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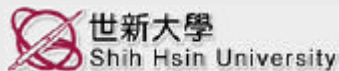
Library & Information Studies (LIS), Information & Communications (ICS), and to join in College of Information: To Lead or to Follow?

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From Library Science (LS)

to

Library and Information Studies (LIS)

1960-1980 Library Science

- **Acquisition**
- **Cataloging & Classification**
- **Reference services**
- **Management of various types of libraries**
- **Library-oriented jobs and positions**

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From Library Science (LS)

to

Library and Information Studies (LIS)

1990-2000 Library & Information Studies

- **Collection Development**
- **Information Organization**
- **Information Services**
- **Management of libraries, news agencies and other information provision institutes.**

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From Library Science (LS)

to

Library and Information Studies (LIS)

- **Computerized**
- **Automation**
- **Networked**
- **Internet**
- **Digitalization**

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From LIS to Information & Communications (ICS)

- **One of seven departments under College of Journalism and Communications of SHU**
- **College Required Courses:**
- **“Media Literacy”,**
- **“Communication Techniques”,**
- **“Theory and Methodology of Communications”,**
- **“Communication and Culture”**

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From LIS to Information & Communications (ICS) positives and negatives

- **Broader range of job market**
- **Better recruitment of student enrollment**
- **Off the track of LIS professional education**
- **“Classification and Cataloging” and “Reference works and Services” were replaced by “Information Organization” and “Marketing Information Services”**

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From LIS to Information & Communications (ICS) positives and negatives

- **Civil examination for librarianship's**
- **12 LIS education institutes v.s. 21 ICS institutes**
- **Vagueness of positioning in ICS**
- **Four different programs and students' background**

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Establishing College of Information

- **5th College in SHU's 50th Anniversary**
- **Components of College of Information:**
 - Department of Information Management (divisions of Info Engineering, Computer & Communications), from College of Management**
 - Department of Digital Media Design, Department of Information & Communications, from College of Journalism and Communications**
- **To gain more resources**

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Faculty Members

- **Academic background varies**
- **50% Library and Information Science**
- **33% Information Management and Information Engineering (more computer-oriented)**
- **11% is expert in Botanical Science but well developed with Knowledge Management**
- **40% consider it is a trend and good for the future of the Department, it will enhance the curriculum reform, better job employment opportunity for students.**

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Faculty Members

- **5 (50%) disagree with reasons**
- **disadvantages in resources allocation in College of Information due to ICS has less faculty members and student bodies.**
- **The promotion process may be different as if it is under College of Journalism and Communications.**

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Joining in College of Information

- **Differences among students in four different programs**

- **A. Full-time Graduate Program**
- **B. Continuing Education Graduate Program**
- **C. Full-time Undergraduate Program**
- **D. Continuing Education Undergraduate Program**

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Among full-time graduate students

(40%) agree

- **1) ICS will be proper in Information College**
- **2) It is a trend of the nature of “Information”.**
- **Concerns:**
 - **1) Teacher’s promotion process,**
 - **2) Resource allocation**
- **3) Identity of ICS in College of Information (Name and title, Diploma Statement) Curriculum reform and adjustment.**

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Among full-time graduate students

(50%) disagree

- **(50%) disagree with reasons,**
- **1) ICS now is more studies on cultural matter, instead of technological courses, the gap among other departments in College of Information will be wide.**
- **2) Misconception of “information” will put ICS face more challenges in College of Information.**
- **3) The position of College of Information in SHU is not clear yet.**

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Among full-time graduate students

(50%) disagree

- **Concerns are:**
- **1) Possible disadvantage in College of Information.**
- **2) How to remain the advantage of Journalism and Communication.**

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Among full-time graduate students

(50%) disagree

- **More concerns**
- **1) Positioning status of ICS in the College of Information,**
- **2) The flexibility of curriculum design in the College of Information**

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full-time undergraduate students

(13%) agree

- (13%) agree with the idea
- 1) More information related courses were taught in the ICS.
- 2) ICS position in College of Journalism and Communication is not clear.
- 3) ICS should chose one area, Information, to focus on.
- 4) Students' interest and learning preference.

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**full-time undergraduate students
(79%) disagree**

- **37 (79%) disagree with the possible change,**
- **1) Communication (journalism and communication in broader meaning) is their purpose to the ICS.**
- **2) Believing that communication has preference over information, especially in SHU where journalism and communication is a brand.**
- **3) Intend to learn more in Communication-related courses.**
- **4) Job market is more on communication-related area.**

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**full-time undergraduate students
(79%) disagree**

- **5) Being afraid of losing the advantage in College of Information.**
- **6) May be more information technology courses in College of Information.**
- **7) Information of ICS is different from information of Information Engineering or Information Management in College of Information.**
- **8) Diploma statement issues with Journalism and Communications or Information matters.**

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**full-time undergraduate students
(79%) disagree**

- 9) The identity of ICS in our society and future employment
- opportunities.
- 10) Anticipating that ICS will face more competition in College of
- Information because most national colleges/universities offer
 - “Information Management” (more computer-oriented) programs, ICS
 - may face more competitors.
- 11) SHU is not famous for its computer-related programs that will
- deduct the scores of entrance examination.
- 12) Curriculum change may bring tough situation regarding SHU’s current constraint in spaces.

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**CE undergraduate students
(61%) agree**

- 1) ICS will have a more concrete focus of curriculum content in addition to the “Knowledge Management” and its related courses.
- 2) There are more employment market channels in information than communication.
- 3) Students were recruited from are more information industries-related employees, thus, join in College of Information enhance the advantage for students.

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**CE undergraduate students
(61%) agree**

- 4) Majoring information-related subjects will increase SHU's recruitment rate.**
- 5) Considering information and communication are combination of information technology and media.**
- 6) It will offer a chance for ICS to reform the curriculum content and to be more focus on information-related courses and technology course.**
- 7) It will enhance the competitiveness of ICS, as per long-term perspectives.**

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**CE undergraduate students
(61%) agree**

- 8) That will make all related studies join together to make Information and related information studies more connected in the College of Information.**
- 9) ICS will add more in-depth area for "Information" as whole.**
- 10) Introduce communication-related courses into College of Information will be an advantage.**
- 11) Add value to ICS if join in College of Information.**

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**CE undergraduate students
(61%) agree**

- 12) Good chance to have ICS to integrate resources as putting theory and practice on communicating information.**
- 13) Cultivate communication talents with different methods and allow SHU ICS Department be able to grow in multiple directions.**
- 14) Allowing full-time faculty less teaching load and upgrade the quality of teaching.**
- 15) Provide chances to learn more about Information Management, Information Engineering, and Digital Media Designing.**

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**CE undergraduate students
(32%) disagree**

- 1) Communication is specialty of SHU, ICS should put Communication as its core.**
- 2) ICS should put emphasis on communication-related expertise.**
- 3) Our society has more than enough of human resource from information-related departments.**
- 4) Remain in College of Journalism and Communication is more advantage because of courses related Communication.**
- 5) ICS' faculty members are not sufficient to join in the College of Information.**

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**CE undergraduate students
(32%) disagree**

- 6) College of Journalism and Communication in SHU has long tradition and known reputation.**
- 7) Will limit the student recruitment to those who have background in information management or related fields.**
- 8) Courses in College of Journalism and Communication are good and especially the “College-wide Cross-Department Selective Courses Program” has been launched and it is a great opportunity for students to learn more with broader selections.**
- 9) Courses in College of Journalism and Communication are more active and more fun.**

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Summary

- 1) advantages and disadvantages of join in the College of Information.**
- 2) Ideas of the development of core courses, no matter ICS remains in College of Journalism and Communication or join in the College of Information.**
- 3) Initiate criteria for a advanced survey of related parties in order to collect more precise information for decision making.**

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Summary

- **Colleagues of current LIS schools from different countries are invited to input their expertise.**
- **The discussion hopes to cumulate concrete ideas to benefit related or potential parties in the future.**

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