Approved by the Faculty at the December 2003 Faculty Meeting

The Fully Integrated Organization

The hallmark of this scenario is its focus on the strategic integration of research and teaching. As a fully integrated organization, the School of Information Studies will be proactive rather than reactive both internally and externally. It will consolidate gains, realign priorities, remedy deficiencies and establish a regimen of rolling evaluation and strategic planning. The School will seek measurable high quality outcomes in research and teaching endeavors, curriculum development, and support services. The School's work will center on fulfilling its vision: *People and Information: Making Vital Connections*.

Research: Collaboration will be the preferred approach to research. These collaborations will be composed of self-selected teams working together within the school, with other units on campus, or with individuals in other universities, non-profit organizations, in government, or in the private sector. However, the nature of some research may dictate that faculty members act as independent agents, in which case, the school and its students will benefit from the stimulation provided by this diversity.

To help establish an identity for the school, the faculty will agree on three or four primary but flexible areas for collaborative research. These areas will be used to represent the school to potential students and to other stakeholders. Periodic reevaluation of these areas will keep the school from falling into a research rut.

Teaching: The strategic integration of research and teaching will be built on a firm foundation of experiential learning consisting of authentic opportunities deemed appropriate to all programs and courses. Flexibility of implementation will ensure that experiential learning will be tailored to meet needs in three specific areas:

> 1.) Faculty researchers require assistance in scholarly and academic projects and doctoral students and select graduate and undergraduate students need mentoring and apprenticeships related to research.
>
> 2.) Faculty practitioners require assistance in their areas of professional practice and graduate, undergraduate students need mentoring and apprenticeships in these areas.
>
> 3.) Students at all levels and in all programs require that applied experience be incorporated into their class work, enabling them to apply theory and develop skills that will prepare them to become well-rounded and competent digital age information professionals.

Consolidating gains and realigning priorities: A symbiotic web of relationships exists among faculty, students, and staff. As a guiding principle, the fully integrated organization recognizes these vital connections require commensurate accommodations be made by stakeholders when changes benefit or burden any one of them.

A proactive strategy for consolidating the gains we have made over the last 6 years and for realigning our priorities will include but not necessarily be limited to:

Resource Priorities:

- Implementing our **progressive ideas** using **a prudent approach** that reflects the real limitations of physical and financial resources likely to be available to us.

- **Adjusting our expectations to align our work with the resources we are provided**, and then leveraging those resources efficiently, effectively and for the satisfaction of faculty, staff, and students.
- Continuing the design, implementation and evaluation of **basic systems** to support stakeholder services.
- Continuing the **evaluation of our technology infrastructure**, and our efforts to press the University to bring us up to date
- Increasing **our favorable status** with regard to financial and administrative support from the university in order to either acquire new resources or to redefine the University's expectations and obligations.

Emphasis Priorities:

- **Emphasizing research** and the related success of tenured and tenure-seeking faculty
- Enhancing our **infrastructure to support faculty researchers** in their acquisition, administration, and dissemination of funded research.
- **Supporting and developing the faculty practitioner concept** to address experiential learning and operational management.
- **Emphasizing experiential learning** as the focus of teaching and professional practice by non-tenure-seeking faculty.

Consolidation Priorities:

- Continuing to improve the **articulation of our courses** within and across our programs
- Leveraging our success with **online learning** as a mode of delivery and with technology-enhanced learning spaces.
- Continuing to design and implement a cohesive graphic presence through the development of our new identity (seal/logo)
- **Continuing our strategic planning** effort in a way that ensures we are steadily moving forward through continuous improvement, that we are conscientiously positioning ourselves for the future in addition to addressing near and medium-term (3-years) needs.
- Continuing our excellence in teaching assessments by students and peers.

Perception Priorities:

- **Distinguishing us** from similar educational efforts in MIS, CS, Visual Arts, Human Factors, and Communication.
- Increasing the **level of respect** for the value of our discipline and our research within the university.
- Continuing the pursuit of our designation as a **College**.
- Elevating our perceived **ranking among our peer institutions**.

Remedying deficiencies: The opportunities listed above naturally entail some deficiencies that will need to be remedied. In addition to those implied deficiencies, others deficiencies include but are not limited to:

Quality:

- Increasing the **quality of incoming students at all levels** through prerequisites, co requisites and improved recruiting.
- Helping potential students see our discipline as **a preferred choice** to meet their needs.
- **Increasing the number of doctoral students on research fellowships** and increase, facilitate, and enhance both faculty-doctoral student research collaborations and the research orientation of the doctoral program.

- Increasing the **quality of outgoing students** (and their self-awareness of that quality) by aligning their knowledge, skills and abilities with the needs of workplace and life.

Evaluation and Investigation:
- **Evaluating our face-to-face and online instruction** - as modes of delivery and as curriculum to support student needs, the later with emphasis on how well courses fit and follow each other.
- Evaluating the student progress, especially at the doctoral level.
- Keeping current about who **our students** are and what **their needs** are.
- Systematizing our approach to **environmental scanning** to support our planning.

Programs and Instruction:
- Revising the **undergraduate curriculum**
- Completing the **build-out of the master's curriculum**
- **Adapting section sizes** to be pedagogically appropriate for specific content.

Policies and Practices:
- **Revising the reward system** for faculty to realign/adapt it to reflect the values we are expressing in this strategic plan.
- Providing policies that protect faculty intellectual property interests and expectations of performance with regard to new course preparation.
- **Distributing workloads and responsibilities** in a way that increases the effective, efficient and satisfying integration of teaching, research and service.
- Improving **productive communication** and reducing **unproductive communication** among stakeholders.
- Developing, establishing and **leveraging our brand** based on the foundation provided by our strategic planning.