Changing Times, Changing Requirements:

The Evolution of an LIS Department

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ABSTRACT

How can Library and Information Studies (LIS) departments best prepare their graduates to meet today's challenges? What role does American Library Association (ALA) accreditation play? This study looks at an LIS department in a mid-size southeastern university and how it is evolving to train its students to deal with traditional and emerging technologies in the information world. Various stakeholders in the department, including students, faculty, and administrators, were surveyed on issues facing the department and LIS education in general. Accreditation was viewed in a generally positive light by most stakeholders and was seen as a relevant process. The most crucial areas for concern were found to be curriculum development, program focus, and positioning of the department within the university.

INTRODUCTION

The growth of technology has greatly increased avenues of access to information. Librarians and information specialists must keep up with changes in the information world in order to provide the best possible service to their clients. How can Library and Information Studies (LIS) departments best prepare their graduates to meet these challenges? What role does American Library Association (ALA) accreditation play? This study will look at an LIS department in a mid-size southeastern university and how it is evolving to train its students to deal with traditional and emerging technologies in the information world.

In order to learn more about what is happening in the field of library and information sciences, a review of the literature was conducted. This review provides a background of what changes are occurring at other schools and how professionals in the field see the development of the field. The next step was to conduct surveys and interviews with students, faculty and administration of the university. The questions asked for opinions on the current department. The interviews also asked for feedback on the direction the department should take to continue to prepare its graduates to enter library and information careers well-equipped to meet the challenges of ever-changing technology and tremendous growth in the types and volume of information which they will be required to deal with. The faculty and administrators interviewed were very open and willing to share their views and concerns regarding the department. While there were a variety of opinions, strategic planning and curriculum changes were common suggestions throughout the interviews.

The student survey was conducted online through Survey Monkey. While the number of respondents was small, there was a large variety of answers and several patterns were identified. As in the faculty interviews, the curriculum was a major item of discussion. Several of the answers reflected the student opinions that courses needed updating to keep up with technology. There was disagreement about the focus the Department should have with regard to library or information skills. A majority of students thought there should be a balance, but a few leaned heavily to one side or the other. Even with the concerns and suggestions, a majority of the responding students expressed satisfaction with the education they have received.

LITERATURE REVIEW

Tremendous change within the LIS discipline in recent years has raised significant questions about the optimal focus for LIS programs of the future. The debate has centered on the merits of moving away from a specific library education orientation into the more theoretical, research-based focus of the so-called "i-schools", as well as on more multidisciplinary approaches, and on subsequent issues of departmental reorganization, integration, and alignment. Also under scrutiny are issues surrounding the needs of the workplace.

Buckland (1996) notes that the discussion about information science has been going on at least since the 1950s, resulting in the gradual introduction of the word "information" into program names starting in the 1970s. Lynch (2008) discusses the rise of "i-schools" in the context of other LIS programs that were shut down completely in the 1990s, such as Columbia University's, but predicts that the tide may

be turning back toward professional education in newly developed programs, such as the University of California Northridge and Valdosta State University in Georgia. Hildreth and Koenig (2002) find that successful independent programs increase the focus on information science while not completely divorcing themselves from libraries.

Arms' 2005 case study of a new "i-school" at Cornell University found that successful programs, such as Berkeley and Michigan, have (1) changed their names, (2) revamped their curricula, (3) emphasized federally-funded research, and (4) changed leadership. Factors emphasized at Cornell also included a strong multidisciplinary focus (all faculty and courses are based in other departments) and a selective admission policy, the goal being to provide not only a strong foundation for a library career, but also options for many other career paths. As Arms mentioned, it is hard to ignore the potential for increased levels of grants and funding within more research-intensive programs. Conrad and Rapp-Hanretta (2002) also discuss the pursuit of corporate and other grant funding, particularly in times of tight budgets, but warned that loss of educational quality is very often the result of this pursuit. Similarly, Johnson (2008) suggests that the current focus on certain technologies is merely the result of increased funding availability.

A controversial aspect of the "i-schools" movement is that some of these schools, although not all nor even most, have opted to forgo ALA accreditation. While standards have evolved to reflect the new realities of the programs (see Appendix A), there is some debate about the necessity for accreditation. Burnett and Bonnici (2006) discuss the role and history of accreditation and also raise the question of a

similar program for information-based programs (and IT programs in general), and conclude that accreditation will be important as long as the process remains viable and universities continue to value it. Stoffle and Leeder (2005) note that, despite any tensions or controversies, very few schools are ever put on conditional status and not one has had its accreditation revoked since 1999.

Audunson (2007) acknowledges the tendency toward "loosening up the ties with the practical field of librarianship" (p.96) but counsels a hybrid "profession-oriented" approach, more akin to medicine than social science, where research is an essential and integral part of the program, but is practitioner-based rather than merely theoretical in nature. He cites recommendations from the National Agency for Higher Education in Sweden as a potential starting point for a program that is both disciplinary and professional in nature, providing students with both professional skills and a theoretical framework and context on which to analyze them. In Audunson's view, the professional orientation is essential to preserving the identity of LIS and "preventing it from disintegrating" (Audunson, Nordlie, and Spangen 2003, p.201).

Others have also stressed the need to pursue a distinct identity and to become a more visible and integral part of the university at large. Markey (2004) suggests pursuing a specific niche by expanding the curriculum, retraining faculty, and working closely with other departments, lest LIS be displaced as a discipline. The benefits of a more multidisciplinary approach are echoed by Weech & Pluzhenskaia (2005), Hjorland (1999), and Raber & Connoway (1996). Budd (1996) stresses the importance of LIS not taking for granted its place within university culture. Johnston and Webber (2004) question whether information professionals, specifically LIS faculty, are doing

all they can to demonstrate their value to the university as a whole. Ultimately, while many of the "i-schools" feature a dramatically altered curriculum and other drastic changes, Chu (2001) and Juznik and Badovinac (2005) note that many programs had changed little other than their names; Chu also suggests that renaming LIS departments might have led to some loss of credibility and distinctiveness for the programs.

Warner (2001) chronicles parallels between the Library Studies and Information Science aspects of the profession and suggests that something of a crisis has developed between the two, resulting in a "theoretical impoverishment" (p.243) within the discipline, leading to a lack of communication with administrators and potential funding sources that has caused them to question the value of the discipline. Many others have noted the possibility that LIS programs are losing visibility due to a perceived lack of distinctiveness or focus. Conrad and Rapp-Hanretta (2002) discuss the problem of "service station programs" that try being all things to all people and ultimately "water-down programs, filling them with overextended and unresponsive faculty and ambivalent 'dabbling' students (p.98)."

Gorman (2004) also comes down strongly on the side of the traditional professional education, stating that traditional topics such as cataloging, reference, and collection development are essential, and questioning why they are no longer required in some programs. Myburgh is also in the professional camp, although she is more inclined toward a more theoretical basis in some courses, such as reference, where she suggests that "there should not be so much focus on specific information resources and how to use them, but rather on how knowledge is created and

organised in different fields, where it comes from, how to assess it and finally the discipline-specific problems with assessing it." (2003, p. 223). Fluency in information technology and information management is a means, not an end.

While a lack of focus can often tend to render LIS programs somewhat invisible, issues of departmental organization can also be a factor. Should LIS programs be independent, multidisciplinary, or a subdivision of a larger school or department? How are they affected by changes in this structure? Conrad and Rapp-Hanretta (2002) list internal pressure to reorganize as a major issue facing LIS departments. Reorganizations have been somewhat common in recent years, and Hildreth and Koenig state that while many anticipated benefits of these mergers and reorganizations may have not been realized, they have resulted in a certain level of security, allowing threatened programs to continue. They further warn, though, that LIS programs must be careful not to become "adoptees" or "junior partners" in a merger (p.132).

Regardless of focus or alignment, the acquisition of skills most valued by employers is of primary importance to most students within LIS programs. Kennan, Cole, Willard, and Wilson (2006) also discuss a lack of distinction within the profession, this time from an employment perspective based on the vague skill sets employers seem to value. Research suggests that these employers may be more concerned with "soft skills"—analytical ability and communications skills, customer service skills, business and marketing skills, flexibility, and adaptability—than on traditional technical skills (Bronstein, 2007; Robinson & Jacobson, 2003; Blankson-Hermans and Hibberd, 2004). Baruchson-Arbib & Bronstein predict that "LIS

professionals will place larger emphasis on locating, filtering, and evaluating information, and will be primary instructors in the use of new information technologies" (2002, p. 397); librarians are evaluators and educators. Kennedy (2007), however, found that experience is the biggest single factor in the current job market, and recommends that LIS programs focus on internships and networking opportunities. Shannon (2008) agrees with this approach, citing experience, networking, mentoring, and leadership skills as important areas for LIS education.

METHODOLGY

Participants

Three master's students administered the study as part of an independent study project with a faculty supervisor. The study was conducted at an ALA accredited LIS program located in the southeast region of the U.S. The program has enrolled students in two distance learning programs at nearby locations; the first distance program is an active program, while the second distance program was recently discontinued. Participants in the study included ten faculty members, three school administrators, and approximately 275 students of the LIS program from all three campuses.

Data Collection Procedures

Procedures for collecting data were based on the population group examined. The faculty and school administrator survey involved a 30-60 minute personal interview with one or more of the researchers. Student researchers recorded the data by using a tape recorder and writing notes. The student survey was administered

online through Survey Monkey, a Web based software application. Students in the LIS program were notified and invited to participate in the online survey through a group email sent the day the survey began, and through an announcement on the department's website. The survey was available to students for ten days.

All participants agreed to a consent form before participating in the study. The consent form listed the associated risks, benefits, and a statement of confidentiality (Appendix B). Every participant had the freedom to withdraw from the study at any time. Participants had the option of skipping any question if they desired to do so. The research faculty supervisor did not participate in the data collection process to prevent a conflict of interest from compromising the data quality. The content of the three types of surveys is described below.

Faculty Survey

The survey designed for faculty members focused on the LIS topics of curriculum, professional skills, and department organization. The faculty survey consisted of seven questions. All of these questions were open ended. One question identified whether the LIS Department is equipping students to meet the changing needs of the industry. Another question asked if the LIS Department should focus more on library skills or information science skills. The faculty were asked for thoughts about a LIS program being located in a school other than the School of Education. A full list of these questions is located in Appendix H.

School Administrator Survey

The questions selected for the school administrators varied per person and depended on how their closely their job duties relate to the LIS Department. The

number of questions ranged from three to seven. Each participant was asked about a LIS program being located within a school other than the School of Education. Another question was how a LIS curriculum should focus of Library Science and Information Science components. A third question focused on how the LIS program is equipping students to meet the changing needs of the profession. A full list of these questions is located in Appendices E, F, and G.

Student Survey

The student survey consisted of seven questions and included three sections. In the first section, students agreed to the consent form. The second section included demographic questions about the students. Students were asked to identify their year of graduation, at which campus they took the most courses, their gender, and their ethnicity.

The third section focused on the topics of curriculum, quality, and skill sets for the LIS field. The first three questions addressed student's expectations of LIS programs in general. The first question addressed how an LIS program should consist of Library Science components and Information Science components. Another question inquired what curriculum should be required in an LIS program. Students were also asked what competencies graduates of LIS programs should possess to succeed in the field. In the next four questions students were asked about their particular LIS program. One question addressed how the LIS program could be improved; students were asked what aspects of their program they considered most and least valuable. A full list of these questions is located in Appendix C.

RESULTS

School Administrator Survey

School administrators (SAs) expressed their perspective of the current status of the LIS Department. The two school administrators who were asked this question had a positive attitude about the department. Strengths identified included support for the program and unity in the state, the strength of the department, the fact 40% of school library media (SLM) professionals in the state have degrees from the university, and the program's value to the institution. Accreditation was identified as a problematic issue for the department.

School administrators addressed whether the LIS Department is meeting the needs of the profession. One SA said the curriculum aligns well with employment needs and that the faculty keeps up with these needs. Good reports were found from employer surveys. One mentioned library skills as a specific strength of the Department. Another identified some specific professional skills that all LIS graduates should possess: being service oriented, knowing public and technical services, being technologically savvy, being people oriented, and having knowledge of Internet 2.0 and library services.

Two administrators stated that there should be a balance between library science (LS) and information science (IS) components in an LIS program. They agreed that their LIS Department has a balance of both, and the need for both was emphasized. One emphasized that the Department does a good job with LS and the need for these skills: "We do a good job with traditional LS. If we didn't teach library

skills, we shouldn't be in business." Another SA said the Department does a good job with LS curriculum, but emphasized the need to address IS curriculum more. They identified automation, information storage and retrieval, and technology as important examples of IS curriculum. When addressing how to create a quality program, two SA's mentioned quality of faculty. One said that more important than the need for quality of faculty is the need for quality students and available resources to make a quality program.

When asked what should be the focus for the LIS Department over the next few years, several goals and methods were suggested. Curriculum development and research were two topics mentioned. One suggested the need to emphasize the school library media component of the program, "[It] is the strongest school library program in the state." Questions were also raised as to how to accomplish these goals. One SA said, "We don't have adequate faculty and resources." They suggested that the school can't duplicate what other state schools are doing; one idea presented was to have online programs that are interchangeable with those of sister institutions, using the strengths of other programs in the state to cater to student interests.

Different views were expressed on whether the ALA accreditation standards reflected current needs. One SA said the standards are obstructionist and vague in some ways; dissatisfaction was expressed because the standards focus more on processes rather than results, "Standardizing the output yields a low level of expertise and qualification." In contrast, one SA said that the ALA standards do reflect current needs.

The last question identified whether an LIS program should be located within a school other than the School of Education, where the Department is currently located. Administrators were most polarized about this issue. Two SAs said they were open to discussion about this issue, pointing out that it is most common for LIS programs in the U.S. to comprise their own schools. One said the LIS program as its own school is most preferable, but only if the student body is large enough. Benefits of having an LIS program as its own school were pointed out; one SA said an advantage of being a separate school is direct access to funding sources rather than indirect access through a "trickle down" system. Another SA said the program's positioning within the school of Education is a good fit and seems to work well. It was also pointed out that the configuration has not changed over the years.

Faculty Survey

The first question of the faculty survey asked the faculty members' opinion regarding the current status of the LIS Department. Eight of the faculty have a positive opinion of the Department. Four based their opinions in part on the engaged and caring faculty within the Department. Six of the members felt that the Department is in a state of change, with one voicing the concern that "... (we) don't have a good sense of where we could be and how we're going to get there." One of the faculty stated that the Department is better than its reputation suggests and needs to do a better job of self-promotion. Of the two remaining members, one did not express an opinion due to being at a different campus and not as involved. The other stated that the Department would be doing a good job under different circumstances. While

the overall opinion was favorable, all had concerns relating to the curriculum, to the turnover rate in faculty, and to keeping up to date with technology.

The second question asked if the Department was properly equipping its graduates to meet the needs of the changing field. Six of the respondents stated that it was, citing both the high success rate of its school media students on the state teacher's exam and responses from employers indicating that they were pleased with the graduates. One member answered "yes and no" with the explanation that some of the courses were too narrowly focused on older technology and did not reflect how newer types of information should be collected, organized or used. One faculty member stated that proper preparation is impossible because the profession is constantly changing and there is no way for courses to keep up. Two of the faculty did not directly answer the question, but responded that it depends on the direction the students wanted to take in the field. Only one faculty member gave a negative response; however, this respondent did not elaborate.

Next, the faculty members were asked about the balance between library skills and information skills. One member replied that the Department should focus on information skills while still retaining a focus on the "librarian's role in society in relation to freedom of rights, censorship and privacy…" One felt that because the Department has the reputation of being specifically a library school, and because that is what employers expect out of the graduates, the focus should remain on library skills. Another faculty member felt that this question could not be resolved until the Department has decided as a whole on the direction it wishes to pursue. The remaining faculty members felt that there should be a balance between the two, but

were split on which area should receive more attention. Two of the faculty members expressed the idea that "librarianship overlaps and is also a subset of information science". Because the two are inter-related, there is no choice to make.

The curriculum was the most often-cited area on which the faculty felt the Department should focus over the next few years, with six members listing the need to either update the curriculum or align it with the objectives of the Department to provide a better flow for the students. Two faculty members also listed research as an area to which the Department should pay attention, noting that research could attract more students, bring in more funding, and increase visibility. Technology was another area of focus, with suggestions for an emphasis on digital libraries, metadata, and how to collect and organize new formats. One faculty member also talked about the need for the Department to determine whether to make the distance site a real or satellite campus. Another member discussed the need for the Department to promote its own excellence through better marketing and public relations; i.e., making people more aware of the achievements of its faculty and students.

When asked about the factors important for a quality LIS program, the most widely given answer was a committed and high quality faculty. This factor was listed by seven of the respondents. Other responses were money, research and support for the program, service opportunities for students and faculty, and recruitment of high quality students.

Question six focused on the ALA accreditation standards, as the Department is currently undergoing the reaccreditation process. When asked if the standards are reflective of current needs in the field, one faculty member admitted being unaware

of those standards, being a new member of an LIS department and coming from a different discipline at another university. Of the remaining nine, eight agreed that the standards are indeed relevant to the field as it currently stands. Several members stated that the standards are a good guideline and benchmark for the Department to know it is headed in the right direction. One member indicated that the standards are fine; the questions may come into play in the application of those standards between library schools and information schools, all of which are under the purview of the ALA.

The final question asked for the faculty's thoughts on the location of the LIS Department within the university's administrative and academic structure. It currently resides within the School of Education. The members were evenly split on this issue, with four in favor of staying in the School of Education, four thinking it should move elsewhere, and two expressing no preference. Although the opinions on leaving or staying were equally split, the reasons behind them varied. Suggestions included moving into the Communications Department or becoming a separate department within the Graduate School. One member felt the LIS Department should remain with the School of Education because of the school media specialist program. Another member pointed out that the issue was not where to locate, but rather a political question based on support from the School of Education. A third member felt that the LIS Department should remain where it is and find a niche for itself that other schools with different arrangements don't offer.

Student Survey

When the survey was administered, there were approximately 275 admitted students in the LIS program. Approximately 10% of the student body completed the survey. Fifty-two students began the online survey and 28 students completed the survey within the ten day time period. A table of the student responses for questions one through five may be seen in Appendix I.

The first set of respondent data examined demographic information for students who participated in the survey. Students identified what year they planned to graduate; 20 students (39.2%) graduate in 2009, followed by 17 students (33.3%) in 2010, and 12 students in 2008 (23.5%). Thirty-three students (64.7%) took a majority of their courses on the main university campus, over two times the number taking courses at the active distance learning site (29.4%). Next, students identified their gender; there were 47 females, 4 males, and one student who skipped the question. Forty-five students identified themselves as white (88.2%), three students identified themselves as black (5.9%), one student identified as Asian/Pacific Islander (2.0%) and one student identified as multiracial (2.0%).

In the second set of respondent data from the survey there was a total of 175 student responses. Students addressed how an LIS program should allocate IS and LS components in the curriculum. A majority of students (52%) said the program needs both components. Some students, however, emphasized a need for skills in only one side of the spectrum. Three students said LS skills should be more predominately emphasized while two students said IS skills should be taught.

Students identified several areas of the curriculum that they considered essential to an LIS program. The most prominent responses (25%) were split between the curriculum areas of reference and cataloging. Six students said management training is essential to the curriculum. Two sets of four students each also said there is a necessity for courses in collection development and training how to use Web 2.0 technologies in libraries.

In addition to curriculum, students identified skills they should possess to meet professional standards. Students identified skill sets that are considered in the IS as well as LS camps. The most predominant skill set identified by students (46%) were skills relating to the usage of technology and computers. Two of nine students said reference skills and interpersonal skills are important for meeting the professional standards. Two sets of five students emphasized the need to learn how to integrate research as well as cataloging skills.

Significant disagreement was found when students identified the most and least valuable aspects of the LIS program and how it could be improved. There was a total of 78 responses between these three questions. Nine students identified the faculty as the most valuable component of the LIS program. Seven students emphasized the program curriculum as being valuable to the program. Three students said the most valuable component is the core courses. In contrast, some students expressed dissatisfaction toward the curriculum. Five students said the curriculum was outdated or limited in what is offered. When asked for suggestions on how to improve the program, the majority of students (42%) suggested restructuring the course curriculum. Courses suggested for restructuring were those on reference,

cataloging, and management. Additionally, three students suggested the Foundations of LIS course was the least valuable aspect of the program.

In the last question, students were asked for comments on their experience of the LIS program. Eighteen Students responded to the question. Ten Students had a positive comment about the program. Three students specifically said the course offerings needed to be expanded.

DISCUSSION AND RECOMMENDATIONS

Clearly, the issues of curriculum and departmental focus were the primary areas of interest and concern expressed by all stakeholders. This is consistent with the findings of Arms (2005), Markey (2004), and others, and with the ALA Committee on Accreditation's emphasis on a curriculum which is "based on goals and objectives, and evolves in response to a systematic planning process". The ALA standards further state that the curriculum should "integrate the theory, application, and use of technology" and that it "must be reviewed and evaluated by a variety of stakeholders, including students, faculty, and potential employers" (ALA 2008. p.7).

From the survey results, students and some faculty members seem somewhat concerned that this may not currently be the case. Although overall impressions of the Department and its faculty were generally very favorable, many students and several faculty members suggested that the current curriculum needs updating and "alignment", and also suggested that they were unsure of the Department's focus. What is less clear from the faculty results is whether these concerns are best served by emphasizing library science vs. information science, or by concentrating more on

theoretical research vs. practical professional education. Students seemed more clear about this issue, as a significant majority who responded said both LS and IS are integral components to an LIS program.

All stakeholders seem to agree on the desirability of a traditional library studies framework combined with a more technology-based focus. Although there was some variation as to the suggested "balance"; it is clear that most stakeholders do not view this as an "either/or" situation. Students frequently cited technology as a necessary skill upon graduation. Most faculty members agreed, but several offered the caveat that theoretical underpinnings were more important. Rather than focusing on specific technologies, they said, the program should provide students with knowledge and skills that will help them keep themselves educated on new technologies and trends once they graduate.

While several faculty members mentioned that engaging in research was an essential component of a successful LIS program, none of the students did. Although accreditation standards stress the importance of research, they are purposefully vague with respect to the actual balance between teaching, research, and service. That distinction is left up to the individual school; ALA merely requires that the "school demonstrates the high priority it attaches" to each aspect (p.8). It cannot be ignored, however, that increased research activity results in both increased funding and increased visibility for the department, both within the university, and within the field. Audunson (2007) also suggests that a practitioner-based research program actually benefits students in the program, providing needed context for professional skills. The Department has a generally good reputation among practitioners, which, as

one administrator notes, situates it nicely within the state university system's mandate to promote career opportunities for state residents. However, the University is also placing considerably more emphasis on research as part of its new mission and goals statement. Finding a balance within this environment will be essential in the coming years.

As to the question of the Department's positioning within the University as a whole, the ALA standards are again purposely vague, requiring only that the program be an "integral yet distinctive academic unit within the institution" (p.10) and that it be sufficiently autonomous, adequately funded, and represented on an equitable basis within all functions of the university. The question, then, is whether this can best be accomplished by remaining within the School of Education or through a different arrangement, such as locating within a different school, implementing a multidisciplinary program, or relocating within the Graduate School itself. While there are advantages and disadvantages to each approach, there are also some particular benefits to inertia; a majority of the faculty members suggested that the current arrangement is not at all problematic, assuming that a certain level of cooperation and administrative support can be achieved. Several faculty members also noted that the department's high proportion of students in the successful SLM program offers considerable justification for its placement within the School of Education. This contrasts with two of the school administrators, who suggested reconsidering the placement of the LIS program into another organizational model such as its own school; one of these administrators noted that only seven of fifty-seven ALA accredited programs nationwide are located within schools of education.

Further study, including more input from a fourth group of stakeholders—alumni and other practitioners in a position to make hiring decisions—would provide even more insight into the Department's level of success and areas for improvement, particularly with respect to what these employers expect from graduating students.

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APPENDICES

Appendix A – ALA Accreditation Standards, 2008

I: Mission, Goals, and Objectives

I.1 A school's mission and program goals are pursued, and its program objectives achieved, through implementation of an ongoing, broad-based, systematic planning process that involves the constituency that a program seeks to serve. Consistent with the values of the parent institution and the culture and mission of the school, program goals and objectives foster quality education.

I.2 Program objectives are stated in terms of student learning outcomes 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 diverse 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 society;

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

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

II: Curriculum

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

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.

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.

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

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.

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

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.

III: Faculty

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. 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.

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.

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.

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.

III.5 For each full-time faculty member the qualifications include a sustained record of accomplishment in research or other appropriate scholarship.

III.6 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. In addition, they demonstrate skill in academic planning and assessment, have a substantial and pertinent body of relevant experience, interact with faculty of other disciplines, and maintain close and continuing liaison with the field. The faculty nurture an intellectual environment that enhances the accomplishment of program objectives. These characteristics apply to faculty regardless of forms or locations of delivery of programs.

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.

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.

IV: Students

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

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.

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.

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

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.

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.

V: Administration and Financial Support

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

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.

V.3 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'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.

V.4 The school's administrative and other staff are adequate to support the executive officer and faculty in the performance of their responsibilities. The staff contributes to the fulfillment of the school's mission and program goals and objectives. 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.

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.

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.

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.

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.

VI: Physical Resources and Facilities

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

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.

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.

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.

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.

Appendix B - Consent Form

The University

Informed Consent

Dear Sir/Madam,

My name is Anthony Chow and I am on the faculty at the University School of Education, Department of Library and Information Studies. In conjunction with my research assistants, master's students David Gwynn, Teresa Shaw, and Dan Martensen, we will be collecting data regarding the overall effectiveness and satisfaction of current topics in the LIS program at the University.

Completion of this survey will take will take approximately 20 minutes. There is minimal risk to participating in this study. The only potential discomfort may be possible frustration in providing us feedback on how the department could be improved to better serve the students and faculty within the program. The societal benefits of your participation include a larger amount of feedback about current issues within the University's LIS which potentially will lead to an overall increase in satisfaction and effectiveness in reaching LIS program goals.

We will do the following to maintain confidentiality of your records to the extent allowed by law: Participants will only be identified by an artificial code, which will not be traceable to any other personal information, unless you explicitly provide your contact information for follow-up interviews. The results of this research study may be published but your name or identity will not be revealed. Participants will not be identified or tracked by name and all data will be destroyed within one year of the initial data collection. All data, written and electronic data on CD, will be stored in a locked filing cabinet at all times and destroyed by paper shredder by no later than June 1, 2009 with the exception of the signed consent forms, which must be held for a three year period in accordance with federal regulations.

By accepting this consent form, you agree that you understand the procedures and any risks and benefits involved in this research. You are free to refuse to participate or to withdraw your consent to participate in this research at any time without penalty or prejudice; your participation is entirely voluntary. Your privacy will be protected because you will not be identified by name as a participant in this project.

The University Institutional Review Board, which insures that research involving people follows federal regulations, has approved the research and this consent form. Questions regarding your rights as a participant in this project can be answered by calling Mr. Eric Allen at (555) 555-5555. Questions regarding the research itself will be answered by Anthony Chow by calling (555) 555-5555 or email at aschow@univ.edu. Any new information that develops during the project will be provided to you if the information might affect your willingness to continue participation in the project.

Appendix C - Faculty Survey

1. What is your opinion of the current status of the LIS Department?

2. Do you feel that the current LIS Department is equipping its graduates to meet the changing needs of the industry?

3. Do you feel the LIS Department should focus more on library skills or information science skills? What sort of balance should there be?

4. What areas would you like to see the LIS Department focus on over the next few years?

5. What are some factors you feel are important for a quality LIS program?

6. Do you feel the ALA accreditation standards reflect current needs? Why or why not?

7. What are your thoughts about a LIS program being located within a school other than the School of Education?

Appendix D - Chair of the LIS Department Survey

1. What is your opinion of the current status of the LIS Department?

2. Do you feel that the current LIS Department is equipping its graduates to meet the changing needs of the industry?

3. Do you feel the LIS Department should focus more on library skills or information science skills? What sort of balance should there be?

4. What areas would you like to see the LIS Department focus on over the next few years?

5. What are some factors you feel are important for a quality LIS program?

6. Do you feel the ALA accreditation standards reflect current needs? Why or why not?

7. What are your thoughts about a LIS program being located within a school other than the School of Education?

Appendix E - Library Director Survey

1. Year graduated

2. Gender

3. What are your thoughts about a LIS program being located within a school other than the School of Education?

4. In what ways should a LIS program should consist of "Information Science" and "Library Science" components in its curriculum.

5. What specific skills or competencies do you feel students graduating LIS programs should have to meet LIS industry standards?

Appendix F - Dean of School of Education Survey

1. What is your opinion of the current status of the LIS Department?

2. Do you feel that the current LIS Department is equipping its graduates to meet the changing needs of the industry?

3. Do you feel the LIS Department should focus more on library skills or information science skills? What sort of balance should there be?

4. What areas would you like to see the LIS Department focus on over the next few years?

5. What are some factors you feel are important for a quality LIS program?

6. Do you feel the ALA accreditation standards reflect current needs? Why or why not?

7. What are your thoughts about a LIS program being located within a school other than the School of Education?

Appendix G - Student Survey Part I

1. Year of Graduation
    a. 2008
    b. 2009
    c. 2010
    d. 2011

2. On which campus did you take the majority of your classes?
    a. [Main campus]
    b. [Campus B]
    c. [Campus C]

3. What is your gender?
    a. Male
    b. Female

4. What is your ethnicity?
    a. White
    b. Black
    c. Hispanic/Latino
    d. Asian/Pacific Islander
    e. Native American
    f. Multiracial

Appendix H - Student Survey Part II

1. In what ways should an LIS program consist of "Information Science" and "Library Science" components in its curriculum?

2. What would you consider are essential areas of a curriculum in an LIS program?

3. What specific skills or competencies do you feel students of LIS programs should possess to meet LIS field standards?

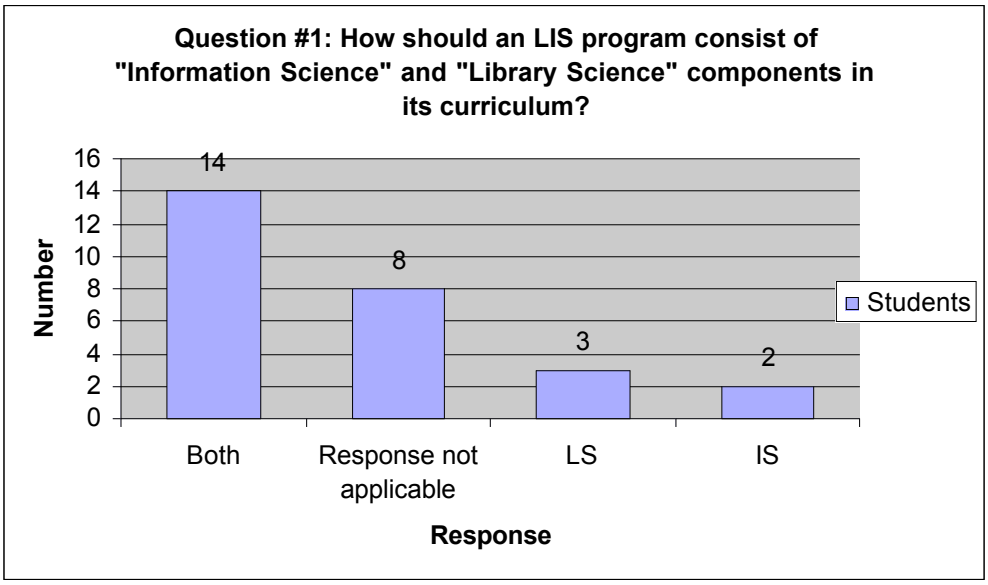
4. What aspects of the LIS program do you feel are the most valuable?

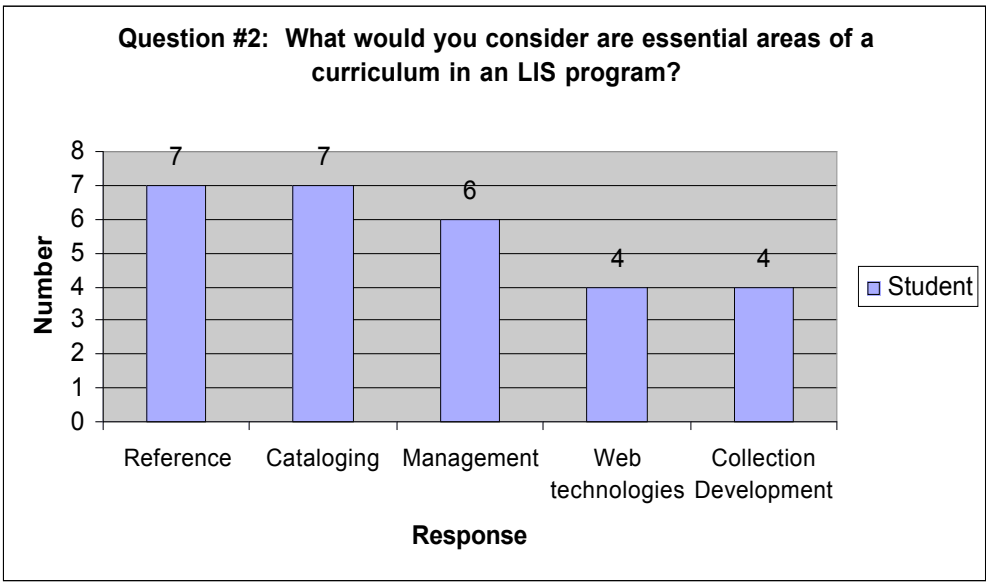
5. What aspects of the LIS program do you feel are least valuable?

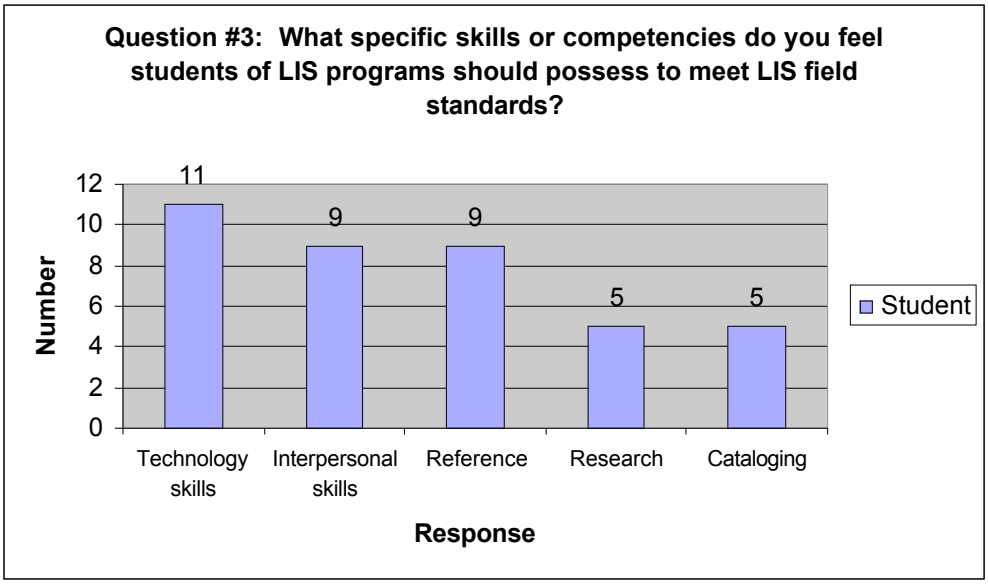
6. What suggestions do you have for improving the LIS program?

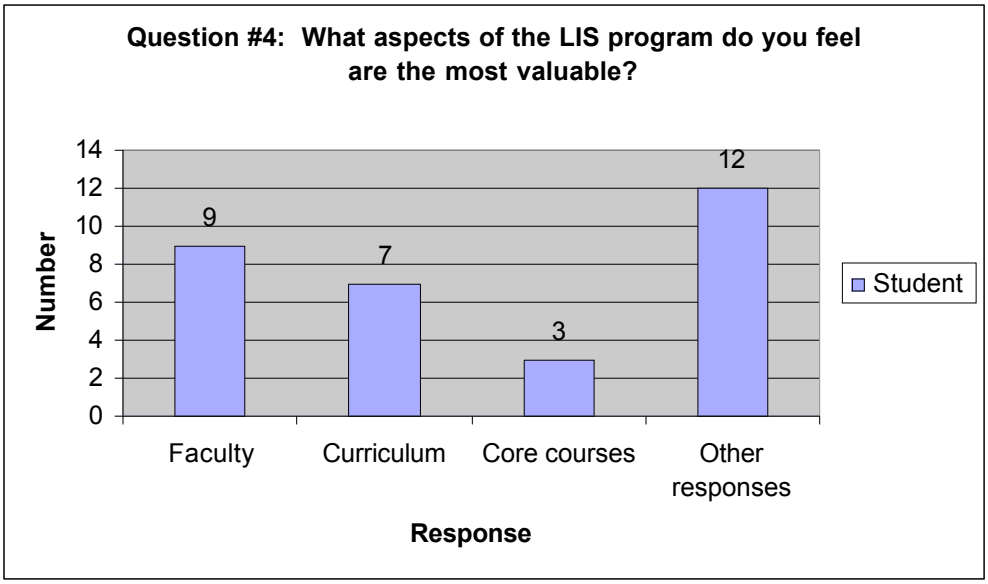
7. Please add any additional comments about your experience in the LIS program.

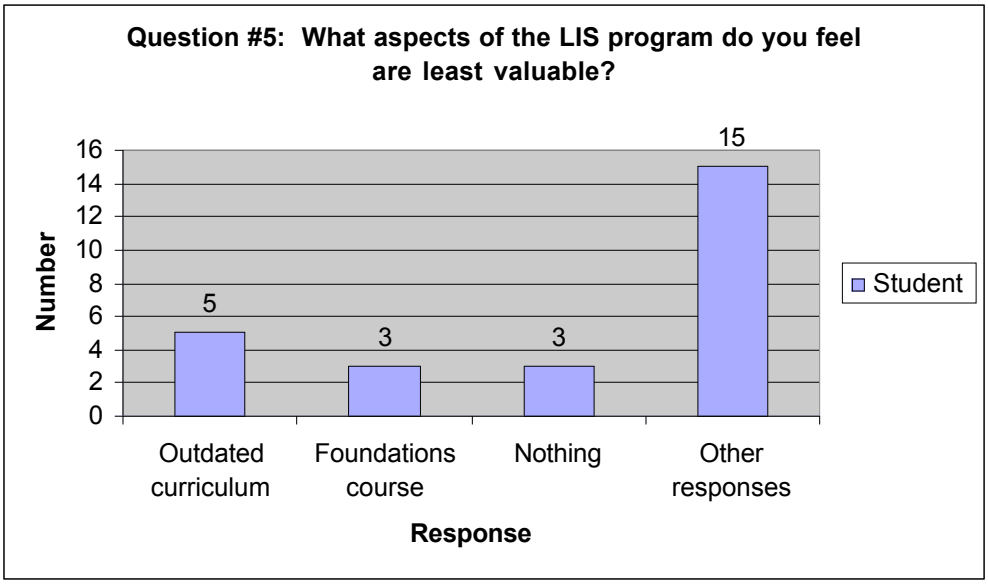
Appendix I - Student Survey Result Tables for Questions #1-#5






Question #3: What specific skills or competencies do you feel students of LIS programs should possess to meet LIS field standards?
Number
12
10
8
6
4
2
0
11
9
9
5
5
Technology skills
Interpersonal skills
Reference
Research
Cataloging
Response
Student


Question #4: What aspects of the LIS program do you feel are the most valuable?
Number
14
12
10
8
6
4
2
0
9
7
3
12
Faculty
Curriculum
Core courses
Other responses
Response
Student


Question #5: What aspects of the LIS program do you feel are least valuable?
Number
16
14
12
10
8
6
4
2
0
5
3
3
15
Outdated curriculum
Foundations course
Nothing
Other responses
Response
Student