuition rates while studying outside their home states. For example, because the state of Arkansas has no ALA accredited library and information studies master’s degree program, the Academic Common Market arrangement allows Arkansas residents to pay in-state tuition rates.

Figure IV-4 shows that the single largest age grouping of MLIS students enrolled from 2007 to 2012 is 25-29. However, the age ranges of students have shifted slightly over the years covered in this report. In 2007 and 2008, the 30+ categories represented 56% and 57% of students and this dropped to 49%, 53% and 50% for students admitted in 2010, 2011, and 2012.

**Figure IV-4 SLIS Student Enrollment by Age**

<table>
<thead>
<tr>
<th>Age Range</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
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<tr>
<td>20 to 24</td>
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<td>29</td>
<td>29</td>
<td>31</td>
<td>30</td>
<td>29</td>
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<tr>
<td>25 to 29</td>
<td>52</td>
<td>46</td>
<td>52</td>
<td>59</td>
<td>54</td>
<td>57</td>
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<td>30 to 34</td>
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<td>31</td>
<td>37</td>
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<td>35 to 39</td>
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<td>23</td>
<td>24</td>
<td>13</td>
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<td>16</td>
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<tr>
<td>40 to 44</td>
<td>18</td>
<td>16</td>
<td>16</td>
<td>13</td>
<td>11</td>
<td>11</td>
</tr>
<tr>
<td>45 to 49</td>
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<td>10</td>
<td>11</td>
<td>11</td>
<td>11</td>
</tr>
<tr>
<td>50 to 54</td>
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<td>8</td>
<td>9</td>
<td>8</td>
<td>7</td>
<td>7</td>
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<tr>
<td>55+</td>
<td>8</td>
<td>6</td>
<td>3</td>
<td>6</td>
<td>11</td>
<td>13</td>
</tr>
<tr>
<td>Total</td>
<td>189</td>
<td>176</td>
<td>174</td>
<td>178</td>
<td>179</td>
<td>173</td>
</tr>
</tbody>
</table>
The majority of students in the MLIS program are enrolled as part-time students, with an average percentage of part-time students (over the years 2007 to 2012) at 80% and full-time students at 20% (Figure IV-5). Most students in the program are employed while completing their degrees, with the 2009 Alumni Survey (item 56) indicating that 96% of respondents (n=24) were working either full or part-time while completing the degree. Of these respondents, 83% were working in a library, 2% in an information agency, and 2% in a job not related to the information field (item 57) while in the MLIS program. In the 2013 Alumni Survey (n=19), all respondents were working either full or part-time while completing the degree (item 66), with 61% reporting that they were working in a library, 17% in information agencies, and 22% in a job unrelated to the information field (item 67). Of the 191 students enrolled in Fall 2013, 164 (86%) were employed at the time of admittance, and 96 (59%) of the employed students were employed in a library.

Students who are not working in the field have the opportunity to gain hands-on experience by enrolling in LIS 5823 Library/Information Centers Internship. The internship is a 135 hour, semester-long practicum in an exemplary library/information center under the supervision of a professional who holds an ALA accredited master’s degree, or a master’s degree in a related specialty and appropriate professional experience. From 2007 to 2013, 57 students engaged in internships in a wide range of libraries and information organizations. Although we have not kept a record of the proportion of student interns who had library experience prior entering the MLIS program, of the 52 students who have completed their degree and participated in an internship, and for whom we have up-to-date information, 35 (67%) are currently employed as a librarian or information professional. Information about prior library experience is listed in the students’ professional resumes submitted for application and is available on site in the

![Figure IV-5 SLIS Student Enrollment by Full/Part-Time Status](image)
student files. For future admits, information will be collected on the internship documentation about prior library experience. A spreadsheet detailing the 2007 to 2013 SLIS internship experiences is provided as evidence.

Of the 213 students who graduated from 2007 through 2010, the majority completed the degree in less than 2.75 years. While 40% to 46% of graduates in 2007, 2008, and 2009 took 3 or more years to graduate, of those graduating in 2010, 20% took 3 or more years to complete the MLIS degree (Figure IV-6).

**Figure IV-6 Time to Graduation by Year Entering Program**

The GPA of students admitted to the school remained relatively constant for 2007 through 2013 (Figure IV-7). From 2010 to 2012, there was a slight decline, while the GPA of students admitted in 2013 suggests an upward trend. SLIS will continue to monitor the GPA of admitted students.

**Figure IV-7 Average GPA of SLIS Student Admitted from 2007 to 2013**
The average GRE scores from both the older and revised tests have remained constant, with a slight increase in the verbal and quantitative scores of students admitted in 2012 and 2013 (Figures IV-8 and IV-9).

**Figure IV-8 Average Verbal and Quantitative GRE Scores of SLIS Student Admitted 2007 to 2012**

<table>
<thead>
<tr>
<th>Year</th>
<th>GRE Scores-Verbal</th>
<th>GRE Scores-Quantitative</th>
<th># of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007</td>
<td>545.39</td>
<td>536.85</td>
<td>89</td>
</tr>
<tr>
<td>2008</td>
<td>547.11</td>
<td>544.23</td>
<td>97</td>
</tr>
<tr>
<td>2009</td>
<td>543.41</td>
<td>530.59</td>
<td>85</td>
</tr>
<tr>
<td>2010</td>
<td>551.52</td>
<td>546.63</td>
<td>92</td>
</tr>
<tr>
<td>2011</td>
<td>504.66</td>
<td>494.83</td>
<td>58</td>
</tr>
<tr>
<td>2012</td>
<td>607.86</td>
<td>557.86</td>
<td>14</td>
</tr>
</tbody>
</table>

**Figure IV-9 Average Verbal and Quantitative GRE Scores* of SLIS Student Admitted 2011 to 2013**

<table>
<thead>
<tr>
<th>Year</th>
<th>GRE Scores-Verbal</th>
<th>GRE Scores-Quantitative</th>
<th># of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>156.25</td>
<td>144.00</td>
<td>5</td>
</tr>
<tr>
<td>2012</td>
<td>156.77</td>
<td>146.21</td>
<td>56</td>
</tr>
<tr>
<td>2013</td>
<td>158.89</td>
<td>149.17</td>
<td>18</td>
</tr>
</tbody>
</table>

*GRE test revised 2011
The average scores on the analytical portion of the GRE of students admitted during 2007 to 2013 declined in 2011 and 2012, while the scores of students admitted in 2013 suggest an upward trend. SLIS will continue to monitor the GRE of admitted students.

**Figure IV-10 Average Analytical GRE Scores of SLIS Student Admitted 2007 to 2013**

The consistent makeup of the student body reflects the population of Oklahoma and is a strength of the School. Racial and ethnic diversity of SLIS students reflects that of the state, and, as such, reflects the mission of the University and the School. We are continuing our recruiting efforts to maintain this representation and improve representation of groups such as Hispanic or Latino and African American students.

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**Standard IV.2: 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 on faculty, admission requirements, availability of financial aid, criteria for evaluating student performance, assistance with placement, and other policies and procedures. The school demonstrates that it has procedures to support these policies.**

Information about the School, the MLIS program, and our admissions procedures are available on the SLIS [website](#) and in the printed application packet (available on site) and include:

- the School’s [Vision, Mission, Goals, and Objectives](#)
- the School’s Graduate Courses of Study (the Master of Library and Information Studies [MLIS] and the Oklahoma School Library Media Specialist certification program)
- the MLIS degree requirements ([Current, Former](#))
• the University of Oklahoma Office of Admissions graduate and post-baccalaureate student admissions information and application instructions
• admission procedures, including:
  o SLIS Application Form
  o Applicant Statement of Purpose and Goals Form
  o Applicant’s Recommendation for Admission Forms
  o information about the Academic Common Market, which allows residents of southern states without an accredited program (Arkansas and Virginia) to be admitted to the School’s program and pay in-state tuition rates
• financial aid and scholarship information
• information about the MLIS and Masters of Arts in the History of Science dual degree and the generic dual degree requirement
• information about the School’s faculty.

Application materials are distributed to prospective students at local and regional recruitment events where School representatives are available to answer questions about the program. These events include the Oklahoma Library Association (OLA) Annual Conference; OU’s Major/Minor Fair; OU-Tulsa Open House; OKC Metropolitan Library System’s Professional Development Day; Langston University’s Education Fair; and Northeastern State University’s Job, Internship, and Graduate School Fair (Tahlequah and Broken Arrow). SLIS also had a recruitment table at the Annual Association of Tribal Libraries and Museums conferences in 2012 and 2013, the 2012 Joint Conference for Librarians of Color, and the 2013 ALA Annual Conference in Chicago.

Recruitment information is also available on the bulletin board in front of the School’s office, which is located near the busy entryway to the Bizzell Memorial Library. Prospective Tulsa students can locate admissions information through the Graduate School Office in the OU Schusterman Center, as well as in the Arts and Sciences reception and through the OU-Tulsa Graduate College website.

The SLIS Graduate Student Handbook is available on the Document Hub of the SLIS website and includes information about:
• the School’s Vision, Mission, Goals, and Objectives
• the School’s Admission Policy, including faculty/staff access to student records, admission or readmission to the program, registration and enrollment, transfer credit, time limits for degree completion, and scholarship opportunities
• student performance expectations, including the character of the graduate experience, the nature of interactive video teleconferencing for SLIS classes, procedures for contacting faculty, MLIS program requirements, student advisement and program planning form completion (current, former), enrollment limitations, retention standards, prerequisites for independent study (Internships, Directed Research, Directed Project, and Directed Readings), the avenues for End-of-Program Assessment (comprehensive exam, thesis, or portfolio development), and the Exit Surveys
• the SLIS faculty
• information on opportunities and resources available to students, including the SLIS job listserv, professional and student organizations, and information technology laboratories on the Norman and Tulsa campuses.

Scholarship information, in addition to being posted on the School website, is included in the Weekly SLIS Digest and emailed via the Oklahoma Library and Information Studies Student Association (OLISSA) listserv. It is also provided upon request by the SLIS office and summarized in the SLIS Graduate Student Handbook. The SLIS Admissions and Scholarships Committee considers all applications for scholarships in the spring of each academic year. Applications are due annually on March 1st. Current students are notified of the deadline for scholarships via the OLISSA listserv (available on site), the SLIS website, SLIS’s Facebook page, and the Weekly Digest. In addition, students have many financial aid opportunities offered by the University and outside of the University.

SLIS students also have the opportunity to apply for half-time (0.50 FTE; 20 hours per week) or quarter-time (0.25 FTE; 10 hours per week) graduate research assistantships (GAs) in Norman and Tulsa. GAs support SLIS faculty members’ teaching, research, and services activities. SLIS half-time GA students, both in the department and throughout the University, receive a tuition waiver for the total number of hours required for the degree program (36 hours) in addition to their monthly financial compensation, and must be enrolled in at least five hours per semester. Although there is no tuition waiver for quarter-time GAs, they receive financial compensation though monthly stipends. Students receiving additional support from OU Financial Aid must comply with the minimum enrollment requirements from that office. The Director works with the SLIS Administrative Assistant, Coordinator of Admissions Academic and Student Support, and individual faculty members to award assistantships.

Graduate assistantships give students the opportunity to work closely with a faculty member, and in some cases GAs may be involved in research projects that lead to conference presentations and/or publications as well as serve as a gateway to a future research agenda for the student. Below are examples with the GAs’ names highlighted in bold:


ComPADRE Digital Library: Repository of Non-Textual Educational Resources in Physics and

Responses to the 2009 and 2013 Alumni Surveys illustrate that the School has appropriate communication policies and procedures.

- For the statement, “Current, accurate information on the School and the program was available to students and prospective students”:
  - In 2009 (n=26), 97% of respondents strongly or mostly agreed. (item 37)
  - In 2013 (n=19), 84% of respondents strongly or mostly agreed. (item 49)

- For the statement, “Information on financial aid and on procedures for applying for financial aid was available”:
  - In 2009 (n=26), 46% of respondents strongly or mostly agreed, and 27% somewhat agreed. (item 40)
  - In 2013 (n=18), 56% of respondents strongly or mostly agreed, and 11% somewhat agreed with the statement, “Information on financial aid and on procedures for applying for financial aid was available.” (item 52)

- For the statement, “Office staff were responsive to student requests for information in a courteous and timely manner”:
  - In 2009 (n=26), 92% of respondents strongly or mostly agreed. (item 45)
  - In 2013 (n=19), 95% of respondents strongly or mostly agreed. (item 55)

- For the statement, “Program requirements were clearly stated”:
  - In 2009 (n=29), 97% of respondents strongly or mostly agreed. (item 17)
  - In 2013 (n=19), 89% of respondents strongly or mostly agreed. (item 29)

Based on these responses, especially about funding opportunities, in the past four years the School has initiated new approaches to keep students updated on activities and opportunities within SLIS, including:

- creating a new Facebook account where scholarship and assistantship application deadlines and information are posted
- launching the Weekly Digest to supplement the listserv that contains information about School deadlines, announcements, internship experiences, and funding opportunities
- building a dynamic SLIS website with an added news section on the main page and a specific section addressing funding opportunities.
Standard IV.3: Standards for admission are applied consistently. Students admitted to a program have earned a bachelor's degree from an accredited institution; the policies and procedures for waiving any admission standard or academic prerequisite are stated clearly and applied consistently. Assessment of an application is based on a combined evaluation of academic, intellectual, and other qualifications as they relate to the constituencies served by a program, a program’s goals and objectives, and the career objectives of the individual. Within the framework of institutional policy and programs, the admission policy for a program ensures that applicants possess sufficient interest, aptitude, and qualifications to enable successful completion of a program and subsequent contribution to the field.

Graduate students at the University of Oklahoma are students who have earned at least a baccalaureate degree from an accredited university and plan to pursue an advanced degree or a graduate certificate. Admission to graduate programs at the University of Oklahoma is a collaborative effort between the academic units, the Graduate College and the Office of Graduate Admissions. Admission is based on an evaluation of an applicant’s overall record, experience, personal qualifications, proposed specialization, and an assessment of the likelihood that an applicant will succeed in, and benefit from, a particular academic program.

Candidates to the MLIS program must first be admitted to OU’s Graduate College and then referred for admissions review to the School. Candidates apply to the Graduate School online and must have received at least a bachelor’s degree or equivalent from an accredited institution and submit the transcript from their last degree-granting institution.

In the past, to be eligible for full admission the Graduate College required an applicant to:
- have at least a 3.00 GPA on the applicant’s last two years (approximately 60 hours) of undergraduate work
- have at least a 3.00 GPA on the hours taken for a post-baccalaureate degree
- have at least a 3.00 GPA on at least 12 hours of graduate work if the applicant does not possess a graduate degree.

An applicant who had a 2.80 to 3.00 GPA in the last 60 credit hours of letter-graded bachelor’s degree coursework could qualify for conditional admission. Beginning in June 2013, the OU Graduate College Admissions Criteria no longer includes minimum GPA requirements, but successful applicants to the Graduate College usually possess a 3.0 cumulative GPA over their undergraduate and/or graduate work.

Individual academic units may impose higher standards, and the School requires an applicant to have at least a 3.2 GPA in their last 60 hours of academic work in order to be recommended for full admission. An applicant with at least a 2.75, but less than a 3.2 in the last 60 credit hours of letter-graded bachelor’s degree coursework may be considered for conditional admission.

The OU Graduate College does not require the Graduate Record Examination (GRE) but endorses the use of the GRE as one useful measure of a student’s potential for success in
Within the School, the admissions policy and procedures provide that each applicant be evaluated based on the individual applicant’s experiences, background, and accomplishments. Admission decisions are not solely based on quantitative factors, such as GPA and the GRE scores, thus allowing a more precise focus on the applicant’s “potential for contribution in the areas of library and information services” (Admissions Policy, SLIS Graduate Student Handbook). Assessment of applications is based only on a full and complete admissions application file. Each applicant’s file must contain:

- a referral from the University Graduate College certifying completion of application paperwork for the OU Graduate College and acceptance into the Graduate College
- a completed application to the School of Library and Information Studies
- a statement of purpose and goals (one to two-page essay stating the applicant’s career objectives and the reasons for choosing library and information studies)
- three completed recommendation forms from persons familiar with the applicant’s scholastic or employment record (each form includes questions about the capacity in which the applicant is known to the recommender; the applicant’s strengths and limitations for graduate study in the field and for success as an information professional; and a comparison chart highlighting the applicant’s rating on sixteen abilities and characteristics)
- scores on the Graduate Record Examination
- a professional resume.

Completed application files are evaluated by the Admissions and Scholarships Committee. The SLIS Admissions and Scholarships Committee consists of two faculty members (one of whom is chair), one student member, and the SLIS Coordinator for Admissions, Academic and Student Support Services, and provides an array of perspectives when considering the applicant’s fulfillment of the School’s admissions requirements. Applicants meeting admissions requirements for full admission are recommended for admission by the Coordinator of Admissions, Academic and Student Support Services and are subject to review by the Committee. For applicants who do not meet the admissions standards, the individual’s application is reviewed by members of the Admissions and Scholarships Committee, who each evaluate the application and provide admittance recommendations (fully admit, conditionally admit, deny, or defer). In the event of a lack of consensus among the Committee, the application is discussed in a meeting; in the event of a tie vote within the Committee, the SLIS Director casts the deciding vote. In addition, although rare, a personal interview may be required of any applicant. This is more common if the applicant’s GPA and/or GRE scores are insufficient for admission, yet other aspects of their application are indicative of success in the program and the profession. A candidate may be invited to meet with the Committee to provide additional information upon which a decision is made.

For Full Graduate Standing Admission in the School, the candidate must have supplied all of the items listed above and be eligible for admission to degree status in the Graduate College. In addition, the School requires graduation from an accredited four-year college with a 3.2 GPA (on a 4-point scale where 4.00 is an A) in the student’s last 60 hours of letter-graded coursework for applicants with no post-baccalaureate coursework. Should the 60 credit hours
fall within a semester’s work, then that whole semester is included in calculating the grade point average. Any applicant who has received a master’s degree or has completed 12 credit hours of letter-graded graduate work at an accredited college or university will have the grade point average based on the graduate coursework.

**Conditional Standing Admission** also requires that the candidate hold a degree from an accredited four-year institution. In addition, a candidate whose grade point average is below 3.2, but not less than 2.8, and who has met all other requirements for admission to full graduate standing may be admitted conditionally. Conditional admission to a degree program is contingent on the recommendation of the academic unit and approval of the Graduate College Dean. Students admitted in conditional admission status must meet specific requirements dictated by the Graduate College and the School.

When students who have been conditionally admitted and have completed the first 12 hours in the SLIS MLIS program, they must have achieved a grade of B or better for all courses attempted (no incompletes or withdrawals will be accepted) or they will be denied re-enrollment. In addition, they must have met the conditions set out in their letter of conditional admittance, including successful completion of specified courses to become fully admitted to the program. Examples of letters detailing specific requirements of conditional admittance are available on site. In the years 2007 to 2012, 138 students, 18.7% of the total number of students admitted, were admitted to the program conditionally. The most significant factor in assigning a conditional admission status is the applicant’s GPA. Conditional admittance in this case reflects attention to other success indicators. As can be seen in Figures IV-11 and IV-12, conditionally or fully admitted status does not appear to be a clear indicator of success in the program. Although a larger proportion of students admitted fully in 2007 (74%) have graduated than of those admitted conditionally (46%), at the same time, the ratio equalized over the subsequent three years.

**Figure IV-11 Status of Students Conditionally Admitted from 2007-2012**
Students become classified as inactive when they withdraw to enter another program, fail to meet the School’s retention standards, or for other unknown reasons (Figures IV-13 and IV-14). Students also become classified as inactive if they fail the End-of-Program Assessment, pass away, or are charged with academic misconduct before graduating. Figures IV-13 and IV-14 illustrate conditionally and fully admitted students becoming inactive with similar frequency, except for those admitted during 2007. Of the 13 students conditionally admitted in 2007, 46% became inactive. It is not known why the number of students becoming inactive has declined, but it is worth investigating on future Exit Surveys and also tracking those who withdraw more closely.
In the Fall 2009 (n=26), and Summer 2013 (n=19), Alumni Surveys:

- For the statement, “Current, accurate information on the School and the program was available to students and prospective students”;
  - In 2009 97% of respondents strongly or mostly agreed. (item 37)
  - In 2013 84% of respondents strongly or mostly agreed. (item 49)

- For the statement, “To the best of my knowledge, the School followed stated policy and procedure in admissions”;
  - In 2009, 100% of respondents strongly or mostly agreed. (item 38)
  - In 2013, 89% of respondents strongly or mostly agreed, with the remaining 11% stating that they had insufficient information to judge. (item 50)

- For the statement, “To the best of my knowledge, the School maintained admissions standards appropriate to the requirements of the program and for success in the field”;
  - In 2009, 89% of respondents strongly or mostly agreed. (item 39)
  - In 2013, 84% of respondents strongly or mostly agreed. (item 51).

These survey results illustrate that the SLIS alumni perceive that the standards for admittance are applied consistently and are transparent. The success rate of conditionally admitted students demonstrates the effectiveness of an application review process that focuses on the full application and the candidate’s potential to be successful in both the program and the professions. In the future, Exit Surveys will ask graduating students who had been previously inactive for additional details about their inactive status and efforts will be made to learn why students in good standing leave the program.
Standard IV.4.1: 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.

Upon acceptance into the program, each student is assigned a full-time faculty adviser based on career interests indicated by the student’s application. The assigned faculty adviser works with the student in developing the student’s program plan by using the Program Planning Form (Current, Former), which must be completed by each student by the end of the first semester of enrollment. The Program Planning Form (PPF) is maintained in the student’s permanent file and is updated by the student as needed. The student’s faculty adviser must approve any changes in a student’s PPF. These individualized programs of study allow individual needs, goals, and aspirations to be met within the context of program requirements. The faculty adviser also works with the student to accommodate specializations within individualized program plans. As discussed within Standard II: Curriculum, the faculty voted to implement a degree program that is more flexible, with six mandated courses (the five core courses and one of the two research courses) and the rest of the program’s structure being left to the student to design in consultation with his or her adviser. If at any time a student wishes to change advisers, he or she may contact the faculty adviser he or she would like to work with and then inform the SLIS office of the change.

In addition to Program Planning forms, the School also provides Program Planning Guides identifying courses valuable to certain career fields. These guides are written focusing on nine areas of concentration:

- Academic Librarianship
- Archives
- Children and Young Adult Services
- Information Organization
- Information Technology
- Public Librarianship
- Reference Librarianship
- School Librarianship
- Special Librarianship

In the guides, the School also identifies electives from other departments across campus arranged by general topic areas. Students may consult the University’s General Catalog for other courses of interest. MLIS students may take up to nine hours of electives from departments outside of SLIS. No more than nine hours taken prior to admission to the MLIS program may be applied to the degree. Faculty advisers and students use these lists as guides in designing students’ individualized program plans to accommodate these areas of concentration and others the students might want to pursue. To encourage the individualization of program plans that factor into each student’s individual overall goals, no specific “tracks” have been prescribed. Students are not required to declare a specific area of emphasis.

The Graduate College provides a generic dual-degree program for students interested in two disciplines. At the time of admission, students are afforded the opportunity to apply to SLIS and to another OU Graduate College unit, and, if accepted by both, to work on dual master’s
degrees. The student is required to complete the requirements of both degrees in the same semester. Students must apply for dual-degree status before completing 12 hours in any single degree program.

Opportunities for independent study in the form of Directed Readings, Directed Research, Directed Projects, Internships, and Research for Master’s Thesis, all of which are developed in consultation with the faculty adviser, provide options for further individualization of student program plans.

The SLIS School Librarianship Program Planning Guide and the University’s General Catalog offer descriptions of course requirements for certification as a Library Media Specialist in the state of Oklahoma. Certification requires a master’s degree, a valid standard teaching certificate in an appropriate area, completion of the specialized course work in library and information studies, and successful completion of the Oklahoma Library Media Specialist subject area examination. To ensure the success of students seeking a career in school librarianship, the School reconstituted the School Librarian Certification Committee in Fall 2011. The membership of the committee includes the Director, a SLIS faculty member who specializes in youth services, the Coordinator of Admissions, Academic and Student Support, two MLIS students (one each from Norman and Tulsa), two urban school librarians, and two rural school librarians. The committee convenes two times per semester. As a result, the School has revised and clarified the curricular needs and the advising process for school librarians.

In the Fall 2009 (n=29) and Summer 2013 (n=19) Alumni Surveys:

- For the statement, “The faculty and staff encouraged consultation and provided advice on program planning and course selection”,
  - In 2009, 76% of respondents strongly or mostly agreed. (item 21)
  - In 2013, 63% of respondents strongly or mostly agreed. (item 33)
- For the statement, “The advisement/program planning process was helpful.”
  - In 2009, 69% of respondents strongly or mostly agreed. (item 22)
  - In 2012, 52% of respondents strongly or mostly agreed. (item 34)
- For the statement, “The curriculum offered a variety of elective courses that provided for concentration within a focused aspect of library and information science”,
  - In 2009, 45% of respondents strongly or mostly agreed. (item 12)
  - In 2013, 47% of respondents strongly or mostly agreed. (item 15)
- For the statement, “Information on independent study options (internships, directed readings, and directed research) was provided”,
  - In 2009, 59% of respondents strongly or mostly agreed. (item 18)
  - In 2013, 47% of respondents strongly or mostly agreed. (item 30)
- For the statement, “The School provided student advising that promotes informed program choice”,
  - In 2009 this item was not on the survey
  - In 2013, 53% of respondents strongly or mostly agreed. (item 17)
In the graduating student Exit Surveys (n=113), compiled from 2007 to 2012, in response to the questions:

- “Were the Program Planning process and other advising opportunities effective in shaping a program to meet your needs and goals?” of the 102 responses, 67 responded yes, 19 responded mostly, and 11 responded no.
- “Do you think you achieved the student goals and objectives for the master's program?” of the 113 responses, 89 responded yes, and 12 responded mostly or maybe.

As a result of the feedback gained from the Alumni and Exit Surveys, the Meet-ups have been adjusted to highlight the advising and program planning processes. Additionally, by removing the requirements in Fall 2010 for students to obtain permission from their adviser and to be cleared by the SLIS office before they are allowed to enroll each semester, it is anticipated that our graduates and alumni will have improved perceptions of the School's advising and enrollment processes in the future.

To ensure that the courses in the program correspond to the School’s student objectives, the Curriculum Committee evaluates all new courses using the Course Proposal form submitted by the instructor proposing the course.

IV.4.2: Students receive systematic, multifaceted evaluation of their achievements.

Each student’s adviser provides evaluation of the student’s accomplishments at several milestones in the program. The faculty adviser works with the student in completing the individualized program plan prior to the completion of the first semester of the program. The SLIS office staff collaborates in this process by reminding students using multiple channels (email, Weekly Digest, listserv) of the need to plan their program. Students’ completion status of the program planning form is noted on the student achievement evaluation forms, which are completed every June by SLIS faculty advisers. The student achievement evaluation is required by the OU Graduate College and also provides the opportunity for faculty advisers to assess their advisees’ academic progress. The School sends these early and ongoing evaluations of academic progress in the program to matriculated students and the required summary report is sent to the Graduate College to ensure satisfactory academic progress. Examples of completed forms are available on site.

Course syllabi show that students have the opportunity to receive a wide variety of formative and summative evaluations within the School’s curriculum. Individual assignments range from HTML programming, project proposals, and collection evaluations to oral presentations and research papers. Group assignments are included in most face-to-face and online courses. The grading and feedback tools built into the course management software Desire2Learn allow faculty members to keep students updated with their progress in individual courses throughout the semester.

Students who choose an internship experience have their work evaluated by both their placement supervisor and supervising faculty member. The on site placement supervisors are
encouraged to share their evaluations with students, highlighting student strengths and areas needing improvement. Internship supervisors must have an ALA-accredited master’s degree, or a master’s degree in a related specialty, and appropriate professional experience. Supervising faculty also complete an evaluation of the student and the internship site at the end of the internship. The supervising faculty member is responsible for evaluating the independent readings, projects, and research experiences.

The annual Frances Laverne Carroll Student Paper Award, administered by the OU SLIS Alumni Association, gives students an additional opportunity to have their SLIS work evaluated. A call for papers is made in the spring semester for students currently enrolled in SLIS classes on both campuses to submit papers on any topic related to libraries, librarianship, or information management in libraries by June 30th. The call for entries is issued through the Alumni Association, the SLIS Weekly Digest, and through faculty encouragement. A panel of OU SLIS alumni and one SLIS faculty member evaluate the submissions. The winner receives $250, online publication of the paper, and recognition at the annual SLIS awards banquet in the spring and the OU SLIS alumni reception at the annual Oklahoma Library Association conference. The student is traditionally given the opportunity to present their paper at the annual Oklahoma Library Association conference.

Detailed information about academic standards is available in the OU Graduate College Bulletin, the SLIS Student Handbook, and the websites of these two units, and includes the following information regarding student progress:

- Students who are not making acceptable academic progress are informed in writing by both the Graduate College and SLIS.
- Acceptable academic progress for a fully admitted student includes maintenance of a GPA above a 3.00. A fully admitted student who falls below a 3.00 GPA is required to achieve a cumulative GPA of 3.00 or above in the next 12 hours of enrollment, or the student is not allowed to continue.
- A conditionally admitted student must, in addition to maintaining a 3.00 GPA, take three required courses in the student’s first 12 hours (4 courses) of enrollment, make no grade lower than a B, and may not receive a grade of W (withdrawal), U (unsatisfactory) or I (incomplete). The only exception is that the student could receive an incomplete in an independent study course, such as directed readings or project.
- Students who receive two or more Incompletes in letter-graded courses and do not remove them with a satisfactory grade, are not permitted to enroll for another semester’s work. The student may petition the School’s Graduate Studies Committee presenting reasons why further enrollment should be allowed. The Committee then determines whether further enrollment will be permitted, and, if so, under what conditions.

A student is also informed that the receipt of more than six credit hours of “C” in letter-graded courses in library and information studies will cause the student to be dropped from the program. This requirement is observed regardless of a student’s overall grade point average. Further, grades of C in required courses cannot be counted toward the degree. If a student receives a grade of C in a required course, the student will be required to re-take the course.
and earn at least a B. The C grade will count toward the student’s overall GPA. Any SLIS student who has been admitted to the MLIS program and receives a grade of D or lower in any letter graded LIS graduate course will be withdrawn from the program. Any non-LIS course in which a SLIS student has received a D or lower cannot be counted toward the MLIS. Students receiving a grade of D or lower in a non-LIS course will not be dropped from the program; however, they must maintain an overall grade point average of 3.0.

The SLIS website and Graduate Student Handbook also explain the policies regarding the courses in the School that are graded on a Satisfactory/Unsatisfactory basis. The grade S (Satisfactory) is a neutral grade that signifies quality of B work or better. Courses graded on an S/U basis are Directed Research, Directed Project, Directed Reading, Internship, and Research for a Master’s Thesis. For courses graded S/U, S is the only passing grade. Unsatisfactory (U) is used to indicate that no credit is to be given for the work undertaken. Students may not enroll in more than twelve hours of S/U graded courses as credit toward completion of degree requirements. In special situations, the student may petition the Graduate Studies Committee to enroll in additional S/U credit hours. No coursework graded Pass/NoPass (P/NP) may be included in the graduate program of study.

Students also receive formal evaluation of their accomplishments with the End-of-Program Assessment: satisfactory completion of a comprehensive examination, creation and oral defense of an electronic portfolio, or production and successful defense of a thesis. Information is available about the options for completion of their MLIS program in the following:

- application packet (on site)
- the SLIS Graduate Student Handbook
- the OU Graduate College Bulletin
- Meet-up breakout sessions
- videos on the SLIS Vimeo site
- SLIS Student Guide to the Comprehensive Examination for the Master's Degree
- SLIS Thesis Guidelines
- SLIS Student Guide to the Portfolio for the Master of Library and Information Studies
- the University’s General Catalog.

Students are directed to consult with their faculty advisers during their first semester of enrollment to determine which evaluation is most appropriate for their career goals and to make program plans and choices accordingly.

After successful completion of the program, some SLIS students receive further validation of their accomplishments when the SLIS faculty nominates them for membership to Beta Phi Mu (BPM), the international honor society for library and information science. The Lambda Chapter of BPM has a SLIS faculty liaison (White replaced Taylor in 2014) that helps coordinate, within the national guidelines of the organization, the nomination of students who have completed their programs of study.

Alumni feedback on program evaluation is overall positive. In the 2009 (n=29) and 2013 (n=19) Alumni Surveys:
For the statement, “Criteria for evaluating student performance were available and clearly communicated in each course”:
- In 2009 96% of respondents strongly or mostly agreed. (item 19)
- In 2013 74% of respondents strongly or mostly agreed. (item 31)

For the statement, “Systematic, multifaceted evaluation of student performance was provided”:
- In 2009 72% of respondents strongly or mostly agreed. (item 20)
- In 2013, 64% of respondents strongly or mostly agreed. (item 32)

IV.4.3: Students have access to continuing opportunities for guidance, counseling, and placement assistance.

Upon a student’s admission to the program, the School mails an acceptance packet containing information about the program and resources to meet student needs, and thus facilitates retention in the program. The student also receives a letter notifying them that SLIS is recommending him or her for admission. The letter specifies:

- the admission status (full or conditional)
- any conditions that have to be met if the admission status is conditional
- the semester for which the student is admitted and the length of admission approval, either:
  - must begin courses within one year or reapply to program
  - must begin courses within one semester or reapply to Graduate College
- the name of the student’s faculty adviser (who is assigned on the basis of professional goals articulated by the student in the admissions application and who will provide program planning and course selection advice and guidance on professional preparation), and a reminder to contact the adviser for consultation about the program planning form
- the requirement of filing a program planning form prior to completion of the first semester of enrollment
- the necessity of having an OU email account
- the names and contact information of the SLIS Coordinator of Admission/Academic and Student Support Services and of the Admission Secretary as resource for questions about University regulations or procedures.

Copies of current SLIS course schedules (Norman and Tulsa) and the School’s planned rotation schedule are also included with the student’s acceptance letter.

Students are invited through email and the Weekly Digest to the newly developed SLIS Meet-ups for new and returning students. These Meet-ups include a series of breakout sessions and/or panels where students have the opportunity to interact with practitioners and faculty in their area of interest, which assists in crafting their curriculum trajectory. Sessions also cover the policies and procedures of the School of Library and Information Studies and the resources available to them at OU to support their learning and to help them begin building community among new students, returning students, staff, and faculty members.
the 2011 sessions indicated that 85% of the Meet-up attendees responding to an online poll (n=27) were “somewhat” to “very satisfied” with the amount and quality of information given.

Continued communication about opportunities for guidance, counseling, and placement is afforded via the Weekly Digest emailed to all current students. The SLIS student job listserv (available on site) and archives provide postings of job openings and other similar information.

To accommodate our students who are located at a distance from the Norman and Tulsa campuses, faculty members advise students in a variety of formats, including email, phone, videoconferencing, or Skype, as well as in person. Students have the opportunity to meet with advising faculty at the Meet-ups held on both campuses. For many, this is their first interaction with their adviser, and often they will draft their program planning form during these meetings. Students are encouraged to contact their adviser and/or the School’s office when they have questions or concerns about their program plan, the curriculum, or anything regarding their program.

In addition to general program planning and advice on course selection, faculty advisers assist students in planning independent studies including Directed Readings, Directed Research, Directed Projects, Internships, or a Research for a Master’s Thesis. Faculty advisers are also available to offer guidance on professional preparation, on the construction of the portfolio, and at any time academic or career-related problems arise. Faculty advisers hold a minimum of five published office hours each week during the academic terms in which they teach.

The University Career Services office provides a career information center, individual assistance, workshops, career and graduate/professional school fairs, job listings, credential files, a resume/job matching service, and on-campus interviewing. Also offered is an online resume depository giving employers daily access to students’ resumes. Career Services will also assist students with applications for further graduate level education. Their offices are located in the Oklahoma Memorial Union, and full services are available on the Norman campus and remotely via email and videoconferencing.

The Oklahoma Library and Information Studies Student Association (OLISSA) sponsors workshops for SLIS graduate students, including resume and grant writing and job searching. The Oklahoma Library Association and the Oklahoma Chapter of the Association of College and Research Libraries have also presented job search programs on the Norman and Tulsa campuses specifically for SLIS students and at conferences (which students may attend for a reduced rate).

Alumni have had positive experiences with faculty guidance during the program, as seen in the 2009 and 2013 Alumni Surveys.

- For the statement, “The faculty and staff encouraged consultation and provided advice on program planning and course selection”,
  - In 2009 (n=29), 76% of respondents strongly or mostly agreed. (item 21).
  - In 2013 (n=19), 63% of respondents strongly or mostly agreed. (item 33).

But respondents often express a less positive experience with placement assistance.

- For the statement, “Career guidance was available from faculty and staff”,

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In 2009 (n=26), 54% of respondents strongly or mostly agreed. (item 41)
In 2013 (n=18), 42% of respondents strongly or mostly agreed. (item 52)

- For the statement, “Effective placement assistance was provided to students and graduates”,
  - In 2009 (n=26), 19% of respondents mostly agreed, 19% somewhat agreed, and 19% mostly disagreed (item 44).
  - In 2013 (n=19), 21% of respondents mostly agreed, 5% somewhat agreed, and 32% strongly disagreed (item 54).

Despite the expressed lack of placement assistance from the School, 46% of alumni responding to the 2009 (n=24) Survey have obtained a position in a library or information agency. Eighty-three percent of students working while in the program were working in a library. In the 2013 (n=18) Survey, 44% of alumni remain in the same job they had upon completing their degree, 22% have a new job in the same library, 28% obtained a new position in a new library or information agency. Job placement and career advancement of students and alumni are important to the School, and as a response to this issue, SLIS formed an alumni group on LinkedIn in Summer 2013. The School will leverage this group in the future to share job opportunities and encourage members to share position openings and experiences from their organizations.

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

All matriculated students on both the Tulsa and Norman campuses are automatically members of the Oklahoma Library and Information Studies Student Association (OLISSA). This organization is a registered organization with the OU Office of Student Affairs and has a constitution and by-laws. In 1991, it became affiliated with the American Library Association as a student chapter. The organization elects its own officers each spring and a full-time SLIS faculty member serves as adviser to the organization. An OLISSA representative (usually the OLISSA president) attends the monthly SLIS faculty meetings. In recent years, OLISSA has organized events for Banned Books Week, book drives for local prison populations and hospitals, presentations by faculty members, and resume workshops, as well as opportunities for socializing and networking.

In Fall 2011, a new student group was formed focusing on the growing interest in archival studies. The Society of American Archivists (SAA), University of Oklahoma Chapter (SAA@OU), organizes both social and educational events for members and interested students. Some activities have included visits to various archives and collections in the state, including the Carl Albert Congressional Research and Studies Center and the History of Science Collection. The group has also invited a guest speaker, Jacqueline (Slater) Reece, the Western History Collection Librarian at the University of Oklahoma, to speak about working with special collections.
collections.

MLIS students have the opportunity to serve on the OU Graduate Student Senate, which works to improve the graduate educational experience and to better the University of Oklahoma as a whole. The Graduate Student Senate facilitates opportunities for additional graduate students to serve on University committees, including those dealing with grade appeals, academic misconduct, and the Graduate Council, which governs policies for graduate education. The School is allocated one Senate position each year, and if the representative participates in the Graduate Student Senate meetings, OLISSA is eligible for funds from the Graduate Student Senate budget. These funds have been used by OLISSA to underwrite attendance of SLIS students at the Oklahoma Library Association Annual Conference, to support Banned Books Week activities, and to purchase refreshments for OLISSA meetings and events. In Tulsa, one student from the SLIS program is eligible to serve on the OU-Tulsa President’s Council, as seen in the OU-Tulsa Student Government Association Constitution. All students enrolled in courses at OU-Tulsa are members of the OU-Tulsa Student Government Association (OUTSA).

As mentioned above, MLIS students participate in monthly meetings of the SLIS Graduate Student Advisory Council (SAC). Until Spring 2013, members of the SLIS Graduate or Undergraduate SAC represented the School at the College of Arts and Sciences Dean’s Student Advisory Committee. Students from all academic units in the College met five times a year with the Dean and other college administrators. The committee was formed to serve as conduit for open interaction between students and the administration with each meeting allowing ample time for a wide-ranging question and answer sessions with the Dean. The SLIS representatives brought the SLIS students’ issues to the Dean and also gave the SLIS SACs regular briefings of the Dean’s SAC meetings. In addition to discussing current issues, the department and College Student Advisory Committees/Councils were responsible for reviewing proposed special course fees. Beginning in the 2013-14 academic year, Interim Dean Kelly Damphousse and Assistant Dean Rhonda Kyncl will attend individual departmental SAC meetings rather than holding College-wide sessions.

- The Fall 2009 Alumni Survey (n=26) reported (these items were not included on the 2013 Alumni Survey):
  - 38% of respondents strongly or mostly agreed, and 35% somewhat agreed with the statement, “The School provided opportunities for students to serve on School committees.” (item 43)
  - 62% of respondents strongly or mostly agreed, and 15% somewhat agreed with the statement, “The School provided opportunities to participate in the student organization.” (item 44)

These results indicate that there is room for improvement in creating awareness of student involvement in the governance of the program. The School is exploring improved methods for incorporating input gathered from students who are located at a distance from the Norman and Tulsa campuses, and who take few courses on campus, into the School’s routine communication activities. For example, although the SLIS SAC is convened on the Norman
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campus, a videoconference link is established with the Tulsa student representatives. Additionally, the videoconference system in the SLIS conference room was updated in Fall 2012 to allow videoconferencing with four sites simultaneously, thereby enabling students who are participating on committees but cannot travel to Norman or Tulsa to participate at a location of their choice.

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

MLIS students serve on all SLIS committees except for Committee A (which deals primarily with personnel issues and whose membership is restricted by University policy to faculty). These service opportunities are announced via email, in classes, through the Weekly Digest, and at OLISSA meetings. Students serve as full members with voting rights in these committees, except, as noted above, when evaluating student applications to the program or scholarship applications. Student representatives have been particularly helpful on the Graduate Studies Committee with the changes to the comprehensive examination format and on the Curriculum Committee with the changes in the overall structure of the program to increase flexibility in selecting courses. Students serving on the faculty search committees interact with faculty candidates at meetings and meals, and are invited to attend, and provide written feedback on, candidates’ presentations.

Feedback from students is gathered from multiple points throughout the program, including:

- Meet-up surveys
- Course evaluations for every SLIS offered course at the end of each semester
- Student Advisory Council, which meets during the fall and spring semesters with the Director and also with the College of Arts and Sciences Dean
- Exit Surveys from graduating students
- End-of-Program Assessment Surveys
- Alumni surveys (2009 and 2013) from graduated students
- Quarterly meeting of the Alumni Association Board which the SLIS Director attends
- Internship student evaluation forms.

Student input is reviewed by the Director, individual faculty, and by the appropriate SLIS standing committees.

Student feedback through course evaluations is incorporated into each faculty member’s annual Faculty Activity Report (available on site) and is reviewed by Committee A in its evaluation of teaching performance. This feedback, along with the ongoing evaluation of syllabi by the Curriculum Committee (which includes student membership), is a major mechanism for
course re-evaluation and re-designs. The evolution of LIS 5603 Information Systems and Networks from an elective into the current LIS 5063 Information and Communication Technology required course, and the addition of case studies and other practical examples into the curriculum, are some examples of this student influence. The LIS 5970 “Hot Topics” courses have also been developed with student needs and current topics as a guiding factor.

As discussed in this section and in the section related to Standard I, faculty members, students, alumni, employers, and the University administration are involved in the evaluation processes related to student achievement and in the evaluation of policies and procedures related to students. Guided by the SLIS committee structure, faculty members are involved in a continuous process of evaluation of academic policies and procedures, and students have opportunity to give feedback in the evaluative process both individually and through student organizations and representation on School committees. Staff members routinely provide information about the efficacy of administrative policies at the operational level by monitoring the effectiveness of the policies and procedures in their service to students during their time in the program.

Creating a greater awareness of how students’ input is gathered is important so students know they have a voice in the shaping of their program and the quality of the administrative support they receive. Additional outreach and methodologies that accommodate flexibility in location are being sought.
Evidence List

- **Association of College and Research Libraries**
- **Beta Phi Mu**
- **College of Arts and Sciences**
  - Dean’s Student Advisory Committee SLIS Representatives
- **Graduate College**
  - Admissions Process
    - Admission Criteria
  - Bulletin
  - Dual Master’s Degree Guidelines
  - Non-Thesis Instruction Packet
  - Thesis Guidelines
  - Thesis Instruction Packet
- **LinkedIn- OU MLIS Alumni Group**
- **Oklahoma Library Association**
  - Annual Conference
- **School of Library and Information Studies**
  - ALISE Reports
  - Alumni Association
  - Alumni Survey Results: 2009 and 2013
  - Committee Memberships, Agendas, Minutes, and Annual Reports
    - Admissions and Scholarships Committee
    - Committee A
    - Curriculum Committee
    - Graduate Studies Committee
    - School Librarian Certification Committee
  - Course Rotation Schedule
  - Course Schedule: Norman and Tulsa
  - Document Hub
  - Dual Degree Program, (M.A. History of Science and M.L.I.S.)
  - End-of-Program Assessment Materials
    - Student Guide to the Comprehensive Exam
    - Student Guide to the Portfolio
  - Exit Surveys 2007 to 2011 (opens in Excel)
  - Faculty Page
  - Graduate Student Handbook
o Independent Study Courses
  ▪ **LIS 5823 Internship Documentation and selected list of sites**
    • *Internship Enrollments 2007 to 2013* (opens in Excel)
    • *Faculty Evaluation*
    • *Placement Supervisor Evaluation*
  ▪ **LIS 5920 Directed Research Contract and selected list of topics**
  ▪ **LIS 5940 Directed Project Contract and selected list of topics**
  ▪ **LIS 5960 Directed Readings Contract and selected list of topics**
  ▪ **LIS 5980 Research for Master's Thesis Student Guide and Titles of Completed Theses**

o Job Opportunity Listserv Archives (available on site only)

o **MLIS Admissions Procedures**
  ▪ *Application Form*
  ▪ *Recommendation for Admissions Form*

o **New Course Documentation and Proposal Forms**
  ▪ *SLIS New Course Proposal Form*

o Oklahoma Library and Information Studies Student Organization (OLISSA)
  ▪ *Constitution of the Oklahoma Library and Information Studies Student Organization*
  ▪ *Facebook Page*
  ▪ *OLISSA listserv archive*

o **Program Planning Form – Current**

o **Program Planning Form - Effective for students admitted Fall of 2011 through Summer of 2013**

o **Program Planning Guides**
  ▪ *Academic Librarianship*
  ▪ *Archives*
  ▪ *Children/Young Adult Services*
  ▪ *Information Organization*
  ▪ *Information Technology*
  ▪ *Public Librarianship*
  ▪ *Reference Librarianship*
  ▪ *School Librarianship*
  ▪ *Special Librarianship*

o **Student Achievement Evaluation Forms, completed by Faculty Advisers**

o **Student Advisory Council Reports**

o Student Database (available on site only)
  ▪ **Student Degrees 2007 to 2013** (opens in Excel)
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- Student Funding Opportunities
  - Graduate Assistant Application - Norman
  - Graduate Assistant Application - Tulsa
  - Scholarship Application, 2013-2014

- Student Handbook
- Student Meet-up Agendas and Surveys
- Student Work Examples
- Vision, Mission, Goals, and Objectives

- Society of American Archivists
- Southern Regional Education Board
  - Academic Common Market

- University of Oklahoma
  - Career Services
  - eValuate: Online Faculty Evaluation Form
  - General Catalog
  - Graduate Council of the Graduate College
  - Office of Admissions, Scholarships, and Financial Assistance
    - Office of Graduate Admissions
  - Office of Student Affairs
  - SAA@OU - Society of American Archivists, University of Oklahoma Chapter
  - Student Association Graduate Student Senate

- University of Oklahoma - Tulsa Campus
  - OU-Tulsa Graduate College
  - Student Government Association at OU-Tulsa
    - Student Government Association Constitution OU-Tulsa
Standard V. ADMINISTRATION AND FINANCIAL SUPPORT

The School of Library and Information Studies (SLIS) is a distinct academic unit within the University of Oklahoma. The School’s faculty, staff, and students play an integral role in the governance of the University as well as that of the College of Arts and Sciences and the School. The School has access to a number of different income streams, including support from the University general funds for maintenance and operations and student course fees, and external and internal grants and awards. The College is responsible for administering and allocating the University funds to its 29 academic units, including SLIS. Although the University and College have experienced budget reductions since the last accreditation cycle, the administrative and financial mechanisms available to the School are sufficient to foster a positive environment for teaching, learning, and research. This chapter describes the School’s administrative structure and financial status, and demonstrates its alignment with the 2008 ALA Standards for Accreditation.

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

The School of Library and Information Studies (SLIS) is one of the 29 academic units (25 schools and departments, and 4 interdisciplinary programs) in the College of Arts and Sciences (CAS). The College also houses four research units, 19 centers, and six institutes. The College is the largest and oldest of the 25 that comprise the three campuses of the University of Oklahoma. The Director of the School of Library and Information Studies reports to the Dean of the College of Arts and Sciences (Dr. Paul Bell stepped down August 16, 2013; Dr. Kelly Damphousse is serving as the Interim Dean until a permanent successor is named after an appropriate selection process) who reports to the Senior Vice President and Provost (Dr. Nancy Mergler). The President of the University (David L. Boren) has ultimate administrative authority for the three campuses at Norman, Oklahoma City, and Tulsa.

The School develops the curriculum and degree requirements for the MLIS program following the general requirements of the Graduate College. Proposals for changes in degree requirements are submitted by the School, and then reviewed and approved by the CAS Dean, the Graduate College, the Academic Programs Council, and finally the Provost. New programs and substantive program modifications are also reviewed and approved by the University of Oklahoma Board of Regents and the Oklahoma State Regents for Higher Education. New course and substantive changes to existing courses are submitted by the School, then reviewed and approved by the CAS Dean, the Graduate College, the Academic Programs Council, and finally the Provost.

In accord with the OU Board of Regents’ policies, and as codified in the Norman Campus Faculty Handbook, the School develops its own policies and procedures for faculty searches, which are subject to approval by the Dean and the Provost. The Dean, on behalf of the Provost,
annually calls for requests to initiate faculty searches. Schools and departments submit such requests to the Dean, who makes recommendations to the Provost. The Provost, with guidance from the President, makes final decisions to authorize searches. The School conducts the listing, screening, and interview process for selecting new faculty members. Selected candidates are referred to the CAS Dean, who in turn recommends the selections to the Provost. All formal offers of faculty appointments and negotiations for initial placement and compensation are made to the candidates by the Provost.

Promotion and tenure reviews are conducted according to policy and procedure statements that are initially developed by the School and ultimately approved by the Provost. The Dean and Provost approved the policy and procedure statements currently in use in 2010. A revised policies and procedures document was approved by the SLIS faculty on May 6, 2013 and submitted to the College for approval on May 9, 2013. CAS Associate Deans Kelly Damphousse and Edward Sankowski reviewed and approved the document on July 12, 2013. The document currently awaits the approval of the Provost.

The School makes promotion and tenure recommendations to the Dean. With advice from the College of Arts and Sciences Tenure and Promotion Committee, the Dean relays these recommendations to the Provost. Additional review in tenure cases is carried out by the Campus Tenure Committee. Final approval for all hiring, tenure, and promotion is made by the OU Board of Regents upon the recommendation of the President.

Faculty members who teach graduate courses, serve on master’s examination committees, or serve on thesis or dissertation committees, are members of the Graduate Faculty. The Graduate Council, acting on the authority of the Charter of the Graduate Faculty, approves the criteria established by each school or department for membership on the Graduate Faculty. The School’s criteria statement was revised and reaffirmed by the faculty on September 11, 2009. The Graduate College maintains oversight of these appointments.

Prospective graduate students must first be admitted to the Graduate College, and then meet the requirements for and be admitted to the MLIS program. The Graduate Council establishes, and the Graduate College administers, minimum requirements for admission to graduate programs, standards of performance, and awarding of degrees. Schools and departments may establish additional requirements and higher standards than those of the Graduate College. The requirements for admission to and completion of the MLIS degree are those established by the School and approved by the Graduate Council.

Standard V.1.1: The parent institution provides the resources and administrative support needed for the attainment of program objectives.

Although the 2008 national financial crisis caused the University to experience a decrease in state funding, the crisis impacted Oklahoma less than other areas of the country. Since the last accreditation cycle, the School’s total budget has remained stable (Figure V-1). The “University” funding line in Figure V-1 represents salary and fringe benefits for the full-time faculty and staff, and the basic operations of the unit. The “Total” funding line in Figure V-1 represents additional
funds generated by a range of income streams that vary from year to year including: student course fees, internal and external grant funding, OU’s Vice President for Research sponsored research incentives program, new faculty start-up funds from the College, support from other College and University units to assist in funding outside speaker visits, and residuals for online and summer teaching. Budgeting and financial support are discussed in greater detail in Standard V.5, and spreadsheets listing the School’s income and expenditures from 2007 to 2013 will be available on site. Chapter VI describes the physical facilities and technology that support SLIS faculty, students, and staff.

Figure V-1 SLIS Income

<table>
<thead>
<tr>
<th>Year</th>
<th>Total</th>
<th>University</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007</td>
<td>$1,635,522</td>
<td>$1,467,661</td>
</tr>
<tr>
<td>2008</td>
<td>$1,844,278</td>
<td>$1,485,983</td>
</tr>
<tr>
<td>2009</td>
<td>$1,759,123</td>
<td>$1,489,755</td>
</tr>
<tr>
<td>2010</td>
<td>$1,854,293</td>
<td>$1,488,999</td>
</tr>
<tr>
<td>2011</td>
<td>$1,840,132</td>
<td>$1,393,920</td>
</tr>
<tr>
<td>2012</td>
<td>$1,959,389</td>
<td>$1,354,195</td>
</tr>
<tr>
<td>2013</td>
<td>$1,816,287</td>
<td>$1,403,452</td>
</tr>
</tbody>
</table>

Figure V-2 shows the funding for SLIS salaries over the last seven years ranged from $909,865 (2007-2008) to $819,764 (2012-2013). Staffing levels have remained constant on the Norman campus. The full professor line of Dr. Hawamdeh was not filled in Tulsa after he left the University in 2009 because enrollment was lower than expected in the Knowledge Management program.
Standard V.2: The school's faculty, staff, and students have the same opportunity for representation on the institution's advisory or policy-making bodies as do those of comparable units throughout the institution. The school's administrative relationships with other academic units enhance the intellectual environment and support interdisciplinary interaction; further, these administrative relationships encourage participation in the life of the parent institution.

The major University and College level advisory and policy-making bodies are:

- Faculty Senate
- Graduate Council of the Graduate College
- Staff Senate
- University of Oklahoma Student Association (UOSA)
- Graduate Student Senate (GSS)
- OU-Tulsa Student Association (OUTSA)
- the governance bodies of the College of Arts and Sciences.

Through these structures the SLIS faculty, staff, and students have opportunities for nomination, election, or appointment that is equivalent to that of their peers in other units. The School encourages and nominates faculty members to stand for election, and SLIS faculty members have been successfully elected to a range of positions in a variety of governance bodies. Figure V-3 lists the SLIS faculty members’ service on 32 different committees within the University and College.
### Figure V-3 (also Figure III-14) University and College of Arts and Sciences Committee Service

<table>
<thead>
<tr>
<th>University Committees</th>
<th>College of Arts and Science Committees</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advisory Board, Center for Research and Crisis Management, Campus Disciplinary Council</td>
<td>Standing Committees:</td>
</tr>
<tr>
<td>Adopt-A-Prof, OU Housing &amp; Food Services, Center for Student Life</td>
<td>Course and Curriculum</td>
</tr>
<tr>
<td>College of Education, Education Professions Division</td>
<td>Executive Committee</td>
</tr>
<tr>
<td>Faculty Appeals Board, Hearing Committee Chair</td>
<td>Support of Teaching and Research Committee</td>
</tr>
<tr>
<td>Faculty Appeals Board, Faculty Senate, By-Laws Committee</td>
<td>Information Technology Committee</td>
</tr>
<tr>
<td>Faculty Senate, Chair</td>
<td>Nominations</td>
</tr>
<tr>
<td>Faculty Senate, Committee on Committees</td>
<td>Student Scholarships</td>
</tr>
<tr>
<td>Festival Preview Collection</td>
<td></td>
</tr>
<tr>
<td>Graduate College Academic Appeals Panel</td>
<td>Additional CAS Service:</td>
</tr>
<tr>
<td>Graduate Council</td>
<td>Advisory Council on Academic Advising</td>
</tr>
<tr>
<td>Library Task Force</td>
<td>Irene Rothbaum Award Committee</td>
</tr>
<tr>
<td>Namesake, Camp Crimson</td>
<td>Kinney-Sugg Award Committee</td>
</tr>
<tr>
<td>OU Libraries, Dean Search Committee</td>
<td>Native American Studies Graduate Program</td>
</tr>
<tr>
<td>OU Tobacco Free Campus Advisory Board</td>
<td>Committee</td>
</tr>
<tr>
<td>OU-Tulsa Library Director Search Committee</td>
<td>Promotion and Tenure Committee</td>
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<tr>
<td>Pre-med Advisory Interview Committee</td>
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<tr>
<td>Recreational Services Committee</td>
<td></td>
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<tr>
<td>Student Travel Award Subcommittee</td>
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<tr>
<td>Teaching Scholar’s Initiative Steering Committee</td>
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</tbody>
</table>

The Faculty Senate consists of 50 members of the regular faculty, and houses the following standing committees: Executive Committee, Committee on Committees, Faculty Welfare Committee, Committee on Faculty Compensation, and Faculty Development Awards Committee. Senate membership is through election at the College level to staggered three-year terms. Members of Faculty Senate Standing Committees are elected by the Senate, and additional members may be selected from the general faculty by individual committees. In addition to the seven Faculty Senate standing committees, OU convenes a range of faculty/student committees/councils to assist the OU administration in the development of policies for matters of interest to the University. These areas include teaching, research/creative/scholarly activity, professional and University service and public outreach, libraries, budgetary planning, faculty personnel, University relations, University community, athletics, University operations, and University projects. The Faculty Senate’s Committee on Committees annually solicits nominations from the chairs, directors, and faculty of the units of the University. Additionally, each council has at least one member appointed by the President from a list provided by the Committee on Committees.

College of Arts and Sciences representation on the Faculty Senate is structured on the four divisions of the College (humanities, professional studies, sciences, and social sciences). Recommendations for nominations are solicited annually from the chairs, directors, and faculty members of the units of the College. The CAS Nominations Committee selects candidates for service to the Faculty Senate and its committees and the Graduate Council. Final selections are determined by an election by the faculty members of the College.
Membership of the governance committees of the College is also structured on the four divisions of the College (humanities, professional studies, sciences, and social sciences). The placement of the School within the College of Arts and Sciences provides opportunities for interaction with colleagues through participation in CAS committees and encourages cooperative ventures with other units of the College. For example, the School shares informal responsibility with the History of Science Department for a dual master’s degree program.

Staff Senate representatives are selected through their respective member groups: the Administrative Staff Council, the Organizational Staff Council, the Informational Staff Association, and the Hourly Employees Council. Staff representation on University and campus councils, boards, and committees is through Staff Senate nomination.

Each Norman campus graduate department or school has one representative in the Graduate Student Senate. The Oklahoma Library and Information Studies Student Association (OLISSA) selects the representative from SLIS. Graduate student representation on campus and University councils and committees is through nomination by the Graduate Student Senate. Each department or school supporting one or more degree programs at OU-Tulsa has representation in the OU-Tulsa Student Association (OUTSA) according to the formula established in the OUTSA Constitution.

Service on University and College Committees is competitive and in many cases, as described above, is divided among the four professional schools, thereby somewhat restricting SLIS faculty members’ service opportunities. Pre-tenure faculty members (half of the current SLIS faculty) are discouraged from engaging in intensive service commitments, which additionally limits the number of committees on which SLIS faculty serve. Nonetheless, members of our small unit (maximum 12 faculty members from 2007 to 2013) have been, or are, active on all six College standing committees. SLIS faculty members have also served on several of the five Faculty Senate Standing Committees and many of the University Councils, Committees, and Boards. Tenured faculty members have served in important roles including Hearing Committee Chair for the Faculty Appeals Board, Chair of the Faculty Senate, and as members of the College of Arts and Sciences Executive Committee.

The School’s participation in the College of Education’s Education Professions Division, which approves all changes in the School Librarian Program related to certification, creates opportunities for interaction with faculty members in the College of Education. Faculty members have served as members of master’s and doctoral committees, as well as the curriculum committee of the Native American Studies Graduate Program. SLIS faculty members also belong to interdisciplinary groups, such as the Research Liaison Program and the Digital Humanities Learning Community. Faculty members participate in College and University workshops (e.g. Academic Technology Expo, the Teaching Scholar’s Initiative, and the Desire2Learn Conferences) that facilitate meeting and interacting with faculties across disciplines.

The interdisciplinary Bachelor of Arts in Information Studies has provided a structure for forging more formal relationships with other academic units, including the School of Computer Science, which in 2013 introduced a minor in computational technology with the option to focus on library information systems by enrolling in three SLIS undergraduate courses.
Standard V.3.1: The executive officer of a program has title, salary, status, and authority comparable to heads of similar units in the parent institution. In addition to academic qualifications comparable to those required of the faculty, the executive officer has leadership skills, administrative ability, experience, and understanding of developments in the field and in the academic environment needed to fulfill the responsibilities of the position.

The School is led by a Director, approved by the faculty for four-year terms. Between the years 2006-2010, the position has been held by Dr. Kathy Latrobe (2007-2010) and Dr. Cecelia Brown (2010-2014). Within the structure of the University, the title of Director is formally synonymous with Chair. Both titles confer the same scope of authority, which is defined in the Norman Campus Faculty Handbook. Titles for academic unit administrators are recommended by the College and approved by the Provost and President. The Director provides leadership in matters of policy determined by the faculty of the School, operating within guidelines provided by the University of Oklahoma Regents, University administrative officers, and the College. The Director determines procedures for carrying out the work of the School, including convening faculty meetings and establishing policy for expenditures from the School budget. With advice and consultation from Committee A, the Director also establishes teaching assignments and class schedules for the School; prepares annual faculty evaluations; and makes recommendations to the Dean concerning budget requests, allocations for increases in salaries for faculty, and hiring of new faculty; and assesses tenure, promotion, and annual reviews of the progress of tenure-track faculty in their efforts to obtain tenure. The Director has a leadership function and is accountable both to the School and the Dean for the performance of this function. The Director represents the School in relations with the College of Arts and Sciences, with other colleges and academic units, and with other administrative officers of the University. The Director encourages and facilitates the work, quality, and professional development of the School and has a basic responsibility for obtaining merited recognition of faculty members with respect to promotions, salary increases, and support for career development. Other leadership functions include implementing the Affirmative Action Plan, strategic planning, conducting program review, and sending tenure recommendations forward.

The Norman Campus Faculty Handbook requires an annual evaluation of the Director, which is overseen by Committee A. Inclusion of input from the School's faculty and staff is required. The Director serves a renewable four-year term, and recommendation for reappointment follows a formal review overseen by Committee A. Formal reappointment decisions are made by the Dean.

Chair and Director salaries are calculated by determining the average monthly salary for a nine-month contract; that amount is then extended to a 12-month contract. From year to year, the SLIS Director has had a salary in the mid-range from the lowest to the highest compensated director in the College. Within the professional group in the College, the SLIS Director’s salary is the second highest at $118,405 per year (Figure V-4).
### Figure V-4 College of Arts and Sciences Departmental Chairs or Directors Average Salary, Median Salary and Salary Range by Departmental Groupings
Compiled from Fiscal Year 2012 Data

<table>
<thead>
<tr>
<th>Professional Group</th>
<th>Average Salary</th>
<th>Median Salary</th>
<th>Salary Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health and Exercise Sciences</td>
<td>$118,281</td>
<td>$118,209</td>
<td>$96,995 to $139,752</td>
</tr>
<tr>
<td>Human Relations</td>
<td></td>
<td></td>
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<tr>
<td><strong>Library and Information Studies</strong></td>
<td></td>
<td></td>
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<tr>
<td>Social Work</td>
<td></td>
<td></td>
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<tr>
<td><strong>Humanities Group</strong></td>
<td></td>
<td></td>
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<tr>
<td>Classics and Letters</td>
<td></td>
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<tr>
<td>English</td>
<td></td>
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<td></td>
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<tr>
<td>Film and Media Studies</td>
<td></td>
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<tr>
<td>History of Science</td>
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<tr>
<td>Modern languages and Literature</td>
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<tr>
<td>Philosophy</td>
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<tr>
<td>Religious Studies</td>
<td></td>
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<tr>
<td><strong>Natural Sciences Group</strong></td>
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<td></td>
<td></td>
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<tr>
<td>Biology</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Chemistry and Biochemistry Mathematics</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Microbiology and Plant Biology</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physics and Astronomy</td>
<td></td>
<td></td>
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<tr>
<td><strong>Social Sciences Group</strong></td>
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<td></td>
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<tr>
<td>African and Afro-American Studies</td>
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<tr>
<td>Anthropology</td>
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<tr>
<td>Communications</td>
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<tr>
<td>Economics</td>
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<tr>
<td>History</td>
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<tr>
<td>Native American Studies</td>
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<tr>
<td>Political Science</td>
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<tr>
<td>Psychology</td>
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<td>Sociology</td>
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<tr>
<td>Women’s and Gender Studies</td>
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</table>

<table>
<thead>
<tr>
<th>Average Salary</th>
<th>Median Salary</th>
<th>Salary Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>$136,889</td>
<td>$132,426</td>
<td>$93,782 to $170,451</td>
</tr>
<tr>
<td>$134,128</td>
<td>$133,646</td>
<td>$98,023 to $166,238</td>
</tr>
</tbody>
</table>

**Standard V.3.2:** The school’s executive officer nurtures an intellectual environment that enhances the pursuit of the school’s mission and program goals and the accomplishment of its program objectives; that environment also encourages faculty and student interaction with other academic units and promotes the socialization of students into the field.

Recent directors have worked within the University and College systems to encourage student interaction with professional organizations and other academic units. Through the SLIS website, Facebook page, Vimeo Portal, the Oklahoma Library and Information Studies Student Association (OLISSA) listserv, and the SLIS Weekly Digest electronic newsletter, students and alumni are alerted to current issues in the profession, professional organizations’ events, and opportunities for internships and conference participation. The Director has monthly meetings during the Fall and Spring semesters with the Graduate and Undergraduate Student Advisory...
Committees. Many students have received paid graduate positions as well as internships in multiple university units, including the Ballet Russes Archive, Bizzell Memorial Library, Carl Albert Congressional Research and Study Center, the OU Graduate College, the History of Science Collections, and the Western History Collections. On the Tulsa campus students have received paid graduate positions in the Schusterman Library and the College of Pharmacy. Since 2005, beginning with Dr. Latrobe, the Director has organized the annual SLISebration, designed to bring together faculty, staff, alumni, SLIS students, and friends to interact and network, as well as attend professional academic presentations. Recent presenters at SLISebration include:

2011: Virginia Walters, Professor, UCLA Graduate School of Education and Information Studies
2012: Kaye Howe, Ph.D., Core Integration Director for the National Science Digital Library
2013: Joy Harjo, internationally known poet, performer, writer, saxophone player of the Mvskoke/Creek Nation
2014: Rilla Askew, award winning Oklahoma novelist and short story writer.

New students have traditionally been required to attend an orientation session, delivered by the Director and the faculty. The orientation introduces students to the SLIS program and provides a forum for representatives from professional organizations to inform students about service and membership opportunities. The format of the SLIS orientation has changed over the past seven years to accommodate the needs of our increasingly distant student population. Starting in Spring 2011, the orientation was taken out of the LIS 5033 Information and Knowledge Society course and was replaced with “SLIS Meet-ups” on a Saturday afternoon early each Fall semester on the Norman and Tulsa campuses. The purpose of the SLIS Meet-ups is to orient new students to, and refresh returning students about, the policies and procedures of the School and the resources available to them at OU to support their learning. The Meet-ups also serve to begin building community among new students, returning students, staff, and faculty members who primarily interact online. In addition to the End-of-Program Assessment information presented at the SLIS Meet-ups, videos describing the three End-of-Program Assessment options are available on the SLIS website for around-the-clock access.

The Director promotes the socialization of students into the field by funding the travel expenses for the student chosen to represent OU SLIS for the annual ALA Student-to-Staff program. The Director has in the past worked closely with the Oklahoma Library Association’s (OLA) Library Education Division to coordinate an annual paper session for students at the annual OLA conference. In 2014 the University and College Division of OLA will coordinate the session. Acceptance to the session is competitive and SLIS supports the student presenters’ attendance at the conference. The Director also allocates funds to support attendance at the OLA conference for students volunteering at the conference and/or the SLIS recruitment table. Additionally, the Director works directly with the SLIS Alumni Association to promote their annual student paper competition, recently renamed the Dr. Frances Laverne Carroll Student Paper Award in honor of SLIS former director (1974-75) and faculty emeritus, Frances Carroll, who died on June 4, 2012. The author of the paper selected for the award is invited to present his/her work at the annual OLA conference. SLIS funds the awardee’s conference attendance.

During this accreditation cycle, the School has had two Directors. Dr. Kathy Latrobe served from 2006 until 2010. Dr. Cecelia Brown became Director in Fall 2010. Dr. Latrobe’s long tenure...
on the faculty provided the School in-depth experience in the University environment and understanding of the University’s culture and administrative context. Even before serving as the School’s Director, Latrobe provided leadership and direction to the school librarian program and to the professional community in the state. In addition, she served on the School’s Committee A for a total of eight years, giving her the background needed to understand administrative and financial complexities. She was also involved in the development of the School’s current curriculum through her service as chair of the Curriculum Committee during the initial phase of revision. Her development and management of the annual Festival of Books for 26 years also gave her expertise in managing budgets, maintaining relationships with varied constituencies, and program planning and implementation.

The current Director, Dr. Cecelia Brown, has been a member of the SLIS faculty since 2001, receiving tenure in 2002, and full professor status in 2007. Beginning in 1998, Brown served for several years as a senator representing first the University Libraries and then the College on OU’s Faculty Senate. In Spring 2006, she was elected to the Executive Committee as a member at large, in Fall 2006 as Secretary, and for the 2007-08 academic year she acted as Chair-Elect, followed by Chair in 2008-09. Her experience as a member of the Faculty Senate provided a solid understanding of the administrative structure of the University and the critical role of faculty governance. From 1996 to 2001, Brown held the position of Chemistry-Mathematics Librarian for the OU Libraries. As the Chemistry-Mathematics Librarian, she oversaw the staff, collection, and facilities of two branch libraries, giving her experience in fiscal and human resource management. Brown served on several committees within SLIS from 2001 to 2009 including Admissions and Scholarships, Curriculum, Undergraduate Studies, and Committee A. All of these experiences positioned her well to become the Director of SLIS. Dean Bell, with support of the SLIS faculty, recommended to the Provost on June 28, 2013 that she be appointed to a second four-year term (2014-2018) as SLIS Director.

Standard V.4.1: The school's administrative and other staff are adequate to support the executive officer and faculty in the performance of their responsibilities.

The full-time administrative staff of the School includes a Coordinator of Admissions, Academic and Student Support Services, an Administrative Assistant, and an Admissions Secretary. Student employees include a half-time (0.5 FTE) Graduate Assistant (to assist Brown), a half-time Information Technology Lab manager, a half-time student who assists in the SLIS office, and 0.61 FTE students who work as monitors in the SLIS Information Technology Lab.

Each Norman-resident faculty member is assigned 10 hours per week (0.25 FTE) of graduate assistant (GA) support; Tulsa-resident faculty members are each assigned 20 hours per week (0.5 FTE) of graduate assistant support. Additional GA support for Tulsa-based faculty compensates for the time required by these faculty members to participate in development and service opportunities on the Norman campus and in Norman-based governance of the School, College, and University. Supplemental GA support may be provided through grant funding or other arrangements.
The Coordinator of Admissions, Academic and Student Support Services, Ms. Margaret Ryan, who holds an MLIS degree from the School, has been with the School since 1996 and has an additional 17 years of work experience in the University. Her responsibilities include:

- administration of the admissions process for the School’s graduate programs
- assistance with administration of the School’s academic programs
- administration of the School’s scholarship program
- supervision of student record maintenance
- management of the Information Technology Lab
- coordination of graduate assistants
- coordination of information publications, including recruitment materials, student handbook, and catalog copy
- preparation of reports and analysis to support planning and decision making for the School
- coordination with OU-Tulsa staff.

The Staff Assistant and Admissions Secretary, Ms. Janie Allen, joined the School in February 1999 after 17 years of work experience in a similar position in another Arts and Sciences unit. Her responsibilities include:

- assistance with admissions, student support, and enrollment management
- providing general office support, including receptionist duties, maintenance of office supplies, and mail distribution
- providing coordination as needed with other OU offices in Norman and Tulsa.

The Administrative Assistant, Ms. Jenifer Fryar, joined the School in July 2006. She has over 30 years of prior experience in fiscal responsibility and management. Her responsibilities include:

- budget, purchasing, and expense reports
- personnel appointments and files
- faculty travel arrangements and expense reimbursements
- grants and other outside funding reports and files
- assistance to the Alumni Association
- coordination of office computing resources.

In addition to the staff in the SLIS office at the Norman campus, support for the functions of the School is provided at the Schusterman Center in Tulsa by staff members of the College of Arts and Sciences, the Tulsa Graduate College, and the OU-Tulsa Information Technology Department.
Standard V.4.2: The staff contributes to the fulfillment of the school’s mission and program goals and objectives. Within its institutional framework the school uses effective decision-making processes that are determined mutually by the executive officer and the faculty, who regularly evaluate these processes and use the results.

Feedback received from the Exit Surveys and the Alumni Surveys from 2009 and 2013 indicate a positive impression of the SLIS office staff. Typical comments include:

- I had a great time in this program. Everyone in the SLIS office and the teachers were very helpful and were always willing to go out of their way to help us students. I will always appreciate the SLIS . . . LOVE the office staff at SLIS!!!
- The office staff was extremely knowledgeable and helpful!!

Some Exit Survey comments, however, indicate uncertainty about financial aid and placement services, which we have begun to address through the Weekly Digest and by posting announcements on the SLIS website and Facebook page.

The Information Technology division of the University (OU IT) and CAS Computing Services both provide on site technical support for course delivery by interactive video on both the Norman and Tulsa campuses. The mission of OU IT “is to provide world-class information technology services that support and advance the mission of the University of Oklahoma, and to play a leadership role in providing the best educational experience for our students.” OU IT technicians provide support to the entire OU community by phone, e-mail, and in person. Additionally OU IT offers a wealth of training opportunities, from standard technology courses to customized training. The OU IT website posts alerts concerning planned and unplanned outages and security warnings and provides dozens of self-help articles to address the most common technology questions. To quickly and efficiently serve the technology needs of the College’s faculty and students, the largest College on campus, Dean Bell established an independent CAS Computing Services team with four full-time technology specialists dedicated to the technology needs of the College community. The CAS Computing Services team provides videoconferencing, desktop, hardware, and software support for CAS faculty and staff. The team and their student staff are highly responsive to requests and are accessible by cell phone or email virtually around the clock. The College and the School jointly administer the computer lab located in Room 118 Bizzell Memorial Library.

Standard V.4.3: The staff contributes to the fulfillment of the school’s mission and program goals and objectives. Within its institutional framework the school uses effective decision-making processes that are determined mutually by the executive officer and the faculty, who regularly evaluate these processes and use the results.

The policies of the School are determined by the faculty with appropriate input from the School’s governance committees and constituencies following discussion in regularly scheduled monthly faculty meetings, which are usually attended by a representative from the School’s student organization, the Oklahoma Library and Information Studies Student Association.
University policy requires that every academic unit include a committee known as Committee A. Committee A is responsible for preparing and transmitting to the Director formal recommendations concerning annual faculty evaluations, budget requests/allocations, increases in faculty salaries, hiring of new faculty, tenure and promotion matters, and other matters which may need to be occasionally considered by Committee A. The School’s Committee A is composed of the Director and two tenured or tenure-track faculty members, who are elected by secret ballot for staggered two-year terms.

The committee structure of the School includes standing committees on Admissions and Scholarships; Curriculum; Graduate Studies; and Undergraduate Studies. Committee membership is normally via a volunteer process, with affirmation of specific assignments by Committee A. All committees, except Committee A and the Ad Hoc Ph.D. Committee, include student members. Each committee works with the Director to establish their annual charge and identifies target activities for the year.

Standard V.5: The parent institution provides continuing financial support sufficient to develop and maintain library and information studies education in accordance with the general principles set forth in these Standards. The level of support provides a reasonable expectation of financial viability and is related to the number of faculty, administrative and support staff, instructional resources, and facilities needed to carry out the school’s program of teaching, research, and service.

Although the impact in Oklahoma has been less than in other areas of the country, the global financial crisis of 2008 has resulted in reductions in the University budget (the budgets from previous years will be available on site) every year since the crisis began. While there has been some variation in the amount, the College faced across the board budget cuts since the crisis (1% in 2009, 1% and 1.24% in 2010, 4% in 2011, 4% in 2012, and 3% in 2013). This represents a decrease in approximately $4.9 million for the College’s 35 programs, including the School of Library and Information Studies, in five years. To operate within the reduced budget and protect full-time faculty positions the College reduced central one-time instruction support by 60%. While this has allowed SLIS to maintain all but one of our full-time faculty positions; the reductions have reduced our ability to hire adjunct instructors to deliver specialized courses.

Despite the financial pressures through this period, the School’s budget has remained stable due in part to the receipt of residual funds from online teaching (Figure V-1). In 2010, the residuals represented an income to SLIS of $102,430 and in Spring 2011, $37,445. However, since the conclusion of the Spring 2011 semester, the College no longer returns residual funds to departments who deliver online courses. The School uses these funds to support adjunct instructors to teach specialty courses and for SLIS faculty travel and development. The flexibility provided in the OU budget structure allows for carryover of funds from one fiscal year to the next; therefore, SLIS has been able to use the funds generated previously by online teaching to continue to support faculty development and some adjunct instructors. However, as the funds become depleted over time, as indicated in the SLIS 2011-12 Biennial Report to ALA, the School’s ability to hire adjunct instructors and adequately support faculty endeavors will be
impaired.

In Summer 2011, as an incentive to bring students to campus in the summer session, departments were given residual funds from summer course offerings, and although we delivered four online courses to 86 students, the School’s return was $2,622 (only a fraction of the $13,400 residual received in Summer 2010 for the online delivery of four courses to 94 students). Adjunct instructors are now predominantly used when additional compensation is available, for example during the summer sessions.

The BAIS has had a positive impact on the financial status of the MLIS in two ways. First, the BAIS program influences the number of MLIS courses we can regularly offer. The College has a policy of cancelling under-enrolled courses, unless students require the course to graduate. By combining BAIS and MLIS courses, classes in both programs have sufficient enrollment to ensure their delivery and meet the needs of the MLIS students’ program plan in a timely manner. Second, the BAIS program serves as a recruiting mechanism for the MLIS program. Since 2003, 10% of BAIS graduates (of 113 total) have enrolled in the OU SLIS MLIS program. Six have graduated, one did not matriculate, one left the program, and two are currently enrolled.

The lower “University” amounts shown in Figure V-1 from 2011 and 2012 reflect the loss of three full professors. Assistant Professor Ellen Rubenstein replaced the faculty line left vacant by Dr. June Lester (2011) and Assistant Professor Kyungwon Koh replaced that of Dr. Kathy Latrobe (2012). The third faculty line (that of Dr. Suliman Hawamdeh) was not filled. The monies for these full professor lines were not included in the budget for the School in those years. Spreadsheets detailing the School’s sources of income and expenditures will be available on site.

The College continues to support the School's need for technology in the classroom. Room 100 was updated during the winter break of 2007-2008 and the 24 computers in the lab (Room 118) were replaced in 2011. The School continues to support one of the largest faculties (10 members) in its history. The College has approved hiring five of the six faculty lines that have opened (that left vacant by Hawamdeh was not approved) since 2008 (Figure III-6).

The availability of state-allocated general funding for maintenance and operations (M&O) is low across the breadth of the University. While the formal state-allocated budget of the School is not sufficient to support all the desired opportunities for student and faculty travel, or to purchase materials to support research activities or innovative and forward thinking online course delivery, the variety of income opportunities available through receipt of summer and online teaching residuals, grants, and donations make some of these functions possible at this time (spreadsheets detailing the School’s sources of income and expenditures will be available on site). These income opportunities have also been employed to support the School’s essential functions, but dependence on special sources of funds for routine M&O expenditures is not optimum. This realization has prompted several SLIS faculty to seek outside funding to support their research and creative activities (see Faculty External Grants Activity 2007 to 2013 Workbook).
Standard V.6: Compensation for a program’s executive officer, faculty, and other staff is equitably established according to their education, experience, responsibilities, and accomplishments and is sufficient to attract, support, and retain personnel needed to attain program goals and objectives.

Salaries for the SLIS Director and faculty are established at initial hire, based on the education and experience of the individual and the prevailing market for LIS education. For new faculty hires at the assistant professor level, initial salary targets are set using information from the ALISE Library and Information Science Education Statistical Report and are negotiated with the Dean of the College, the Director, and the individual being hired.

The President determines the overall percentage increase to be made available for salary increases and the distribution of that percentage between cost of living and merit increases. The deans of the various colleges then make determinations of how the merit portion of the percentage will be applied within the individual colleges. Since 2007, there have been three years where faculty members were given across the board salary increases: 2.494% in 2007, 1.672% in 2008, and a 3% increase in 2011. In 2013, funds were made available by the President on the encouragement of the Faculty Senate to address issues of salary compression. The three associate professors in SLIS received a 3% salary increase; yet their salaries remained compressed relative to SLIS’s tenure track professors and the mean ALA Academic and Southwest Region Academic salaries reported by ALISE and shown below in Figure V-5.

**Figure V.5 Average Salaries of Faculty ALISE Institutional Members of FY 2012**

<table>
<thead>
<tr>
<th></th>
<th>Professors</th>
<th>Associate Professors</th>
<th>Assistant Professors</th>
</tr>
</thead>
<tbody>
<tr>
<td>OU SLIS</td>
<td>$83,016.00</td>
<td>$65,148.75</td>
<td>$61,241.33</td>
</tr>
<tr>
<td>ALISE Southwest Region Academic year mean salary</td>
<td>$99,112.00</td>
<td>$75,648.00</td>
<td>$60,624.00</td>
</tr>
<tr>
<td>ALISE ALA Academic year mean salary</td>
<td>$112,626.00</td>
<td>$85,338.00</td>
<td>$68,316.00</td>
</tr>
</tbody>
</table>

Staff salary levels are set in compliance with the University’s personnel pay plans, based on the budget amount allocated for the position. Staff salary increases are determined in a manner similar to that for faculty, with recommendations made by the Director based on annual staff performance evaluation following the OU Human Resources Staff Evaluation Procedures. In Fall 2008, all staff received a 2% cost of living increase. In Summer 2011, staff increases ranged from 2.4% to 4.5%, based upon cost of living and merit. In 2013, a $500 special pay was added to the paycheck of all OU staff working at pay rates of $11.50 per hour or less, including our Admissions Secretary. Overall staff salaries for SLIS are higher than other professional units in the College (Figure V-6).
The School has been successful in recruiting outstanding replacements for all of the faculty positions for which it has conducted a search. The following hires have been made in the last 6 years:

- Kelvin White, Assistant Professor, Fall 2008
- June Abbas, Associate Professor, Fall 2008
- John Snead, Assistant Professor, Fall 2009
- Ellen Rubenstein, Assistant Professor, Fall 2011
- Kyongwon Koh, Assistant Professor, Fall 2012
- Kun Lu, Assistant Professor, Fall 2013

The department will be conducting a search for an Assistant Professor in the 2013-2014 academic year for the line left vacant by the passing of Professor Van Fleet. New faculty hires have funding sources to assist in establishing their research and teaching programs including:

- $5,000 start-up money for teaching support, including computers and technology, books, furniture, and course materials
- $1,500 in moving expenses
- one course reduction during the pre-tenure probationary period
- $400 in one-time funding from Bizzell Memorial Library to purchase appropriate materials for the library to support teaching and research.

The other University funding sources that are available on a competitive basis to all College and/or OU faculty members include travel funding for conferences, summer research funding, and course development funds for online classes.

Director, faculty at assistant and associate levels, and staff salaries are comparable, and
often higher than those of other units of the Professional schools within the College of Arts and Sciences (Figure V-6). Salaries across the University are marginally competitive in comparison to other universities nationwide (Figure V-5). SLIS faculty salaries at all levels are below those in other Association for Library and Information Science Education (ALISE) schools, both nationally and in the Southwest, based on the most recent data for the academic year 2011-2012. Though salary issues remain, the location of the University is a strong recruiting tool, with Norman ranking highly in several national polls as one of the best small cities in which to live (2008 CNN Money snapshot, 2012 CNN Money snapshot, 2012 CNN Money list) and one of the least expensive cities in the US to live. Additionally, the cost of living in the state of Oklahoma is below the national average and Oklahoma City and Tulsa are ranked ninth and fifteen respectively, on the 2011 Forbes list of most affordable cities to live.

Since President Boren came to OU in 1994, the University’s private endowment has increased more than five-fold, growing from $204 million to more than $1.8 billion. Improving competitiveness is a major goal of the President, the Provost, and the Dean. Yet reaching that goal has been complicated by inadequate state funding for higher education. The state passed a 3.7% increase in allocations to higher education for 2013, but overall the percentage of support for the University from the State has decreased by half since 1990. Nonetheless, due to the strong advocacy of the OU Faculty Senate, effective August 16, 2013, small steps were made toward relieving the compression of the OU Faculty, including the three SLIS associate professors as discussed above.

**Standard V.7: Institutional funds for research projects, professional development, travel, and leaves with pay are available on the same basis as in comparable units of the institution.**

*Student financial aid from the parent institution is available on the same basis as in comparable units of the institution.*

The research vision for the University of Oklahoma Norman Campus is to utilize its intellectual, technological, and administrative resources to generate and disseminate new knowledge, and to develop, perform, and exhibit works of creative expression for the purpose of understanding and improving all aspects of life and living. The Carnegie Foundation ranks the University “Very High” in research activity. The School, College, and University provide multiple opportunities for the support of faculty development.

President Boren established a faculty development fund, the [Ed Cline Faculty Development Award](#), in 2004 to enhance the professional development of the OU faculty. Proposals for awards of up to $2,500 are considered. The faculty development fund provides support for all aspects of a faculty member’s mission, including teaching.

The [Norman Campus Research Council](#) provides funding to support faculty and staff scholarship. Sources of funding include:

- Faculty Investment Program
- Junior Faculty Fellowship Program
- Funded Research Council Proposals.
In 2009, Kelvin Droegemeier replaced T.H. Lee Williams (appointed in 1999) as the **OU Vice President for Research** (VPR). Dr. Droegemier has since implemented several new research incentives and initiatives on the Norman and Tulsa campuses. In 2011, a research liaison program was piloted focusing on building interdisciplinary research projects across the University by having faculty representatives from each department meet quarterly to discuss research issues. For the first two years of the program, representatives received a $2,500 discretionary fund per calendar year for their service. This program has developed a research interest database for all faculty members to assist in finding research partners and also keeps departmental faculty updated on new funding opportunities. The representative for SLIS is Dr. Abbas, who will complete her service at the end of the 2013-2014 academic year. A new program of awards was established by the VPR’s office in 2012 and includes:

- Arts & Humanities Faculty Fellowship Program
- Publication Support Program
- Faculty Travel Assistance Program (ended Spring 2013)
- Faculty Challenge Grant Program.

The College of Arts and Sciences sponsors the following:

- Faculty Enrichment Grants Program (ended Spring 2013), replaced by the **Funding Assistance Program**
- Online Course Development assistance
- Junior Faculty Summer Fellowship Program
- Matching Travel Grants Program (ended Spring 2013), replaced by the **Travel Assistance Program**

The College also sponsors the **Instructional Technology Grants** program, which provides funding opportunities for student-centered technology projects.

The School provides $1,200 per faculty member annually to support travel for conferences and presentations. By combining SLIS funds with funding from College and University sources, the amount of funding for FY 2013 for professional travel was $41,532.74.

Figure V-7 shows the funding awards received by the SLIS faculty for years 2007 through 2013.
Figure V-7 University Funding (Internal Grants) received by SLIS Faculty from 2007 to 2012

<table>
<thead>
<tr>
<th>Funding Source</th>
<th>Faculty Member</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>CAS Faculty Enrichment Grants</td>
<td>June Abbas</td>
<td>2009, 2010</td>
</tr>
<tr>
<td></td>
<td>Cecelia Brown</td>
<td>2007, 2009</td>
</tr>
<tr>
<td></td>
<td>Susan Burke</td>
<td>2010</td>
</tr>
<tr>
<td></td>
<td>Yong-Mi Kim</td>
<td>2008, 2011</td>
</tr>
<tr>
<td></td>
<td>Kyungwon Koh</td>
<td>2012</td>
</tr>
<tr>
<td></td>
<td>June Lester</td>
<td>2008</td>
</tr>
<tr>
<td></td>
<td>Betsy Martens</td>
<td>2010, 2012</td>
</tr>
<tr>
<td></td>
<td>Ellen Rubenstein</td>
<td>2011, 2012</td>
</tr>
<tr>
<td></td>
<td>Rhonda Taylor</td>
<td>2009, 2012</td>
</tr>
<tr>
<td></td>
<td>Connie Van Fleet</td>
<td>2010, 2011</td>
</tr>
<tr>
<td></td>
<td>Myongho Yi</td>
<td>2007</td>
</tr>
<tr>
<td></td>
<td>Cecelia Brown</td>
<td>2012</td>
</tr>
<tr>
<td></td>
<td>Kyungwon Koh</td>
<td>2012</td>
</tr>
<tr>
<td></td>
<td>Ellen Rubenstein</td>
<td>2011, 2012</td>
</tr>
<tr>
<td>CAS Junior Faculty Research Grant</td>
<td>Yong-Mi Kim</td>
<td>2007, 2008, 2009</td>
</tr>
<tr>
<td></td>
<td>Kyungwon Koh</td>
<td>2013</td>
</tr>
<tr>
<td></td>
<td>Betsy Martens</td>
<td>2007</td>
</tr>
<tr>
<td></td>
<td>Ellen Rubenstein</td>
<td>2011, 2012</td>
</tr>
<tr>
<td></td>
<td>John Snead</td>
<td>2010, 2012</td>
</tr>
<tr>
<td></td>
<td>Van Fleet</td>
<td>2010</td>
</tr>
<tr>
<td>CAS Online Course Development Funds</td>
<td>Stacy Zemke</td>
<td>2012</td>
</tr>
<tr>
<td>OU OVPR Challenge Grant</td>
<td>Cecelia Brown</td>
<td>2011</td>
</tr>
</tbody>
</table>

All regular University faculty members are eligible for sabbatical leave after six years of service, with the application and approval process normally taking place during the sixth year of service (Table V-8). Sabbaticals are awarded through a process governed by University policy that requires preparation of a sabbatical project proposal, endorsement by Committee A and the Dean, and approval by the Provost. A faculty member who is granted a sabbatical leave is responsible for submitting a report on the sabbatical following return to normal duties.
Figure V-8 Faculty Sabbatical Leaves 2008 to 2013

<table>
<thead>
<tr>
<th>Faculty Member</th>
<th>Term of Leave</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rhonda Taylor</td>
<td>Fall 2008</td>
</tr>
<tr>
<td>Cecelia Brown</td>
<td>Fall 2009</td>
</tr>
<tr>
<td>Kathy Latrobe</td>
<td>Fall 2010</td>
</tr>
<tr>
<td>Susan Burke</td>
<td>Spring 2012</td>
</tr>
<tr>
<td>Betsy Martens</td>
<td>Fall 2013</td>
</tr>
<tr>
<td>Yong-Mi Kim</td>
<td>Spring 2014</td>
</tr>
</tbody>
</table>

Financial support is provided to SLIS students in the form of scholarships (from both CAS and SLIS) and graduate assistantship stipends and tuition waivers (Figure V-9). Included in the School budget is an annual allocation that supports a quarter time graduate assistant (0.25 FTE) for each Norman based faculty member and a half-time (0.50 FTE) graduate assistant for each Tulsa based faculty member. Half-time graduate assistants receive a waiver of all resident and non-resident tuition for courses in which they are enrolled. The tuition waiver covers the cost of the program up to 36 hours. Therefore to leverage this tuition waiver, SLIS graduate assistants on the Norman campus are generally appointed half-time and assigned to work with two faculty members. The yearly average of assistantships awarded is influenced by many factors, among which is the number of faculty members who are employed, internal and external funding sources, including grants and editorships, and policy changes at the Graduate College level.

The School awards scholarships that are supported through gift funds made to the School through the OU Foundation (Figure V-9). As of June 1, 2013, the total amount of funds to support scholarships was $391,254 in principal accounts and $40,146 in spendable fund accounts. The funds awarded ranged from $12,450 in FY 2007 to $31,975 in FY 2009, with an average of $17,367 given yearly. The increase in scholarship funds distributed in 2009 resulted from the $15,000 gift (LIS Graduate Scholarship) from Dr. Frances Laverne Carroll that was to be paid out in full over FY09-FY10 ($9,000 in FY 2009 and $6,000 in FY 2010). Also in FY 2009, $7,500 was awarded from the Nannie Trammell fund, the School’s largest scholarship account, to match the two ALA Spectrum Scholarships awarded that year. In 2013, the Native American Scholarship was renamed the Lotsee Patterson American Indian Scholarship, in honor of SLIS Professor Emeritus, Dr. Lotsee Patterson.
At present, an average of thirteen scholarship awards are made available on an annual basis (Figure V-10).

**Figure V-10 Scholarship Names, Average Amount Awarded, Average Number Awarded, and Year Scholarship Initiated**

<table>
<thead>
<tr>
<th>Scholarship</th>
<th>Amount Awarded</th>
<th>Number Available per Year</th>
<th>Year Scholarship Initiated</th>
</tr>
</thead>
<tbody>
<tr>
<td>SLIS 75\textsuperscript{th} Anniversary</td>
<td>$500</td>
<td>1</td>
<td>2002</td>
</tr>
<tr>
<td>Floy Elliott Cobb</td>
<td>$500</td>
<td>1</td>
<td>1983</td>
</tr>
<tr>
<td>Clarice Marie Spring Hollingsworth</td>
<td>Average $500</td>
<td>1</td>
<td>2000</td>
</tr>
<tr>
<td>Jesse Lee Rader</td>
<td>$1,000</td>
<td>1</td>
<td>1981</td>
</tr>
<tr>
<td>Nannie B. Trammel</td>
<td>$2,000</td>
<td>2</td>
<td>1987</td>
</tr>
<tr>
<td>Lotsee Patterson American Indian (formerly the Native American)</td>
<td>$1,000</td>
<td>1</td>
<td>1994</td>
</tr>
<tr>
<td>OSLA</td>
<td>$450</td>
<td>1</td>
<td>1998</td>
</tr>
<tr>
<td>H.W. Wilson Company</td>
<td>$1,000</td>
<td>2</td>
<td>2003</td>
</tr>
<tr>
<td>Mary Angus Sherman</td>
<td>$1,000</td>
<td>1</td>
<td>2001</td>
</tr>
<tr>
<td>Roberta Rhodes Allen</td>
<td>$1,000</td>
<td>1</td>
<td>2004</td>
</tr>
<tr>
<td>Irma Rayne Tomberlin Award</td>
<td>$500</td>
<td>1</td>
<td>1987</td>
</tr>
<tr>
<td>Mildred Laughlin</td>
<td>$500</td>
<td>1</td>
<td>1992</td>
</tr>
<tr>
<td>Julian Rothbaum (currently on hold to rebuild principal)</td>
<td>Average $500</td>
<td>1</td>
<td>2008</td>
</tr>
<tr>
<td>OU SLIS ALA Spectrum Matching Award</td>
<td>$5,000</td>
<td>1</td>
<td>2008</td>
</tr>
<tr>
<td>SLIS Career</td>
<td>$1,000</td>
<td>2</td>
<td>2004</td>
</tr>
</tbody>
</table>
The OU Graduate College Awards and Funding program provide student funding opportunities for travel and research including:
- Robberson Travel and Research Grant
- TH Lee Williams International Travel Scholarship
- Eddie Carol Smith Scholarship
- Alice Mary Robertson Award
- Graduate Student Senate Research and Conference Grants.

MLIS students Bailey Hoffner and Jessie Hopper received the Robberson Travel and Research Grant to attend the 2013 Society for American Archivists (SAA) annual meeting in New Orleans, LA.

The College of Arts and Sciences also provides funds to support undergraduate and graduate student travel for research, presentation of research, or other educational purposes through its Travel Assistance Program. Recently MLIS student Jessie Hopper attended the 2013 Society for American Archivists annual meeting with this support. Additionally, the College offers 15 scholarships based on financial need and academic performance to both undergraduate and graduate students from all Arts and Sciences majors. Bailey Hoffner received the Robert E. and Mary B. Sturgis Scholarship, also to attend SAA in 2013.

To provide additional opportunities, from 2009 to 2013 the School supported 15 students through Museum and Library Services (IMLS) National Leadership Grants fellowship funding. The grant aided students by providing funding for tuition, books, and materials; expenses for annual conference attendance; and a laptop computer. The grant focused specifically on students interested in academic library careers, with an emphasis on multicultural issues and librarianship.

Other than competitive fellowships from entities such as the American Library Association, Beta Phi Mu, and the Special Libraries Association (SLA), the School does not have access to graduate assistant, tuition waiver, or scholarship funds sufficient to provide full support for all our MLIS students. Similar to other institutions, the larger amounts of University graduate student support are directed to doctoral students who provide instruction for undergraduate courses.

Standard V.8: The school's systematic planning and evaluation process includes review of both its administrative policies and its fiscal policies and financial support. Within applicable institutional policies, faculty, staff, students, and others are involved in the evaluation process. Evaluation is used for ongoing appraisal to make improvements and to plan for the future.

SLIS participates in periodic review of our administrative and fiscal policies through multiple channels. Internally, the Director works with Committee A to evaluate faculty and staff, and recommends merit pay increases when funds are available. This committee also sets priorities for funding travel and other purchases by faculty with School funds. Annual Faculty Planning Days help to guide the overall direction of the School, and any fiscal issues are addressed in the monthly faculty meetings. The Director meets monthly with the Graduate and the...
Undergraduate Student Advisory Councils to solicit input on multiple topics, including funding for students and graduate assistantships. All graduating students are included in the Exit Survey process. All SLIS standing committees address administrative policy and procedures, and the faculty as a whole votes on the changes. All requests for funding from University sources are signed by the Director who helps coordinate the best sources of funding for specific projects.

External sources of feedback on administrative and financial issues are included in the University mandated evaluations conducted every seven years by the Campus Departmental Review (now the Academic Program Review) and the ALA Accreditation process. Biannual External Advisory Board meetings address current issues in the School, and Alumni Surveys are usually conducted every four years.
Evidence List

- CNBC, Least Expensive Places to Live
- College of Arts and Sciences
  - Administrative Organizational Chart
  - Computing Services (CASIT)
  - Dean’s Annual Report
  - Faculty Committee Members
  - Funding Assistance Program
  - Instructional Technology Grants
  - Junior Faculty Summer Research Program
  - Members on Faculty Senate and Graduate Council
  - Online Course Development Program
  - Scholarships
  - Travel Assistance Program
- Forbes Magazine: Tulsa – “America’s Most Affordable Cities”
- Graduate College
  - Awards and Funding
- Money Magazine
  - Best Places to Live
  - Best Places to Live (2008)
  - Best Small Cities to Live (2012)
- Norman Chamber of Commerce Relocation Information
- Norman Economic Development Coalition: “Norman Ranks As Third Least Expensive Place to Live”
- Oklahoma Library Association
  - Annual Conference
- Oklahoma State Regents for Higher Education
  - Policy and Procedures Manual
  - Report of Education and General Revenue, Expenditures, and Unobligated Reserve
- School of Library and Information Studies
  - ALISE Reports
  - Alumni Association
  - Alumni Survey Results: 2009 and 2013
  - Biennial Reports for the ALA Committee on Accreditation
  - Campus Departmental Review Documentation - 2008
  - Committee Memberships, Agendas, Minutes, and Annual Reports
    - Committee A
- Curriculum Committee
- Faculty Meetings
- Graduate Studies Committee
- Ph.D. Committee (ad hoc)
- Undergraduate Studies Committee
  - Director’s Annual Evaluation Form
  - Director Curricula Vitae: Dr. Kathy Latrobe, Dr. Cecelia Brown
  - Dr. Frances Laverne Carroll Student Paper Award (formerly the Alumni Student Paper Award)
  - Exit Surveys 2007 to 2011 (opens as an Excel File)
  - Facebook Page
  - Faculty Evaluation Materials: Faculty Activity Report and Mini-Vitae
    - Blank Faculty Activity Report
    - Blank Faculty Mini-Vitae
  - Faculty External Grant Activity 2007 to 2013 (opens in Excel)
  - Fall Planning Day Meeting Agendas
  - Graduate Faculty Membership Criteria Policy
  - New Course Documentation and Proposal Forms
  - Oklahoma Library and Information Studies Student Organization (OLISSA)
    - Facebook Page
    - OLISSA listserv archive
  - Policies and Procedures: Annual Faculty Evaluation, Promotion, Tenure, and Merit Raises - 2013
  - Policies on Tenure, Promotion, and Merit Raises - 2010
  - Procedures for Implementation of the “Policies on Tenure, Promotion, and Merit Raises” - 2010
  - Requests for Program Modification
  - SLISebration Invitation and Reservation Form
  - Staff Position Descriptions
  - Student Advisory Council Reports
  - Student Funding Opportunities
    - Scholarship Application, 2013-2014
    - Graduate Assistant Application - Norman
    - Graduate Assistant Application - Tulsa
  - Student Meet-up Agendas and Surveys
  - Twitter Page
  - Unit Evaluations/Mini-Vitae
  - Vimeo Page
University of Oklahoma

- Weekly Digest Archive
- Budget (past budgets will be available on site)
- Carl Albert Congressional Research and Study Center
- Course Approval Process
- Ed Cline Faculty Development Award
- Faculty Handbook
- Faculty Senate
  - 2013-2014 Faculty Senate Standing Committees
  - Charter of the Graduate Faculty
  - Senate Minutes
- Graduate Council of the Graduate College
- Graduate Student Senate
- Human Resources Staff Performance Evaluation Procedure
- Information Technology (Norman)
- Office of the Senior Vice President and Provost
  - Academic Program Review Committee
  - Academic Programs Council
  - Program Modification Documentation
- Office of the Vice President for Research
  - Campus Research Vision
  - Funding opportunities
  - Norman Campus Research Council
- Organizational Structures
  - University Administrative Organizational Chart
  - Norman Campus Provost Organizational Chart
  - Norman Campus Research Organizational Chart
- President’s Bio
- President’s Welcome
- School of Computer Science
  - Minor in Computational Technology
- Staff Senate
- Student Association Graduate Student Senate
- Student Government Association
- University Libraries
  - Bizzell Memorial Library
- History of Science Collection
- Western History Collection – Monnet Hall

- University of Oklahoma - Tulsa Campus
  - College of Pharmacy
  - Information Technology (Tulsa)
  - OU-Tulsa Graduate College
  - Student Government Association at OU-Tulsa
    - Student Government Association Constitution OU-Tulsa
  - University Libraries
    - Schusterman Library
Standard VI. PHYSICAL RESOURCES AND FACILITIES

This chapter describes the facilities and resources available to SLIS students and faculty members and how they serve to meet the School’s objectives, as well as how they align with the 2008 ALA Standards for Accreditation. The two physical locations of the School’s educational and administrative presence on both of the University of Oklahoma campuses, at the main campus in Norman and at the Schusterman Center in Tulsa, provide equitable research, teaching, and learning opportunities regardless of the location of the student or faculty member.

**Standard VI.1:** A program has access to physical resources and facilities that are sufficient to the accomplishment of its objectives.

The physical facilities available to the School of Library and Information Studies (SLIS) at both the Norman and Tulsa campuses support the educational mission of the School, and on both campuses office spaces, classrooms, computer labs, and library resources are conveniently located and in close proximity (see Figure VI-1 and [Floor Plans](#)).

**Figure VI-1 SLIS Facility Spaces and Size**

<table>
<thead>
<tr>
<th>Facility</th>
<th>Number</th>
<th>Square Footage</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Administrative</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Director</td>
<td>1</td>
<td>173</td>
</tr>
<tr>
<td>Reception</td>
<td>2</td>
<td>576</td>
</tr>
<tr>
<td>Storage and Files</td>
<td>1</td>
<td>72</td>
</tr>
<tr>
<td>Conference</td>
<td>1</td>
<td>437</td>
</tr>
<tr>
<td><strong>Faculty</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Norman</td>
<td>10</td>
<td>3@280</td>
</tr>
<tr>
<td></td>
<td></td>
<td>231</td>
</tr>
<tr>
<td></td>
<td></td>
<td>360</td>
</tr>
<tr>
<td></td>
<td></td>
<td>180</td>
</tr>
<tr>
<td></td>
<td></td>
<td>288</td>
</tr>
<tr>
<td></td>
<td></td>
<td>170</td>
</tr>
<tr>
<td></td>
<td></td>
<td>300</td>
</tr>
<tr>
<td></td>
<td></td>
<td>396</td>
</tr>
<tr>
<td>Tulsa</td>
<td>3</td>
<td>3@95</td>
</tr>
<tr>
<td><strong>Graduate Assistant Offices</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Norman</td>
<td>3</td>
<td>216</td>
</tr>
<tr>
<td></td>
<td></td>
<td>448</td>
</tr>
<tr>
<td></td>
<td></td>
<td>288</td>
</tr>
<tr>
<td>Tulsa</td>
<td>1</td>
<td>187</td>
</tr>
<tr>
<td><strong>Classroom Space</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Norman</td>
<td>2</td>
<td>552</td>
</tr>
<tr>
<td></td>
<td></td>
<td>782</td>
</tr>
<tr>
<td><strong>Computer Labs</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Norman</td>
<td>Shared with CAS</td>
<td>648</td>
</tr>
<tr>
<td></td>
<td>SLIS</td>
<td>408</td>
</tr>
</tbody>
</table>
In Norman, SLIS facilities are located on two levels of Bizzell Memorial Library, which is centrally located on the campus. In Tulsa, SLIS offices, the conference room, a kitchen, and a lounge space are located in the J-wing of the Administration Building, with the main computer lab, additional lounge spaces, and the fitness center located in the attached C-wing. Classrooms and study spaces are located in the modern Schusterman Library building (opened in 2011) and in Building 3, the new, contemporary Learning Center (built in 2012). These buildings are within easy walking distance on the 61-acre Schusterman campus.

On the Norman campus, SLIS has occupied the same spaces within Bizzell Memorial Library since it was established in 1929. Current SLIS supported facilities include:

- faculty office spaces (10)
- administrative offices for the SLIS Director (one) and support staff (three)
- a videoconference enabled classroom (Bizzell, room 100)
- a videoconference enabled conference room (Bizzell, room 120)
- a computer lab, used for both general access and for teaching (Bizzell, Room 118A)
- offices for Graduate Assistants (three)
- student lounges
- a multipurpose collaborative space for both independent student study and seminars.

In addition to the above facilities managed by SLIS, there is an additional videoconference enabled classroom (Bizzell, room 104) that is scheduled through the University, with priority given to SLIS courses.

The educational, lab, and support spaces on the Norman campus are handicap accessible. The first floor of Bizzell Memorial Library, where the School’s administrative offices, classrooms, computer lab, multipurpose lab, restroom, and three faculty offices are located, are American with Disabilities Act (ADA) accessible through the west/main entrance of the building. The remaining faculty offices, graduate student offices, student lounges, additional restrooms, library resources, and coffee shop are located one floor below and are ADA accessible by one of two sets of elevators.

In Tulsa on the Schusterman campus, SLIS has occupied the same set of offices and support space since the opening of this campus in 2002. Current SLIS and CAS supported facilities include:

- faculty office space (two offices)
- graduate student office (one)
- commuter faculty office (one).

There are two full time faculty members based on the Tulsa campus and an office (room 1J01) is available to Norman-based faculty members, regardless of unit, when they visit the Tulsa campus on a first-come-first-serve basis. There are three classrooms and two conference rooms managed by central scheduling with videoconferencing capabilities that serve as meeting and teaching spaces for SLIS faculty. There are two general access computer labs available to students (room 1C65 and 3E35), as well as computer lounges available in the classroom wing.

All Schusterman Center faculty offices, graduate offices, classrooms, restrooms, lounges, computer labs, and conference rooms are ground floor ADA accessible. Additional
classrooms, computer lounges, and vending machines are ADA accessible by elevator. The facilities in the Schusterman Library building are accessible through ramps and elevators.

Standard VI.2: Physical facilities provide a functional learning environment for students and faculty; enhance the opportunities for research, teaching, service, consultation, and communication; and promote efficient and effective administration of the school’s program, regardless of the forms or locations of delivery.

Learning Spaces

In Norman, the School of Library and Information Studies (SLIS) maintains one classroom (Bizzell, room 100) and one conference room (Bizzell, room 120), both of which are equipped with videoconferencing stations, one open access computer lab (Bizzell, room 118A) with an instructional station, and one multipurpose learning space (Bizzell, room 118B). The School also uses one centrally scheduled videoconference enabled classroom (Bizzell, room 104).

Bizzell Memorial Library room 100 is located near the main SLIS offices and is the primary classroom space for the School. The room holds up to thirty-two students, has videoconferencing capabilities, and is technologically equipped to support a wide range of teaching modes and formats. Scheduling and access to this classroom are secured only through the SLIS office. The CAS Computing Services technicians and the OU Information Technology classroom support field technicians provide technology equipment support. Room 100 was remodeled in the summer of 2008. The size of the room was expanded, and equipped with a new teaching station, new videoconferencing equipment, new tables and chairs, and new carpeting. The table configuration is flexible to support different learning environments. The classroom contains:

- Polycom videoconferencing unit
- document camera
- instructor camera
- room/student camera
- DVD/VCR player
- Windows-based computer
- VGA input for laptops
- whiteboard and chalk boards
- moveable tables and chairs.

The SLIS conference room, Bizzell Memorial Library room 120B, serves multiple purposes for SLIS, including as a classroom for small seminar courses. The room holds 16 people, and includes a Polycom for videoconferencing to multiple sites, a projector, whiteboard, and document camera. This space is also used for SLIS faculty and committee meetings.

Bizzell Library room 118D is a flexible learning and collaborative space used for small classes and for student group work. This lab was renovated in the summer and fall of 2013 and opened for student use in January 2014.
SLIS operates a computer lab in Bizzell Memorial Library room 118A in cooperation with the College. The School provides the physical space and manages the personnel that monitor the lab, and the College provides and supports the computer equipment. The lab has a teaching station with a PC computer, whiteboard, and overhead projector. For students, there are 12 Apple and 12 Dell computers. The lab functions as both a teaching lab and as a computing facility open to all OU students. As a teaching facility, the room is open to any CAS faculty for scheduling.

Though centrally scheduled, the School also uses Bizzell Memorial Library room 104 for teaching courses. This room holds up to 32 students and is equipped similarly to room 100 to support face-to-face and videoconference teaching and learning. Similar to room 100, the table configuration in room 104 is flexible to support different teaching styles.

In Tulsa, SLIS uses centrally scheduled classrooms and computer spaces for teaching and student group work.

Classrooms are centrally located in Building 3, where there are three similarly equipped rooms that are available for videoconference classes. Each room can hold up to thirty students and has flexible seating for lecture and group work. The teaching stations in these rooms are furnished with:

- Polycom videoconferencing unit
- document camera
- instructor camera
- room/student camera
- push-to-talk microphones
- DVD/VCR player
- Windows-based computer
- VGA input for laptops
- SMART Board
- moveable tables and chairs.
For smaller classes, meetings, and seminars, SLIS schedules a small conference room that is located in the E-wing directly down the hall from the faculty offices (Room 1J10 until Fall 2013, Room 1E28 thereafter). The room contains equipment for videoconferencing, including a Polycom videoconferencing unit with camera and a SMART Board. This room can accommodate up to eleven students.

**Office Spaces**

The **Norman** campus has 10 faculty offices and one office for the Director. Six Graduate Assistants share three separate spaces, usually two per office. The office spaces are of varying sizes and are located on the first floor and lower level of Bizzell Memorial Library, in close proximity to the main SLIS administrative office. (See Figure VI-1 above for numbers and square footage).

The SLIS administrative offices are located on the Norman campus, with space for three administrative personnel, as well as the Director’s office mentioned above.

In **Tulsa**, there are two faculty offices for the two full time faculty members. An additional office is used for all Norman-based CAS faculty members, on a first-come-first-serve basis, regardless of home department, when visiting the Tulsa campus. The SLIS Tulsa-based faculty members’ offices are equipped with desktop Polycom videoconferencing units to enable them to attend online meetings with the Norman campus faculty and students from the convenience of their office. There is one office for the two Tulsa-based Graduate Assistants. These offices are in close proximity to each other and to the administrative assistant in Tulsa.

**Computer Labs**

There are multiple computer labs on the **Norman** campus that are available to SLIS faculty members and students. Bizzell Memorial Library houses two computer labs. One is the SLIS lab in room 118A, mentioned above, which serves as both a teaching and a general access computing lab. This lab contains 12 Apple and 12 Dell computers, in addition to the Apple lab monitor’s station and the Dell instructor’s station computers. There is one black and white printer in the lab. The computers in the lab are replaced on a three to four-year cycle, with the most recent update completed in the summer of 2011. This lab is open Monday through Thursday from 8:00 a.m. to 6:00 p.m. and Friday from 8:00 a.m. to 5:00 p.m. and is staffed by student lab monitors who provide technical assistance.

The **OU IT** department maintains four additional computer labs across campus with one located in Bizzell Memorial Library room 131, very near the SLIS facilities. This lab contains one ADA accessible station with scanner and audio in/out capabilities, four Apple computers, and 46 Dell computers. There are three printers in this lab, one of which prints in color. This lab is open during all library hours:

- Monday through Thursday 7:30 a.m. to 2:00 a.m.
- Friday and Saturday 7:30 a.m. to 10:00 p.m.
- Sunday 12:00 p.m. to 2:00 a.m.
- During finals week and the preceding week, Bizzell Memorial Library and this lab are open 24 hours a day.
During the semester the computer lab in Bizzell Memorial Library is regularly staffed during the following hours:

- Monday - Thursday: 7:30 a.m. to 12:00 a.m.
- Friday: 7:30 a.m. to 10:00 p.m.
- Saturday: 10:00 a.m. to 10:00 p.m.
- Sunday: 12:00 p.m. to 12:00 a.m.

When the lab is not staffed, it is still available for students to use while the library is open by using their OU ID card and students can reach the OU IT support technicians via the phone provided in the lab. OU IT support technicians are available by phone 7 a.m. to 10 p.m. Monday through Saturday and Sunday from noon to 6 p.m. and can be reached by email or via an online request form.

Students on the Norman campus are allotted $10 credit toward printing in the computer labs every semester. Printing charges incurred above $10 are charged to the student’s bursar account.

In Tulsa, there are several computer accessible spaces available for students:

- the general access computer lab in room 1C65 (available 24 hours a day)
- the general access computer lab in room 3D35
- the student lounge in Building 3, which has limited computer and printing access
- the Learning Center copy room
- the Schusterman library computer commons with 24 computers
- the Tulsa campus supports wireless printing for students logged onto the network with their Active Directory credentials (4X4)
- students are allotted $20 worth of printing for each semester

Administrative Spaces

In Norman, the administrative offices are located within the SLIS facilities in Bizzell Memorial Library rooms 120A through 120D and include:

- an enclosed office for the Director (room 120C)
- an enclosed office for the Coordinator of Admissions/Academic and Student Support Services who often meets with current and prospective students about their educational progress (room 120D)
- an open office space for the Admissions Secretary and the Administrative Assistant (room 120)
- a conference room mentioned above that is used for faculty and committee meetings (room 120B)
- a filing room that contains at least the past five years of course, student, and faculty files (room 120A)
- a supply room containing office materials, as well as the departmental copier/scanner (room 112)
- an office for the student Lab Coordinator, which also houses the SLIS file server and other computer hardware and software (room 118C).
SLIS also maintains an off-site long-term storage facility provided by the University to house student records (the last transfer was made in 2000) and other materials to which frequent access is not necessary.

In Tulsa, the administrative facilities are staffed and maintained by the College and include:

- a glass enclosed receptionist office space (room 1J40)
- a supply room containing office materials as well as a scanner/copier (room 1J38)
- a kitchen (room 1E38).

Standard VI.3: Instructional and research facilities and services for meeting the needs of students and faculty include access to library and multimedia resources and services, computer and other information technologies, accommodations for independent study, and media production facilities.

Library and Multimedia Resources and Services

The Norman campus is served by OU Libraries, with the SLIS facilities housed in Bizzell Memorial Library. OU Libraries also includes five branches located across campus (Architecture, Engineering, Fine Arts, Physics and Astronomy, and the Youngblood Energy Library [Geology]). OU Libraries has several world-class special collections, including the Bass Business History Collection, the Bizzell Bible Collection, the History of Science Collections, the Nichols Rare Books and Special Collections, and the Western History Collection. The Libraries are recently under new leadership, with the arrival of Richard Luce, Associate Vice President for Research, Norman Campus, Dean, University Libraries, and Peggy V. Helmerich Chair, in the Fall 2012. Dean Luce has launched multiple new initiatives, including: the Collaborative Learning Center @ Bizzell Memorial Library; SHAREOK, a joint institutional repository shared by OU and Oklahoma State University Libraries; and, the launching of a new discovery platform that searches across the library’s databases, catalog, and web resources: “Discover!”

Together the OU Libraries house more than five million volumes managed by more than 35 professional librarians and curators, plus dozens of support staff and student workers. The library is the largest research library in the state and is ranked 32nd by the Association of Research Libraries out of 112 research libraries nationwide in the number of volumes held. Approximately $2.8 million is spent annually on new materials in both print and electronic format. The OU Libraries on the Norman Campus provide access to more than 300 databases, 206,919 eJournals, 771,532 eBooks, 400,000 Internet resources, and 15,566 government documents. Periodical subscriptions number more than 65,000 at a cost of almost $7 million annually, including 3,432 print and 61,105 electronic subscriptions. Of these, 160 subscriptions support the discipline of library and information studies.

The OU Libraries’ materials are available to all SLIS faculty members, staff, and students, whether they are Norman-based, Tulsa-based, or distance/online students. Electronic resources are accessed via the library user’s Active Directory credentials (4x4) and are available 24 hours a
day, seven days a week. Physical resources are shared between the Norman and Tulsa campus libraries via Sooner Xpress, a document delivery service for faculty, staff and students. Sooner Xpress provides digitized copies of journal articles, digitized copies of book chapters, and books from the OU Libraries' collection to faculty, staff, and students. Additionally, OU Libraries provides two options to support faculty teaching online. First, library staff will scan articles that are available in print only and place them on e-reserves (accessible only to OU faculty, staff, and students). Second, the library’s “Discover!” system (from Ex Libris) allows for faculty to directly link to articles that are available electronically.

The School assigns a library representative from within the faculty who works with OU Libraries’ collection development staff to ensure needs of the SLIS faculty are met. The faculty member and the School’s library liaison, a librarian with subject expertise in library and information studies, develop a profile of resources that are placed on standing order with the OU Libraries’ vendors. The library liaison and the SLIS faculty representative address any issues or needs that SLIS faculty have for information resources with the library. This can include new purchases, evaluation of existing databases and journals, and evaluation of new resources as they become available. All new faculty members are given an allocation of $400 by OU Libraries to be used for any items they wish to be added to the collection.

The main branch, Bizzell Memorial Library, provides space for individual and group study, as well as quiet study areas. Group study carrels are available for master’s students and may be reserved for up to two years. Copiers, large format scanners, and printers are also available to students. There are vending machines available during all open library hours, and the Bookmark coffee shop sells sandwiches, pastries, and drinks on a more limited schedule. Except for holidays, the library building is open:

- Sunday from 12:00 p.m. to 2:00 a.m.
- Monday through Thursday from 7:30 a.m. to 2:00 a.m.
- Friday and Saturday from 7:30 a.m. to 10 p.m.
- finals week and the week before, open 24 hours.

SLIS faculty members are authorized to carry a key to the south entrance of the building to allow access to the section of the library that houses the School’s offices when the library is closed.

In addition to the services and resources available from the OU Libraries in Norman, the Tulsa campus is served by the Schusterman Library. Thirteen professional staff and seven master’s level graduate assistants, plus additional student support, maintain the Schusterman Library. The library contains more than 19,000 books and media materials, as well as over 500 print journals.

The Schusterman Library houses both individual and group study areas, designated quiet study areas, a computer lab, copiers, scanners, and a writing center. Except for holidays, the library building is open:

- Sunday from 1:00 p.m. to 11:00 p.m.
- Monday through Thursday from 7:30 a.m. to 11:00 p.m.
- Friday from 7:30 a.m. to 7:00 p.m.
• Saturday from 1:00 p.m. to 6:00 p.m.

Although SLIS does not house students or faculty on the Oklahoma City-based Health Sciences Center Campus (OUHSC), the School’s two medical library and information courses are offered on this campus and are taught by adjunct faculty who are full time medical librarians. Students in these courses (LIS 5133 Biomedical Bibliography and LIS 5163 Biomedical Databases) have full access to the Robert M. Bird Health Sciences Library resources on the OUHSC campus, and online though HSC IDs issued to students in these courses. The OUHCS Bird Library provides access to the following resources:

• 10 professional librarians
• 335,737 books
• 100 professional journals
• 6,872 online journals
• 170 student accessible databases
• $250,000 average yearly expenditure on books and online resources

Information Technology – Support

OU SLIS faculty and staff have information technology support from the College and the University. The School receives its primary technical support from the College of Arts and Sciences Computing Services team, which is a staff of four full time technicians and additional student technicians on the Norman campus, and one full time technician on the Tulsa campus. The CAS Computing Services team provides support for non-functioning hardware and administers the College supported faculty computer program, which is a technology refreshment cycle of four years for faculty and staff. The CAS Computing Services team is the primary contact for support for SLIS videoconferencing equipment and the technology in the Bizzell room 118A computer lab. CAS Computing Services provides group training sessions and individualized software support for the College faculty and staff, including use of the Desire2Learn course management system. SLIS faculty can apply for technology grants awarded by an elected committee of CAS faculty members and funded by the College. These grants are funded for one-time purchases only and must be focused on teaching initiatives. The School’s internal server, used to store SLIS administrative documents, is maintained by CAS Computing Services. SLIS faculty members have access to the appropriate administrative documents and are allotted individual space on the server for file storage. Specific administrative faculty, for example the Director, Administrative Assistant, and the Admissions Coordinator, have additional restricted drives on the server that contain sensitive information.

The faculty and staff of either campus may also contact OU Information Technology (OU IT) support technicians via phone (325-HELP) for software support and particularly for issues with University-wide services including email, network connectivity, web space (Portfolio), iTunesU, and Desire2Learn. Additionally, OU IT provides training sessions for OU faculty on specific software, both in person and through online training via Skillport, and through Books 24/7, which provides access to a range of information technology texts and training manuals. OU IT also provides secondary support for SLIS’s videoconferencing systems.
Students in both program locations receive technical support from OU IT. Additionally, students and faculty on the Tulsa campus can access further support:

- in person through the computer lab help desk, Monday through Friday from 7:30 a.m. to 5:30 p.m.
- via phone at 918-660-3812
  - until 10:00 p.m. on weekdays
  - from 9:00 a.m. to 6:00 p.m. on Saturdays
  - from 1:00 p.m. to 6:00 p.m. on Sundays.

For problems with computer hardware, Norman students have access to three IT service centers that provide repair services. In Tulsa there is a help desk center in the computer lab that offers students diagnostic support.

Information Technology - Services

In addition to support and training, the College provides an ADA compliant content management system that the School uses for its website. The College supports the basic layouts and design for the site, while SLIS owns, develops, and maintains the content on the site. The College IT staff has authored and maintains several services available to the larger OU community including:

- ClassNav – a simplified interface for accessing class listings in Banner Student (OU’s Student Management Software System), used by faculty for advising and by students when searching for courses
- eValuate – all of the Student Course Evaluations are completed online through the eValuate program, which gives a single online location for students to complete all of their course evaluations and for faculty to view all evaluations, including ones from past semesters
- iAdvise – an online calendar for scheduling advising appointments with the CAS and Graduate College advisors.

The OU IT department maintains the majority of the services that staff, faculty, and students use every day. These services include:

- Desire2Learn, the University-wide course management system that contains all SLIS courses. It is the primary location for all fully online courses as well as a support site for in-class courses. SLIS also uses Desire2Learn for administrative projects that need a space for sharing documents and discussions, for example, standing committees, search committees, undergraduate student advising, and special projects. In May 2013, OU IT upgraded to version 10.1 of Desire2Learn from version 9.
- Hosted cloud space through Portfolio, which can be used for document storage, sharing, and as a public web space.
- Email, shared calendaring, and resource scheduling through Microsoft Exchange servers for all University faculty, staff, and students. In addition, services for organizations, such as the SLIS student organization, OLISSA, and the SLIS Alumni Board, can be requested.
- Providing Microsoft Office productivity software at no charge.
• The oZONE student management system for advising, enrollment, and student services, built on Banner.

Additional services for OU faculty and staff include:

• the human resource management system, based on PeopleSoft
• course photo rosters for all OU faculty members
• “Post-it” large file sharing services
• access to the Internet2 backbone for institutional connectivity.

For independent and group study, Bizzell Memorial Library provides shared study carrels for master’s students for up to two years. There are also specific quiet and group study areas and rooms throughout Bizzell Memorial Library. Many of the group study spaces are equipped for collaborative group work, with whiteboards, video viewing equipment, and flat-panel displays for connecting to laptops. Faculty members are also eligible to have a reserved carrel in Bizzell Memorial library. The Schusterman Library in Tulsa does not have assigned student or faculty carrels, but does have individual and group study spaces located throughout the facility, and in the newly constructed Learning Center. Many of the spaces are equipped with SMART Boards, projectors, and laptop inputs.

The School provides video cameras and tripods for student and faculty media projects. Copiers, large format scanners, and printers are also available to students in both Bizzell Memorial and Schusterman libraries. The School’s online teaching could be enhanced with expert media production assistance for creation of videos, screen shot video capturing, and other digital media for embedding in online courses.

Standard VI.4: The staff and the services provided for a program by libraries, media centers, and information technology facilities, as well as all other support facilities, are sufficient for the level of use required and specialized to the degree needed. These facilities are appropriately staffed, convenient, accessible to the disabled, and available when needed, regardless of forms or locations of delivery of the school's program.

In addition to the library and IT services described above, the College and University offer additional services to support the teaching, learning, and research needs of SLIS faculty and students on campus and online. All sites are ADA accessible physically and online.

The College’s Online Program Office is staffed by a Director who is an online education specialist, a Staff Assistant, and an Online Program Technician. The CAS Online Program Office provides grants to faculty interested in developing new online/blended courses and assists faculty with the following:

• Online and blended course development
• Course conversion from classroom to online
• Course redesign for online or blended classes
• Desire2Learn use and navigation
• Incorporating media into the online setting
• Using online instructional tools

The CAS Online Program Office is located within easy driving or biking distance of the School with parking on the south campus and takes appointments by phone and online. Training and support on the main part of campus is also available on request.

At the University level, the **Norman**-based **Writing Center** provides writing support to both faculty and students in Wagner Hall (located west of the School), at four locations across the campus in cooperation with the OU Libraries, and online. The Director of the Writing Center, Dr. Michele Eodice, holds a Ph.D. in English and also serves as the Associate Provost for Academic Engagement. The Wagner Hall Writing Center is also staffed by Associate Director Moira Ozias and 16 student writing consultants. Ms. Ozias holds an MA in Composition and Language and an MSW, both from the University of Kansas. Writing consulting is available in Wagner Hall, Monday through Thursday 9 a.m. to 5 p.m. The hours of the satellite Writing Center locations are:

• **Bizzell Memorial Library** – Sunday & Tuesday, 5:00 p.m. to 9:00 p.m.
• **Sarkeys Energy Center** – Friday, 1:00 p.m. to 4:00 p.m.
• **Cate Center 4** - Monday & Wednesday, 4:00 p.m. to 8:00 p.m., Friday, 9:00 a.m. to 2:00 p.m.

For faculty and graduate students, the Writing Center hosts seminars on structuring research programs and writing for publishing, provides writing peer support groups that meet to motivate and give feedback to faculty, and assists in grant writing. Students can receive help on writing projects both in person and online. In **Tulsa**, the **Writing Services** are located in the Schusterman Library, is staffed by Patty Murray and Hope Harder, and is open Monday through Thursday from 2 p.m. to 7:30 p.m. and Friday from 2 p.m. to 7 p.m. The OU-Tulsa Writing Center provides services focused on student writing projects.

The **Center for Teaching Excellence** (CTE) is a recently revamped service for the University faculty (previously the Learning and Teaching Program), and offers support for faculty with classroom and online teaching pedagogy and in using new technologies. The Center also provides training for new teaching assistants and more established faculty. The Center is staffed by eight people including Executive Director Mark Morvant, who holds a Ph.D. in Organic Chemistry and is an expert in the implementation of teaching strategies that successfully engage students. The CTE is located on the main campus and supports University initiatives such as:

• iTunesU
• faculty-centered teaching colloquium, **Teaching Scholars Initiative** (TSI)
• resources for faculty to implement the University of Oklahoma's **Electronic and Information Technology (EIT) and Multimedia Accessibility Policy**
• flipped classroom technologies
• open educational resources
• instructional design assistance and video creation and editing support.

Drs. Burke and Taylor have both served as members of the TSI Steering Committee with Dr. Burke serving as the Chairperson from 2011 to 2014.
The Disability Resource Center (DRC) supports students with disabilities on both campuses. Students registered with the DRC are individually assessed and the DRC works with faculty members to provide the best support and solutions to address each student’s needs. These can include finding note-takers for classes, providing quiet space and longer time for taking examinations, and finding accessible support materials for courses. The DRC’s services are focused on students who attend courses on campus. For online courses, faculty members provide the primary support for compliance with accessibility with the support of the CTE and the College Online programs office mentioned previously. The Director of the Norman DRC, Chellé Guttery, holds a Ph.D. in Counseling Psychology and the Tulsa campus contact, Joshua M. Davis, holds an M.Ed. The Center is staffed by five full time staff, two graduate assistants, and three student workers.

The University Career Services staff of 11 manages a full service career information center for students, employers, alumni, and faculty, providing individual assistance; workshops; career, graduate, and professional school fairs; job listing; credential files; a resume/job matching service; and on-campus interviewing. Also offered is an online resume depository giving employers daily access to students’ resumes. Career Services will also assist students with applications for further graduate level education. Their offices are located in the Oklahoma Memorial Union with full services available on campus, remotely via email and videoconferencing, and through online job search tools and support.

Standard VI.5: The school’s systematic planning and evaluation process includes review of the adequacy of access to physical resources and facilities for the delivery of a program. Within applicable institutional policies, faculty, staff, students, and others are involved in the evaluation process.

The School of Library and Information Studies (SLIS) addresses physical facilities through multiple means of input. Feedback from students is gathered from multiple sources including:

- participation on the Curriculum Committee, which addresses teaching technology issues
- responses to the graduating student Exit Surveys
- a section of the Alumni Survey (2009, 2013) that addresses the facilities
- monthly meetings with the SLIS Undergraduate and Graduate Student Advisory Councils.

Faculty members provide input to the School through initiatives from the Curriculum Committee, monthly faculty meetings, and the annual fall planning meetings.

At the College and University level, SLIS faculty (Ms. Zemke) have served on the College Information Technology Committee, the technology advising committees for Desire2Learn (Ms. Zemke), and the Provost IT Committee (Dr. White).

The resources to support the SLIS program have provided access to the library and computing resources necessary to achieve the goals and objectives of the program. Overall the feedback on the physical facilities gathered by the 2009 (n=26) and 2013 (n=19) Surveys were positive indicating no further action is needed at this time:
• For the statement “Library resources needed to support the curriculum were sufficient.”
  o in 2009, 80% strongly agreed or mostly agreed, (item 48)
  o in 2013, 79% strongly agreed or mostly agreed, (item 58)

• For the statement, “Library hours met student needs.”
  o in 2009, 88% strongly agreed or mostly agreed, (item 49)
  o in 2013, 95% strongly agreed or mostly agreed, (item 59)

• For the statement, “Computer lab hours met student needs.”
  o in 2009, 72% strongly agreed or mostly agreed, (item 50)
  o in 2013, 63% strongly agreed or mostly agreed, 26% selected that they had insufficient information to judge (item 60)

• For the statement, “Computer lab facilities supported curricular needs.”
  o in 2009, 84% strongly agreed or mostly agreed, (item 51)
  o in 2013, 69% strongly agreed or mostly agreed, 26% selected that they had insufficient information to judge, (item 61)

• For the statement, “Classrooms and equipment supported instruction.”
  o in 2009, 80% strongly agreed or mostly agreed, (item 52)
  o in 2013, 69% strongly agreed or mostly agreed (item 62)

Some specific classroom issues expressed by the alumni concerned the sound and video quality in the videoconference classrooms. This frustration was also reflected in the graduate student Exit Surveys collected from 2007 to 2012 (n=113) with this example comment:

• The most disappointing aspect of the educational experience was the teleconferencing. I realize this may be the best way to get class information across to two sets of students, but many times if the instructor was dealing with the Norman group, it was hard to focus on the Tulsa group. The small group discussion and interaction was vital to this program and teleconferencing did not enhance this aspect of learning. (Fall 10)

The School addressed these issues in two ways; one was to upgrade the Polycom system in Bizzell Memorial Library room 100 in the Fall of 2012, and the other was to offer more online courses instead of videoconference courses to ensure that students on both campus have equivalent learning experiences.

Feedback from the Exit Surveys (n=113) highlights the continued need to offer online courses to serve our primary population, Oklahoma residents. Some example comments include:

• After doing some research, I knew I wanted an accredited program. I liked that I could take both on-line and in person classes at OU. (Fall 11)

• Asking how distance learning affected the educational process is important in my opinion. My answer would be online classes seemed more beneficial to me than the face to face classes where my instructor was in Norman. There were far fewer technical difficulties with D2L than the video conferencing. I also think the whole program could go completely online. The most useful learning experiences for me were the online classes where the professors
recorded their lectures. That allowed me the opportunity to replay and explore areas that were problematic for me. I also felt that there were plenty of opportunities for interaction between professors, students, and classmates on D2L. (Spring 10)

- I enjoyed the entire program. It was a thrill to learn the program has gone 100 percent online. Online programs make education for those living in rural areas possible. I feel this opens up an entire world of possibilities for many people. (Fall 10)

- I wanted a program that offered face-to-face classes that was close enough to my library for me to commute and still keep my job. (Spring 09)

- I chose OU/SLIS for two reasons. It is the only ALA program in Oklahoma, and I needed to continue working while I worked on my degree. Online and evening classes made it more convenient for me. (Spring 09)

- I learned that they planned to try and offer more courses online and that would make it feasible for me to successfully complete the degree (being able to complete some of my classes online gave me the time to come to campus for others and I did enjoy taking some ‘traditional’ classes). (Spring 08)

Responses and comments to question #11 of the Exit Surveys (n=113) indicate that students were able to access the library and lab resources needed for their program. Of the 98 responses to this question, 78 students responded “yes.” Comments include:

- Yes. Mostly everything I needed was available online through online databases or on electronic reserve. I used interlibrary loan at my local library to supplement what was not available online. (Fall 08)

- I was able to access the library and lab resources most of the time. I did have to use the local public reference library because it had better sources to use than the OU Library in Tulsa. (Summer 09)

- Yes. The library was very beneficial. I received books that I requested in a timely manner, and I was pleasantly surprised by the vast selection of children’s books available. (Fall 09)

- Yes! The Learning Center was a godsend. I spent 2-3 nights a week in a quiet study room. I used the databases from the website (library) through the program. (Spring 10)

- I was able to access the library and lab resources only when I came to Tulsa and only if I came when the library and lab were open. Being a distance student, I tended to use resources offered at libraries that were closer to me and I tended to utilize a lot of on-line resources. The on-line library offered through Bizzell was very helpful and I did utilize this resource a lot. (Fall 10)

- Yes. I was able to do almost everything online, which was helpful since I am in Tulsa, not Norman. On the other hand, though, in three years in a library program, I visited the school library maybe twice. I did spend time in the public library for assignments, though, particularly in the Reader’s Advisory and Reference courses. (Spring 12)

With the opening of the Schusterman Library in Tulsa, instructor emphasis on using open or electronically accessible resources, and the Sooner Xpress service, the School hopes that some of the issues of students gaining access to the information they need to support their course work will be alleviated.
Evidence List

- **College of Arts & Sciences**
  - Computing Services (CASIT)
  - Online Program

- **School of Library and Information**
  - Alumni Survey Results: [2009](#) and [2013](#)
  - Committee Memberships, Charges, Agendas, Minutes, and Annual Reports
    - Curriculum Committee
  - Exit Surveys 2007 to 2011 (opens in Excel)
  - Facilities Floor Plans
  - Student Advisory Council Reports

- **University of Oklahoma**
  - Campus Maps: [Health Sciences Center](#), [Norman](#), and [Tulsa](#)
  - Career Services
  - Center for Teaching Excellence
    - Teaching Scholars Initiative
  - Disability Resource Center
  - Electronic and Information Technology (EIT) and Multimedia Accessibility Policy
  - Information Technology (Norman)
    - Computer Labs
    - Help Desk
    - Skillport Training
  - University Libraries
    - Bizzell Memorial Library
    - Collaborative Learning Center @ Bizzell Memorial Library
    - Discover!
    - Robert M. Bird Health Sciences Center Library
    - SHAREOK
    - Sooner Xpress
  - Writing Center

- **University of Oklahoma - Health Sciences Center**

- **University of Oklahoma - Tulsa Campus**
  - Campus Map: [Tulsa](#)
  - Information Technology
  - University Libraries
    - Schusterman Library
      - Writing Services
SUMMARY

This program presentation highlights the accomplishments and aspirations of the University of Oklahoma School of Library and Information Studies (OU SLIS) by examining our strengths and weaknesses through the lens of the American Library Association’s 2008 Standards for Accreditation of Master’s Programs in Library and Information Studies.

The recently revised mission, goals, and objectives of OU SLIS are grounded in those of the University of Oklahoma and our home college, the College of Arts and Sciences. They serve as our road map for ongoing assessment of the School’s curriculum, faculty, students, administrative and financial support, and physical resources and facilities. The School continuously gathers data about our programs from a wide array of internal and external constituents and sources. These data are employed systematically within the framework of shared governance, which includes faculty, students, alumni, and additional stakeholders, to develop and improve our programs. Using this information strategically and sharing it openly enables OU SLIS to continue our more than 80 year tradition of preparing leaders to function as creative, information resource managers, and act as culturally sensitive guides, navigators, and interpreters for our ever changing and increasingly pluralistic society.

Since the last accreditation cycle, OU SLIS has made a major revision to the structure of the curriculum to better meet our students’ educational needs and career goals. To the praise of our students, the curriculum has moved from a highly structured program plan to a more flexible one that is designed to enhance student choice and maximize our faculty resources. In a constantly changing career field, this adaptable structure allows students to develop a program that will meet their individual career goals. In response to student suggestions, the SLIS faculty remodeled the comprehensive examination to a take home, four-day format to reflect the problem solving and critical thinking skills needed by today’s information professional. To better advise students seeking School Librarian certification, our program planning procedures and documents for this group have been revised and updated with input from practicing urban and rural school librarians and MLIS students. The School has not yet found an appropriate balance of our face-to-face and online course offerings to the satisfaction of students and alumni. In Spring 2014, we will begin to rotate the delivery format of the core courses and assess the effect of this strategy each semester through the OU online course evaluation system.

The composition of the OU SLIS faculty has undergone a seismic shift since 2007. Within our small faculty of 10 professors, we have experienced four retirements, one death, and three resignations. The College and University have readily supported searches for faculty members to refill all, except one, of the positions, allowing the hiring of highly qualified and culturally diverse assistant professors who graduated from the top Schools of Library and Information Studies in the United States. The School’s faculty has increased its output of peer-reviewed journal articles since 2008 and has consistently ranked above the College mean in student teaching evaluation scores. Also of note is the high regard students have for the OU SLIS administrative staff, which address students’ issues and concerns in a courteous and timely manner and model the School’s commitment to excellence in communication, professionalism, and customer service.

Summary
The enrollment in the MLIS program remains steady and, although the OU SLIS student population is predominantly female, white, and from Oklahoma, enrollment from other groups has increased. One of the School’s strengths is the percentage of Native American students enrolled in the MLIS program, which exceeds that of the state’s population. However the diversity profile of the MLIS students is less than the state’s percentage of African American and Hispanic or Latino residents, and deserves further attention. The wide range of student placements reported annually in Library Journal further indicates the success of OU SLIS in ensuring that our graduates are grounded in theories and concepts that enable them to adapt to and affect change within a wide array of library and information center settings and across organizational contexts. The BAIS program is flourishing with graduates securing employment in private and public sectors or seeking advanced degrees in library and information studies and other disciplines. Unfortunately, the MSKM program, launched in 2003, was not as successful as anticipated and therefore no longer receives students.

While the state, University, and College have experienced budget reductions since the last accreditation cycle, the administrative and financial mechanisms available to the School have been sufficient, although not optimal, to foster a positive environment for teaching, learning, and research. Faculty members secured several internal grants to fund research related travel; however, increased funding is critically needed to ensure continued dissemination of our research findings at national and international venues. In addition, the receipt of two Institute of Museum and Library Services (IMLS) awards has served to enrich the entire program. The projects funded were designed to increase the diversity of Oklahoma academic librarians and to build the future of archival education and research. The renewed commitment of OU SLIS faculty to participate in and promote research, scholarship, and creative activities is evidenced by several members’ recent submission of proposals for consideration by programs within IMLS, National Institutes of Health, National Science Foundation, and OCLC. OU SLIS will continue to effectively engage in research and creative activities that generate new knowledge and applications for effective practice and that foster interdisciplinary approaches to address information challenges for the foreseeable future.

Since 1929, OU SLIS has been housed in historic Bizzell Memorial Library, the main branch of the University of Oklahoma Libraries, placing OU SLIS in the center of the vibrant OU Norman Campus. The establishment of an OU-Tulsa campus in 2002 has provided our Tulsa-based constituents with state of the art facilities, including video enabled classrooms, student lounges, computer labs, conference rooms, and the 22,000 square foot Schusterman Library, completed in 2011. The OU Libraries, ranked 32nd by the Association of Research Libraries, house more than five million volumes managed by more than 35 professional librarians and curators, plus dozens of support staff and student workers, and provide 160 subscriptions to journals that support library and information studies. The University of Oklahoma and the College of Arts and Sciences provide excellent IT support and resources on both campuses, including videoconferencing capabilities, a helpline, and multiple computer labs strategically placed throughout each site. This mixture of technology enabled virtual and physical spaces available to OU SLIS ensure equitable research, teaching, and learning opportunities regardless of the location of the student or faculty member.
This Program Presentation has given us the opportunity to demonstrate OU SLIS’s commitment to providing a forward-looking curriculum and diverse learning environments to prepare our graduates with the knowledge, skills, and attitudes necessary to be ethical, culturally aware, and transformative leaders and shapers of the information future. We greatly appreciate the monumental efforts of the External Review Panel in both reviewing the document and working with us to achieve our vision of 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.