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GRADUATE COLLEGE

PROPOSAL TO THE SENATE COMMITTEE ON EDUCATIONAL POLICY

**TITLE OF THE PROPOSAL:**

Renaming of the Library Research Center, in the  
Graduate School of Library and Information Science

**SPONSOR:**

Carole L. Palmer 244-0653

**BRIEF DESCRIPTION:**

The Graduate School of Library and Information Science proposes to rename the Library Research Center to be the Center for Informatics Research in Science and Scholarship (CIRSS).

**JUSTIFICATION:**

With the retirement of Leigh Estabrook, Associate Professor Carole L. Palmer has been named director of the Library Research Center (LRC). With this change in leadership, the center has refocused its activities to better reflect the growth of the field, the research strengths of faculty at the Graduate School of Library and Information Science (GSLIS), and the mission of the school.

As documented in the *Encyclopedia of Library and Information Science* (1994), the LRC was established in 1961 with a grant from the Illinois state library and was an outgrowth of a previous research initiative supported by federal funds from the Library Services Act and support from other neighboring state agencies (p. 262). While retaining the foundational aim of applying social science methods to research to increase the effectiveness of libraries, the projects undertaken by the center have evolved to place more emphasis on information science and the development of digital information for scholarly and scientific research communities.

The expanded base of researchers brings a wide variety of techniques, experience, and knowledge to four core areas of concentration: scientific communication, digital humanities, collections and metadata, and next-generation libraries and museums. Current projects are funded primarily by the National Science Foundation, the Institute of Museum and Library Services, and the Andrew Mellon foundation. They include studies of data curation requirements in bioinformatics and e-science, integration of ontologies with scientific publishing, institutional repository development, national federation of digital cultural heritage collections, literary text mining and analysis, digital music retrieval and evaluation, as well studies of information use behavior and user communities and long-standing, nation-wide annual library surveys.

**BUDGETARY AND STAFF IMPLICATIONS:** (See Appendix I)

The facilities and GSLIS-funded staff remain the same as in recent years (GSLIS provides two half-time Graduate or Research Assistants, plus an administrative stipend and half-time teaching release for the director) while participation by faculty, graduate students, and research affiliates has increased due to the increase in funded research projects. GSLIS also devotes approximately 2000 square feet of its building space to the Center, and variable amounts of time from Research Scientist Larry Jackson and Research Assistant Professor David Dubin.

**GUIDELINES FOR UNDERGRADUATE EDUCATION:** (See Appendix II)

Not applicable.

**CLEARANCES:** (Clearances should include signatures [sponsor, department head, dean] and dates of approval)

Since GSLIS is a School without departments, the only clearances needed for CIRSS projects would be that of the Dean.



Dean

9/4/07

Date

  
STATEMENT FOR PROGRAMS OF STUDY CATALOG:

9/17/07

**EFFECTIVE DATE:** October 2007

## APPENDIX I

In the past, many of the proposals for revised curricula and programs submitted to the Senate Committee on Educational Policy have carried the claim, "Budgetary and Staff Implications: None." Yet some of these programs have called for increases in required courses or hours of faculty-supervised experience; some have projected that more students would enroll in the program when the proposed change was put into effect; some programs even increased the total number of hours or courses required for a degree. Presumably, the words "Budgetary and Staff Implications: None" meant that the unit proposing the change was not requesting new dollars or faculty lines to implement the change. However, it is difficult to see how there can be increases in the number of required courses or students served without entailing budgeting implications. If new dollars are not allocated to meet these increases, the increases may be covered by offering current classes less frequently, by increasing class size, or by increasing faculty workloads.

The Committee is concerned that in many cases the faculty of a unit may agree to accept increased class size or larger workloads because they perceive that changes requiring additional dollars will be difficult or impossible to achieve. While such a decision may indeed be defensible, a pattern of such decisions represents an erosion in faculty compensation and may, if class size is increased, lead to an erosion in educational quality. Less frequent scheduling of present courses may also have broad educational policy implications.

When courses outside the sponsoring unit are required, the units offering those courses may say routinely that yes, they can accommodate the additional students, when in fact the sections presently offered may already be full or even be overenrolled. If this is the case, the new or revised program obviously has budgetary implications for the campus even if the sponsoring department requests no additional funds.

The Committee fully expects that units proposing new programs will have consulted with the University Librarian regarding the impact of the proposed program. Budgetary impacts should be addressed prior to review by the Committee. A letter of acknowledgment from the University Library must accompany this document.

Finally, new or revised programs may well require additional allocations of computer time, access to laboratories, or other support services, all of which have budgetary implications.

Providing information about internal reallocations, the effect of the change on enrollments in other departments, and the impact in auxiliary units will help the Educational Policy Committee make better decisions and help the campus incorporate the budgetary implications of new and revised programs in a more timely and deliberative manner.

## APPENDIX II

### Guidelines for Undergraduate Education

All proposals for a new undergraduate curriculum must include a statement explaining how, in the view of the proposers, the proposal meets the guidelines for undergraduate education as identified below. In addition, all proposals which involve change(s) to an existing undergraduate curriculum must include a statement explaining how, in the view of the proposers, the proposal for change(s) continues to meet the guidelines for undergraduate education as identified below.

In 1972, the Vice Chancellor for Academic Affairs published for the information of faculty, staff, and students on the Urbana-Champaign campus the report of the then Long-Range Planning Committee under the title, "An Academic Plan for the Urbana-Champaign Campus." The general goals and guidelines stated in the report probably still represent the best views of faculty and students alike. The plan offers the following guidelines for undergraduate education (page 4):

- "Every undergraduate should develop or have developed the basic ability to read and listen intelligently, write and speak coherently, observe and respond critically to a variety of forms of communication; think clearly, critically, and creatively; think quantitatively and qualitatively; and acquire an attitude which reflects curiosity, a desire to continue to learn, a respect for evidence, a tolerance of disagreement, and a positive acceptance of change."
- "Every undergraduate student should acquire a deep understanding of our heterogeneous culture, acquire an acquaintance with most of our culture's basic aspects, and examine in some depth a culture foreign to him (or her)."
- "Professional preparation, to the extent that it goes beyond these basic abilities and attitudes, should be provided for those professions that are of interest to a sizable number of students, and that require the theoretical base provided by an institution of advanced learning. A professional education should train a student to advance with, and, at best, lead the development of her (or his) field. Undergraduate professional training should not be directed simply toward a contemporary job category, but should be sufficiently generalized to encourage this future development."