



THE UNIVERSITY *of* NORTH CAROLINA
GREENSBORO
Inspire. Change.

**The UNCG Library and Information
Studies Department**

STRATEGIC PLAN

September 2007 to August 2010

Approved by the LIS faculty, on 10/12/2007

SECTION ONE: STRATEGIC FOCUS

The Aim of this Plan

The goal of this plan is to articulate a clear vision of the future that will guide the actions of our department over the next three academic years from 2007-2010.

Our Mission

Connecting people, libraries, and information through quality research, teaching, and service.

Organizational Values

1. High Quality Teaching
 - Provide instruction that is relevant to our students, future employers, and patrons they will serve.
 - Offer instruction informed by contemporary needs and research on effective practices.
 - Ensure that teaching is refined and aligned continuously with needs of the major constituencies we serve.
2. High Quality Research
 - Contribute to the field and discipline of library and information studies.
 - Author published work and academic presentations at state, national, and international levels.
 - Involve students in faculty and independent research projects.
 - Link research to teaching and practice.
3. Fundamental Service
 - Participate on department, school, and university committees.
 - Donate time and expertise to community to help improve the quality of life for all North Carolina citizens.
 - Participate on state, national, and international organizational boards or committees.
4. Collaboration, Competency, and Caring
 - Practice honesty and integrity in all that we do.
 - Maximize and leverage the strengths of all members of our learning community.
 - Communicate openly with candour while maintaining professional etiquette.
5. Relevance
 - Undertake research, teaching, and service that has meaning to our students, colleagues, and organizations that hire our graduates and to society that relies on our collective expertise.
 - Maintain continuous monitoring and evaluation to ensure that our research, teaching, and service is relevant.

Core Organizational Competencies

1. Gifted teaching informed by the contemporary needs of employers and our discipline, state-of-the-art methods and technology.
2. Productive research that contributes to the vitality of our students, university, discipline, and society in general.
3. Meaningful contribution to service that ensures the continuing vitality of our department, school, university, and society.
4. Continuous, internalized evaluation to ensure ends, means and processes are aligned and continuous improvement is ongoing.
5. Collaborate and partner with internal and external stakeholders of our program.

Highest Priority Goals

Goals, Objectives, and Outcomes

Goal 1: A learning environment that is current, relevant, and reflects the theoretical foundations of information studies.

Objective 1.1: Alignment between program curriculum, state, and national standards and professional competencies as stated by professional organizations.

Outcome 1.1.1: Alignment of ALA competencies and standards with program objectives by fall 2007 semester (Completed in 2004).

Objective 1.2: Accommodation of a diverse set of interests in the information professions.

Outcome 1.2.1: A three-year plan posted on the LIS web site projecting the course offerings at all sites for the coming three year period (Completed spring 2007). This is updated each spring semester.

Objective 1.3: Instructional effectiveness is evaluated with a diverse set of measures.

Outcomes 1.3.1: An online departmental course evaluation student survey made available by fall 2007.

Outcome 1.3.2: Implementation of a data information system that systematically collects input from current faculty, students, alumni, and employers (Completed summer 2007).

Objective 1.4: Student reflection on the current and future state of the field.

Outcome 1.4.1: Foundation and Capstone courses will facilitate student reflection about the current and future state of the field (Completed fall 2006 with new capstone rubric).

Outcome 1.4.2: All core courses will provide course assignments that facilitate student reflection and future state of the field (Completed spring 2007; see ALA standards course matrix).

Objective 1.5: Professional guidelines and core values concerning the social, ethical, and service responsibilities of librarians and information professionals are instilled in students.

Outcome 1.5.1: Program professional guidelines and core values concerning the social, ethical, and service responsibilities of librarians and information professionals are identified.

Outcome Goal 1.5.2: Program professional guidelines and core values concerning the social, ethical, and service responsibilities of librarians and information professionals are linked to learning outcomes of all core courses (Completed spring 2007; see course matrix).

Objective 1.6: Students integrate theory and practice.

Outcome 1.6.1: Students will successfully demonstrate the ability to integrate theory and practice in a capstone portfolio prior to graduation (Completed; see capstone rubrics).

Outcome 1.6.2: Students will articulate a set of professional values that reflect a deep, operational knowledge of the field prior to graduation (Completed fall 2006; see capstone since fall 2006).

Goal 2: High quality research in library and information studies.

Objective 2.1: High quality research in at least one of the following areas for each faculty member during the 2007-2008 academic year:

Outcome 2.1.1: One refereed academic presentation at a state, national, or international conference.

Outcome 2.1.2: One refereed journal publication or book chapter.

Outcome 2.1.3: One grant or contract submission.

Objective 2.2: High quality research with an alumnus, student, or co-investigator from another department or institution in at least one of the following areas for each faculty member during the 2007-2008 academic year:

Outcome 2.2.1: Refereed academic presentation at a state, national, or international conference with an alumnus, student(s), co-investigator(s) from another department or institution, etc.

Outcome 2.2.2: Refereed journal publication or book chapter with an alumnus, student(s), co-investigator(s) from another department or institution, etc.

Outcome 2.2.3: Grant or contract submission with funding for an alumnus, student(s), co-investigator(s) from another department or institution, etc.

Objective 2.3: Professional affiliation(s) in at least one of the following areas for each faculty member during the 2007-2008 academic year (recommended for students and alumni as well):

Outcome 2.3.1: Formal membership in two or more professional organizations within the field of library and information studies

Outcome 2.3.2: Attendance at one or more professional conference within the field of library and information studies

Goal 3: Respect and value diversity (gender, multicultural, multilingual, and multiethnic) throughout all levels of the department and learning community.

Objective 3.1: The student diversity in the program will exceed the graduate student population at The University of North Carolina at Greensboro.

Outcome 3.1.1: Diversity is a priority in awarding graduate assistantships.

Outcome 3.1.2: Faculty members with LIS students will attend a minimum of three career fairs targeting minority recruitment per semester beginning fall 2007.

Outcome 3.1.3: Faculty members with LIS students will attend a minimum of two high school career fairs per semester beginning fall 2007.

Outcome 3.1.4: Create diversity benchmarks with other state and national LIS departments in order to better assess progress by fall 2007 (Completed spring 2007; see LIS diversity plan).

Objective 3.2: The department will seek a diverse faculty.

Outcome 3.2.1: Create an operational definition of faculty diversity by fall 2007.

Outcome 3.2.2: Create an Action Plan 2007-2008 to address the specific issues identified by fall 2007.

Outcome 3.2.3: Recruit at ASIST, ALISE, and AECT faculty placement centers per academic year.

Objective 3.3: Library and information services to diverse client groups fully integrated in the curriculum.

Outcome 3.3.1: Create an operational definition of diverse client groups and identify specific learning outcomes designed to address this issue by fall 2007.

Outcome 3.3.2: Create curriculum map that demonstrates specific linkages of learning objectives focused on working with diverse client groups in each of the core and advanced courses by fall 2007 (Completed; see curriculum matrix).

Goal 4: Graduates are prepared to enter the profession as effective and innovative library leaders, information professionals, and skilled users of technology.

Objective 4.1: Faculty will provide adequate and effective advising to help students earn the MLIS degree successfully.

Outcome 4.1.1: Students will file an approved plan of study with the graduate office and LIS department after completing 12-15 credit hours (Completed fall 2006 with internal accountability process implemented).

Outcome 4.1.2: A current student/faculty advisee list posted online on department intranet via Blackboard by fall 2007.

Outcome 4.1.3: All faculty members will visit each remote campus and provide advising hours as applicable at least once a semester by fall 2007.

Objective 4.2: Placement assistance to students and graduates seeking employment.

Outcome 4.2.1: A comprehensive online employment placement Web portal placed online by fall 2007.

Outcome 4.2.2: A resume work shop made available to all program sites each fall, spring, and summer semester starting fall 2007.

Outcome 4.2.3: An alumni mentoring program starting spring 2008.

Outcome 4.2.4: Dedicated staff resources allocated to oversee placement assistance information and activities (Completed fall 2007; one GA position assigned half-time to oversee program).

Objective 4.3: Opportunities to explore librarianship in a variety of environments are made available to students.

Outcome 4.3.1: A Web cast “meet the field” roundtable discussion each semester starting fall 2007.

Goal 5: A professional community based on inclusion that transcends geography, ethnicity, or specialization is promoted and maintained.

Objective 5.1: Educational opportunity is equitable to students at all sites where the program is offered

Outcome 5.1.1: Classes offered at all sites will contain the same course objectives by spring 2008.

Outcome 5.1.2: Courses offered at each campus of sufficient breadth and scope to allow for a full-time student to graduate within two academic years and a part-time student to graduate within four academic years by fall 2007.

Objective 5.2: A comprehensive learning community is nurtured and maintained.

Outcome 5.2.1: At least one research symposia held and Web cast each semester by fall 2007.

Outcome 5.2.2: One research and career day held at each campus location each semester starting fall 2007.

Outcome 5.2.3: A LISSA chapter with a faculty sponsor formed at Charlotte and Asheville by fall 2007.

Strategic Directions

We are committed to aligning our departmental strategic plan with the higher level strategic directions proposed by the following:

1. [ALA Standards](#) (Standards for Accreditation of Master's Programs in Library and Information Studies 1992; Adopted by the Council of the American Library Association January 28, 1992 effective January 1, 1993)
2. University of North Carolina's Accountability Plan (UNC Accountability Plan – draft v.6 January 2007; [PowerPoint from UNC-GA](#))
3. The University of North Carolina at Greensboro's Strategic Plan (2003-2008; [UNCG Web site](#))
4. School of Education's 2003-2008 strategic plan (SOE Strategic Plan, 2003)

Departmental strategic directions:

STRATEGIC DIRECTION #1: Teaching and Learning

Promote excellence in teaching and learning as the highest university priority.

This direction incorporates COA Standard I (Mission, Goals, and Objectives), II (Curriculum), III (Faculty), and IV (Students) UNC accountability area 2 (outstanding faculty and staff)

- (1:1) Maintain and enhance excellent graduate academic programs of study to ensure that students acquire intellectual and academic skills.
- Continue to develop knowledge and skills in technology to enhance instruction and learning.
 - Strengthen initial preparation programs to enhance opportunities for students.
 - Include stronger components of various research methodologies to better meet the needs of students.
 - Enhance faculty and instructional resources.
- (1:2) Offer outstanding opportunities for students and faculty to participate actively through the development and evaluation of innovative programs.
- Foster inter-institutional cooperation to offer one or more degree programs.
 - Develop and revise programs tailored to better meet specific needs of students and their employers.

(1:3) Support and reward faculty in their efforts to use best teaching practices to facilitate student learning and engagement.

- Seek innovative compensation for both tenured and non-tenured faculty that encourages flexibility and rewards merit for innovative teaching.

(1:4) Expand use of technology to improve teaching and learning for students on campus and at a distance.

- Explore innovative uses of social collaboration, course management, virtual reality, and other cutting-edge technologies in research and teaching.
- Provide resources and training for transitioning from print to electronic portfolios for teacher education.

(1:5) Expand and enhance opportunities for experiential learning, including internships, research assistantships, and service learning.

- Support and implement internships and service learning opportunities in career areas of interest for students.

(1:6) Expand opportunities for international research, study, and education for students, faculty, and staff.

- Establish one or more sites for faculty and graduate student exchanges.

(1:7) Improve assessment of student learning to guide improvement in instructional practices, curriculum, and co-curricular experiences.

- Develop and refine assessment systems for evaluating student learning outcomes that align with state and national accreditation standards.
- Work with Director of Assessment to guide assessment procedures.
- Develop an evaluation process for online courses.
- Develop an online course evaluation procedure for all courses.

(1:8) Improve support services for teaching and learning.

- Evaluate and address needs of technical support.
- Work with school IT staff to address specific issues.

(1:9) Recruit and retain a diverse and accomplished faculty and staff committed to the advancement of student learning.

- Expand efforts to ensure that all faculty searches draw a diverse pool of applicants.

- (1:10) Seek a reasonable balance among courses taught by tenured/tenure-track faculty, non-tenure-track faculty, and graduate teaching assistants.
- Increase the number of full-time faculty to respond to increased demand for professional preparation programs from employers and individuals.
- (1:11) Support and Retain Outstanding Faculty
- Support of Faculty
 - Raise average salaries to 80th percentile of peer institutions
 - Make benefits competitive with peers
 - Create a reward system aligned with assignments/achievements of university goals
 - Retain outstanding faculty
 - Productivity of Faculty [Use Delaware study on teaching workload; add Delaware's other activities report.]
 - Teaching
 - Research
 - Service
 - Achievements of Faculty
 - Campus based—to be determined at campus level
 - UNC – Select achievements: prizes; membership in academies, etc.

STRATEGIC DIRECTION #2: Creation and Application of Knowledge
Strengthen research, scholarship, and creative activity.

This direction incorporates COA Standard V (Administration and Finance), VI (Physical Resources and Facility), and UNC accountability area 3 (Program Emphasis and Quality)

- (2:1) Identify and develop research opportunities for graduate students to work with faculty.
- Expand research opportunities for graduate students.
 - Expand support for travel to professional conferences and scholarly meetings.
 - Increase financial support for graduate students in external grant proposals.
- (2:2) Improve the international, national, and regional standing of graduate programs.
- Raise the *U. S. News & World Report* rankings of the School of Education and of its graduate programs through our research, teaching, and service.
 - Expand marketing to publicize the national reputation and achievements of programs and faculty.
 - Increase participation in state, national and international conferences.

- (2:3) Target and promote areas of interdisciplinary research emphasis.
- Develop partnerships that cross disciplinary and institutional boundaries.
- (2:4) Strengthen the role of Centers and Institutes in enhancing opportunities for excellence in research, scholarship, and creative activity for faculty and students.
- Increase the number and types of projects funded through the SOE centers and institutes.
 - Provide periodic updates on institutes affiliated with UNCG so that faculty members can pursue collaborative opportunities.
- (2:5) Provide a supportive environment for faculty and student research, scholarship, and creative activity by increasing external and internal support.
- Develop additional strategies to support faculty in identifying potential sources of external funding, developing grant proposals, assisting with pre- and post-award administration, and disseminating research results.
 - Provide a mentoring program for assistant professors.
 - Provide faculty with teaching and service workloads that allow time to pursue external grant funding.
- (2:6) Continue and enhance major initiatives to build basic and applied research strengths in the life, health and physical sciences, and information technology.
- Participate in Action Greensboro and other university and community initiatives as appropriate.
- (2:7) Increase support for basic and applied research excellence in the University's areas of traditional strength, including the arts, humanities, education, and social and behavioral sciences.
- Partner and collaborate with other departments in basic and applied research.
 - Award faculty release time for preparation of research grants for major funding from external agencies.
 - Increase graduate student stipends to recruit top-quality students.
- (2:8) Use technology to expand and enhance research.
- Make greater use of online resources and campus software (statistics) for research. The Interdisciplinary Center for E-Learning (ICE) will develop a database of profiles and research interests of faculty across the campus.
- (2:9) Recruit and retain faculty with the potential for and demonstrated excellence in

research, scholarship, and creative activity.

- Provide support to retain high-quality faculty.
- Emphasize research and scholarship in recruiting new faculty.

(2:10) Increase interactions among academic and research programs.

(2:11) Program Emphasis and Quality

- Degrees produced overall
- Degrees produced in High Need Disciplines
 - School Library Media Specialists
 - 21st Century Librarians and Information Specialists
- Quality and value added as Measured by expected general skills
 - Collegiate Learning Assessment
- Learning Outcomes/Campus Environment [To be developed in collaboration with the Faculty Assembly]
 - Plan to be developed at each campus for that campus with annual reporting and periodic review of programs:
 - General (global awareness, international exchange, learning environment)
 - Disciplinary (specific knowledge gained, responsiveness to external disciplinary changes and demands)
 - Soft skills
 - Link to Quality Improvement Plan Required by accreditation agency, Commission on Colleges, Southern Association of Schools and Colleges.

Possible Measures: UNC Survey data; Academic department developed processes; National Survey of Student Engagement (NSSE)

STRATEGIC DIRECTION #3: Campus Community

Become a more diverse and actively engaged community of students, faculty, staff, and alumni.

(3:1) Nurture a campus community that reflects and embraces the increasing diversity of North Carolina.

- Attract and support students and faculty who reflect the diversity of North Carolina's schools.
- Provide opportunities for faculty, staff, and students to participate in programs promoting diversity.

(3:2) Cultivate a community life based on open dialogue, shared responsibility, and respect for the distinct contributions and needs of each member.

- Enhance a community that respects the contributions and needs of faculty, staff, and students.
- (3:3) Offer programs and experiences that promote communities of learners.
- Develop collegial partnerships across UNCG units.
 - Increase opportunities for alumni to engage in SOE functions.
- (3:4) Promote leadership training, community citizenship, and professional development programs for students, faculty, staff, and alumni.
- Determine needs of recent graduates and how these might be addressed.
 - Participate in leadership training initiatives on campus.
- (3:5) Ensure a positive and supportive environment for faculty, staff, and students.
- Clarify governance procedures and enhance collaborative decision-making.
 - Develop a handbook for graduate students providing them with critical information, deadlines, forms and procedures for completing graduate degrees.
 - Expand support for technology in instruction (in classrooms and at a distance).
 - Create a student lounge/study area.
- (3:6) Expand recognition of significant service to the institution and the broader UNCG community by faculty, staff, students, and alumni.
- Review and modify SOE policies regarding the role of service in promotion and tenure.
- (3:7) Maintain and enhance the artistic and cultural climate and aesthetic appeal of the campus.

STRATEGIC DIRECTION #4: Economy and Quality of Life

Be a leader in strengthening the economy of the Piedmont Triad and enhancing the quality of life for its citizens.

- (4:1) Establish and maintain collaborations and alliances among academic institutions, Action Greensboro, economic development agencies, and industry.
- Implement and assess professional development programs for school partners.
 - Expand outreach and service activities through seminars, lectures, and professional development activities provided to schools, community, and other non-profit organizations.
- (4:2) Develop and promote new opportunities for lifelong learning.

- Develop and strengthen relations with the state information community to enhance information resources and access to those resources.
- Offer training to educate business owners/leaders about exceptional learners in the workplace and to enhance the quality of life in the world of work for the exceptional learner.

(4:3) Promote and support entrepreneurial activities in the Triad.

(4:4) Facilitate the transfer of products of research, innovation, and other academic endeavors to business and industry.

(4:5) Facilitate and promote the application of LIS faculty, staff, and student expertise to strengthen the social, scientific, and economic capacity of the Triad.

(4:6) Address regional workforce needs, including the shortage of trained professionals, through credit and non-credit programs and partnerships.

- Partner with community agencies to provide counseling and specialized services.

STRATEGIC DIRECTION #5: Access and Student Success

Recruit and retain students with the potential to succeed in a rigorous academic environment.

This direction incorporates COA Standard IV (Students) and UNC accountability area 1 (Student Success) and 5 (Adequacy, Utilization, and Safety of Facilities)

(5:1) Increase efforts to recruit and retain students from diverse backgrounds.

- Work with Guilford County Schools (GCS) to establish a pipeline of students who may be interested in a career in Library and Information studies.
- Use technology to expand recruitment of students into the LIS graduate program (e.g., CDs, website). Relevant to LIS?
- Sponsor one or more recruitment events on the UNCG campus.
- Promote the Spartan Connections Program whereby high school seniors are paired with SOE faculty/staff to attract and retain outstanding students.

(5:2) Increase enrollments at all levels and among various populations.

- Expand graduate recruitment efforts through funded initiatives. "Undergraduate" relevant to LIS?

(5:3) Become a university of first choice for an increasing number of students.

- Increase financial assistance to recruit and retain exceptional undergraduate and graduate students.

- Obtain external funding for recruitment of LIS professionals.

(5:4) Expand assistantship and tuition waiver options and increase the level of stipends offered. Increase external funding (e.g., grant funding, development opportunities) in support of graduate student stipends.

(5:5) Continue to improve the academic profile of students entering the University.

- Ensure that provisional graduate admissions are limited to exceptional cases.

(5:6) Encourage all divisions of the University to work together to manage enrollment growth effectively.

- Improve communication between programs and admissions media and personnel.

(5:7) Work collaboratively to ensure an integrated approach to marketing the University and its programs.

- Work with UNCG Marketing to ensure that exemplary LIS research and academic programs are targeted to appropriate constituencies. Change “SOE” to “LIS”?
- Seek financial and personnel resources for the design, production, and dissemination of recruitment and marketing materials.

(5:8) Support campus initiatives aimed at improving student satisfaction, retention, graduation, and career placement rates.

- Use results of satisfaction and retention surveys to guide program improvement.
- Develop ways to connect staff from the Student Advisement and Recruitment Center (SARC) with advisees so that they have an advocate during their first two years on campus.

(5:9) Expand opportunities for adult learners.

- Increase number of face-to-face classes offered on nights and weekends.
- Ensure that every course has some online components.
- Develop one or more distance education online programs (e.g., alternative licensure program).

(5:10) Ensure that quality student services are available to meet the needs of all learners.

- Establish an advising network for candidates in alternative licensure programs.

- Create a mentoring system with Piedmont Triad school systems to assist initially-licensed school library media specialists.
- Support the efforts of the UNCG master advising program.
- Offer increased support to prepare students to take the Praxis exam for admission into teacher education.

(5:11) Student Success

- Access – high school graduates and community college graduates and transfers; on campus and online
 - Develop high school and undergraduate marketing initiative which will include campus tours and general overview of library and information studies and its role as potential advanced degree.
 - Establish demographic profile of student backgrounds in terms of distribution of high schools, community college graduates, and transfers to our graduate program.
 - Create online student credit profile in order to determine overall trends.
- Retention
 - Develop retention profile for our program
- Graduation (including community college transfers)
 - Develop student and graduation profile for our program regarding breakdown of part-time, full-time students as well as average years needed to attain MLS degree.
- Affordability
 - Compare tuition to UNC sister institutions as well as national figures.
- Closing the Achievement Gap for diversity groups at all levels
 - Establish diversity enrollment goals along with essential support system involving mentoring relationships and advising
- Assisting K-12 schools with college readiness of students
 - Collaborate with other SOE and UNCG departments to develop and participate in K-12 college readiness program.

(5:12) Adequacy, Utilization, and Safety of Facilities

- Utilization level required in order to justify additional facilities by type
 - Classrooms
 - Teaching and Research Labs
 - Technology Infrastructure