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.

The Department of Library and Information Science (DLIS) is one of the 18 departments in the School of Arts & Sciences. The School of Arts & Sciences is the largest and the second oldest of the 12 schools that comprise The Catholic University of America. The School of Arts & Sciences is led by a Dean, who is appointed by the President following prescribed search and consultation procedures. The Faculty Handbook, Part II, Section F (http://provost.cua.edu/res/docs/Faculty-Handbook-PART-II.pdf) specifies the procedures for appointing a dean and the dean’s duties and responsibilities. The department chair reports to the dean of the school and has the responsibility for establishing the administrative, fiscal, and academic policies for the department within the framework of the school and the university’s policies and procedures, which are standardized across all units of the university. As is the case with all deans, the Dean of the School of Arts & Sciences reports to the Provost. The Provost reports to the University President. The President reports to the Chancellor, who by statute is the Archbishop of the Archdiocese of Washington, and to the Board of Trustees. The organizational chart below illustrates the structure of the University.
Departmental Administration

As in the case of other departmental chairs, the Chair of DLIS is appointed by the President of the University upon the recommendation of the Dean of the School of Arts & Sciences, following consultation with the faculty of the department in accordance with the procedures specified in the Faculty Handbook. The Chair of DLIS reports to the Dean of the School of Arts & Sciences and is a member of the school’s Academic Council, consisting of the dean, associate deans, and chairs of the departments in Arts & Sciences. The Academic Council meets monthly to advise the dean on matters of governance and policy.

The Chair is responsible to the department and to the dean and the faculty for the proper functioning of DLIS. The duties of the Chair are spelled out in the Faculty Handbook, Part II, Section F and include:

(a) providing academic leadership to the Department and fostering high academic standards;
(b) being responsible for the programs of the Department, its course offerings, and methods of instruction;
(c) overseeing faculty appointment, reappointment, promotion, and tenure reviews as prescribed in Part II of the Faculty Handbook;
(d) assigning faculty duties fairly and equitably, insuring that necessary time is provided for the development of new courses, research, and laboratory, editorial, administrative, or supervisory work;
(e) planning for the future development of the Department;
(f) preparing and managing the budget of the Department;
(g) collaborating with the Office of Institutional Advancement in developing resources for the Department;
(h) preparing an annual report to the Dean on the state of the Department and recommendations for its progress;
(i) supervising graduate assistants and departmental employees;
(j) presiding at monthly meetings of the Department during the Academic Year; and
(k) representing the Department at meetings of the Academic Council.

Faculty

The DLIS faculty works under the same contract system and receives the same level of support for research, scholarship, and compensation as their colleagues in other departments and schools within the university. Faculty and staff salaries and other forms of compensation and support are monitored by the Dean and Provost, and a consistent approach is maintained to ensure equitable practices for DLIS faculty and staff.
Based on the needs of the department and to fill new faculty positions or replace those vacated by retirements, resignations, faculty not granted tenure or not renewed, the faculty of DLIS determine the qualifications needed in hiring a faculty member. Permission to search for a new faculty member depends upon the availability of financial resources and requires the approval of the Provost and the Dean. The School of Arts & Sciences has a protocol for the hiring process. DLIS faculty reviews the credentials of applicants and selects a few for campus interviews. The President of the University, Provost and Dean review the credentials of candidate selected for campus interviews and their approval is required prior to inviting a candidate to campus.

Since the last accreditation review in 2009, four new faculty members have joined DLIS: Dr. Renate Chancellor in 2009, Dr. Sung Un Kim in 2010, and Dr. Jane Zhang and Dr. Sue Yeon Syn in January 2011. From 2010 to 2012 DLIS had two rounds of unsuccessful faculty searches. In AY2010-11, a position for health information technology and a position for a clinical assistant professor for school library media were posted. Faculty candidates were interviewed on campus but no new appointments were made because the candidates were not a good match for the department’s needs. In AY2011-12, faculty searches were conducted for two openings. One position was for a visiting professor for information visualization and analysis, and the other for a clinical professor for the Health Information Technology (HIT) program. Although top applicants were identified and offers were made, the candidates chose to join other universities. Subsequently, the Provost decided to close these searches for the following reasons. First, the data visualization and analysis field has been a fast growing field but it was challenging at the time to find many qualified candidates. Second, the HIT program had strong enrollment but it was not clear whether the enrollment would continue at the same level if no additional grants were received. The Provost decided to monitor the enrollment to determine at a later time if the HIT program would warrant a new full-time faculty member. When program enrollments justify additional faculty lines, DLIS intends to prepare new requests for hiring.

**Faculty Promotion and Tenure**

Promotion and tenure reviews are conducted according to policy and procedures approved by the Board of Trustees. The *Faculty Handbook, Part II, Section C* describes the process for faculty promotion and tenure and *Faculty Handbook, Part II, Section D* describes the criteria. Once a candidate completes the appropriate material for requesting promotion or tenure, the candidate’s file is first reviewed and voted on by the senior faculty in DLIS in the case of promotion and the tenured senior faculty in the case of tenure. Further reviews are conducted at the level of the school, the Academic Senate’s Committee on Promotion and Tenure, the Academic Senate, the Provost, and the President. Evaluation letters from externs are required for promotion to Ordinary Professor and for tenure. The final decision on promotion is made by the President following a favorable vote from the Academic Senate. The final decision on granting tenure is made by the Board of Trustees.
The Chair of DLIS represents DLIS candidates who have applied for promotion or tenure at the meeting of the Committee on Appointments and Promotion (CAP) of the School of Arts & Sciences. The dean of the School of Arts & Sciences represents candidates at subsequent levels of review. Since the last accreditation visit, Dr. Youngok Choi and Dr. Bill Kules were promoted to Associate Professor and received tenure. Dr. Sung Un Kim is applying for promotion to Associate Professor and tenure during the 2015-16 academic year. Dr. Renate Chancellor, Dr. Sue Yeon Syn, and Dr. Jane Zhang are scheduled for review for tenure during the 2016-2017 academic year.

**Departmental Autonomy**

DLIS has the autonomy to determine the academic structure and intellectual content of the program, and other degree requirements. The department develops its own curriculum through a consultative process involving full-time and part-time faculty, students, advisory committees for the department, and makes curriculum recommendations to the department’s Curriculum Committee. Details on the systematic process in engaging stakeholders in curriculum are presented in Chapter 2 that addresses Standard 2. Curriculum. Proposals for a new program or changes in degree requirements are approved by DLIS faculty and submitted to the Academic Council of the School of Arts & Sciences for approval. After that, the Graduate Board, and the university’s Academic Senate must review and approve new degree offerings and major program changes. The Cultural Heritage Information Management (CHIM) Certificate is a recent example of developing a new program based on the stated process. DLIS obtained input from the CHIM Advisory Board on the market needs; assessed the need for a certificate program; developed the academic structure, content, and requirements of the certificate; worked with the school’s Academic Council, the Graduate Board, the Academic Senate to complete the formal proposal and gained approval at the University.

Applications from prospective students and application procedures for the MSLIS program are handled by the Office of Graduate Admissions. The Office provides administrative support for DLIS application procedures to achieve the program goals and objectives of DLIS. The Admissions Committee at DLIS reviews each applicant's entire record and recommends an admission decision to the Associate Dean of the Graduate Studies of the School of Arts and Sciences. The admission requirements of the Master of Science in Library and Information Science Program (MSLIS) are described in (http://lis.cua.edu/admissions/index.cfm). Upon a recommendation from the department, the school sends formal offers or denial of admission.

**Resources and Administrative Support**

The University also provides resources and administrative support to DLIS in many ways – financial support through the annual budget, employee benefits, administrative and academic support personnel across the campus, administrative and academic information technology systems, library resources through University Libraries, physical facilities and facility maintenance, and scholarships and other financial support for students that allows the MSLIS program to operate smoothly. DLIS relies on the University’s Technology
Support staff for supporting the technology available in the department’s computer laboratory, offices, and meeting rooms, as well as in the Information Commons. Details on the Information Commons and the technology support provided by the University are presented in Chapter Six that addresses Standard VI. Physical Resources and Facilities.

**Source of Evidence**
- Faculty Handbook (https://provost.cua.edu//handbook/index.cfm)
- Cultural Heritage Information Management Certificate planning document

**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.**

DLIS faculty, staff, and students have opportunities for nomination, election, or appointment that is equivalent to that of their peers in other units. In addition to the Chair serving on the Academic Council of the School of Arts & Sciences, Dr. Ingrid Hsieh-Yee, Ordinary (full) Professor in DLIS, and Dr. John J. Convey, DLIS Co-Chair and Ordinary Professor of Education, participate in monthly meetings of the Ordinary Professors in Arts & Sciences. The Ordinary Professors act as advisors to the dean and vote on faculty promotions and appointments at senior rank in the School of Arts & Sciences.

Prior to being granted a leave, Dr. Bill Kules was a member of the Graduate Board. The dean of the School of Arts & Sciences appointed Dr. Sung Un Kim to the Graduate Board to replace Dr. Kules in fall 2015. The Graduate Board exercises general supervision over all matters delegated to it by the Academic Senate regarding graduate study; for example, standards of admission, requirements for degrees, and programs of study, and makes recommendations to the Academic Senate regarding graduate policy. Members of the Graduate Board are appointed by the Academic Senate upon joint recommendation of the Dean of Graduate Studies and the Dean of the particular school. Each school involved in graduate studies is represented on the Graduate Board by the number of members equal to its number of faculty delegates to the Academic Senate.

Each school has a proportionate number of faculty members that serve as elected members of the Academic Senate. Election to the Academic Senate is by the faculty of the particular school from a slate of nominees. While the unit was a school, the dean was an *ex-officio* voting member of the Academic Senate and one faculty member represented the school. Dr. Joan Lussky during AY2010 and Dr. Kules during AY2010-2013 were the faculty representatives to the Academic Senate. After the departmentalization of the school, Dr. Kules was granted a special status to attend the Senate as an elected voting member of the Senate representing the School of Arts & Sciences during AY2013-14 and AY2014-15. Other DLIS faculty members have been a member of various university committees. Table V-1 shows faculty’s membership in university committees.
Students of DLIS are equitably represented in the Graduate Student Association (GSA) and have equal opportunities to participate in the institution’s advisory and policymaking bodies. A list of students serving on the GSA Senate, department advisory boards, and accreditation committees is presented in Chapter 4 that addresses Standard IV Students.

DLIS is involved in collaboration across the university and works regularly with other academic and support units within the university community. The recent reorganization of DLIS provides further opportunities for enhancing the intellectual environment within the department and encourages deeper engagement in the life of CUA. The academic units that collaborate with DLIS include the Department of Art, Department of Education, and the Programs in Medieval and Byzantine Studies. For example, the School Library Media track in the MSLIS program is offered in cooperation with the Department of Education and earned full continuing accreditation from NCATE/CAEP, along with the other teacher education programs at CUA in 2015. Another example is DLIS now contributes a course, Digital Content Creation and Management, to the Department of Art’s Digital Art Certificate program.

DLIS also collaborates with six academic departments (Music, Law, English, Biology, Theology & Religious Studies, and History) to offer joint degree programs (http://lis.cua.edu/msinls/jointdegrees.cfm) as described in Chapter 2 that addresses Standard II Curriculum.

DLIS and the University Libraries also collaborate to the benefit of both. The University Libraries employ a number of MSLIS students as graduate library pre-professionals (GLP) (http://lis.cua.edu/finaid/#graduate). GLP students gain valuable experience

<table>
<thead>
<tr>
<th>Faculty Name</th>
<th>University Committee/Function</th>
</tr>
</thead>
<tbody>
<tr>
<td>Renate Chancellor</td>
<td>Pre-law advisor</td>
</tr>
<tr>
<td>Young Choi</td>
<td>Academic Senate Academic Services Committee</td>
</tr>
<tr>
<td></td>
<td>Graduate Student Learning Outcomes Assessment Committee</td>
</tr>
<tr>
<td>Ingrid Hsieh-Yee</td>
<td>President’s Administrative Council</td>
</tr>
<tr>
<td></td>
<td>Deans’ Council</td>
</tr>
<tr>
<td></td>
<td>Academic Leadership Group</td>
</tr>
<tr>
<td></td>
<td>Academic Senate</td>
</tr>
<tr>
<td></td>
<td>Academic Senate Committee on Committees &amp; Rules</td>
</tr>
<tr>
<td></td>
<td>Academic Senate Library Committee</td>
</tr>
<tr>
<td></td>
<td>Global Education Committee</td>
</tr>
<tr>
<td></td>
<td>Graduate Board</td>
</tr>
<tr>
<td>Bill Kules</td>
<td>Academic Senate</td>
</tr>
<tr>
<td></td>
<td>Academic Senate Education Policy Committee</td>
</tr>
<tr>
<td></td>
<td>Council on Teacher Education</td>
</tr>
<tr>
<td></td>
<td>Graduate Board</td>
</tr>
<tr>
<td>Sung Un Kim</td>
<td>Council on Teacher Education</td>
</tr>
<tr>
<td></td>
<td>Graduate Board</td>
</tr>
</tbody>
</table>
working in teams to provide assistance to advance library programs and services. Some librarians (Kevin Gunn and Kim Hoffman) from University Libraries have been members of the adjunct faculty. Faculty members have conducted research projects with librarians. For example, Dr. Hsieh-Yee collaborated with Shanyun Zhang, Head of Electronic Resources and Services, on two user studies, and Dr. Sung Un Kim and Mr. David Shumaker collaborated with librarians on the First Year Experience literacy effort.

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.

The title, status and authority of the chairs of DLIS and former deans of the School of Library & Information Science are specified in the Faculty Handbook, which applies to all administrative officers at the University. The salary of individual deans varies according to experience and generally adheres to the norms in the particular discipline. The department chairs receive an administrative stipend in addition to their academic base salary. The current administrative stipend for departmental chairs in the School of Arts & Sciences is standard across departments. Since the salary of individuals is confidential, the salary information for past and current administrators in DLIS is available to the ERP on request.

Dr. Kimberly Kelley was Dean of the School of Library and Information Science at the time of the last review until she left SLIS in December 2009. Dr. Ingrid Hsieh-Yee, an Ordinary Professor who has been with the University since 1990, was appointed Interim Dean and began her service on January 1, 2010. In June 2012 Dr. Ingrid Hsieh-Yee stepped down after serving as Interim Dean for the previous two and a half years. She took sabbatical leave in 2012-2013 and returned to the faculty in fall 2013. Dr. Lawrence R. Poos, Dean of the School of Arts and Sciences, was appointed as the Interim Dean of the School in AY2012-2013. After the school was reorganized into a department, Dr. Bill Kules was appointed chair and served from August 2013 to June 2015, when he went on leave. Currently, Dr. John J. Convey and Dr. Ingrid Hsieh-Yee are co-chairs of DLIS.

Dr. Convey has assumed all regular tasks of a departmental chair and is responsible for the management of the department, including all issues pertaining to personnel, budgets, and departmental communications. Dr. Hsieh-Yee is responsible for overseeing and preparing the accreditation report. She is the lead in all aspects concerning the accreditation procedures. Dr. Hsieh-Yee chairs the Planning and Assessment Committee and provides intellectual leadership to ensure the quality of the MSLIS program. Both are experienced administrators who have successfully led accreditation processes. In her position as Ordinary Professor in DLIS and with her recent experience in serving as a member of an ALA COA external review panel, Dr. Hsieh-Yee brings the needed content
knowledge and departmental history to the process. Dr. Convey, who is an Ordinary Professor in the Department of Education, served as the University’s Provost from 1997 to 2007 and as Chair of the Department of Education from 1995 to 1997. As Provost, Dr. Convey oversaw CUA’s Middle States Accreditation in 2000 and the Periodic Review Report in 2005. Dr. Convey served six years as a commissioner on the Middle States Commission on Higher Education and has participated in accreditation reviews in the Department of Education, where he has served since 1974. Dr. Convey’s extensive administrative and leadership experience has been an asset during this transition period. Prior to going on leave, Dr. Bill Kules revised the 2012 assessment plan for the department to ensure continual development, enhancement, and systematic nurturing of the intellectual environment to enhance the pursuit of the program’s goals and objectives.

In addition to administrative duties, the DLIS chair teaches courses, advises students, and works closely with student representatives and student organizations in order to nurture an intellectual and collaborative environment. The chair regularly meets with the students to obtain feedback. Since spring 2015 the chair has held town hall meetings for students, alumni, and other stakeholders each semester to discuss important developments or initiatives in the department and discuss suggestions for program improvement. These meetings nurture the intellectual environment, provide valuable feedback on what students want to the program, and enhance student interaction with the chair.

DLIS regularly hosts events for faculty, students, and alumni as opportunities to seek stakeholder input and for collegiality and mentoring. The work plan of DLIS provide evidence of these events.

Sources of Evidence
- LIS planning and assessment document
- LIS work plan

V.4 The school's administrative and other staff is 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.

Three full-time staff, two part-time staff, and one graduate assistant support the department’s program development, accreditation and assessment activities, budget management, business operations, student services, faculty and adjunct support, technology support, and recruitment (http://lis.cua.edu/directory/staff.cfm). Table V-2 presents information on staff.

<table>
<thead>
<tr>
<th>Staff Name</th>
<th>Title</th>
<th>Start date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Louise Gray</td>
<td>Program coordinator</td>
<td>July 2008</td>
</tr>
<tr>
<td>Margaret Pooley</td>
<td>Academic systems manager</td>
<td>April 2013</td>
</tr>
<tr>
<td>David Stokes</td>
<td>Recruiting coordinator</td>
<td>September 2014</td>
</tr>
</tbody>
</table>
Staff members report directly to the chair. In addition, DLIS has student workers who support office operations. The employee position descriptions, which provide an overview of each of the duties of the members of staff, are available as sources of evidence on-site at DLIS and demonstrate how the staff of the department contributes to fulfilling the department’s mission and program goals and objectives.

**Program Coordinator:** The program coordinator manages administrative issues for DLIS students, interfaces with all student support offices on campus, and works with the chair on matters regarding event planning, and budgeting for the department.

**Academic Systems Manager:** The academic systems manager provides support for DLIS full-time and part-time faculty, assisting with the hiring process and supporting faculty, both on- and off-campus, with logistical matters that support their teaching.

**Recruiting Coordinator:** The recruiting coordinator oversees recruitment, promotion, and outreach of the program.

**Data Manager:** As a part-time staff member, the data manager works with the chair and faculty regarding the accreditation data and records management.

**DLIS computer support:** As a part-time staff, the DLIS computer support staff member provides computing and technology support for DLIS’s computer lab and Information Commons.

These staff members in conjunction with the department chair have helped DLIS organize new student orientations, comps workshops, recruitment events, publish promotional materials, provide strong support for students and faculty, and host special events for the DLIS community, librarians and information professionals in the region.

Exit surveys on students’ experience with staff shows that staff member provide students appropriate services and their contribution to achieving program goals and objectives is noticeable. Table V-3 presents “strongly agree” or “agree” responses to two statements regarding staff. Data show that most graduates agreed that the staff was very helpful to them when applying to DLIS and that the staff provided needed information promptly.

<table>
<thead>
<tr>
<th>Table V-3. Student Experience with Staff</th>
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<tbody>
<tr>
<td></td>
</tr>
<tr>
<td><strong>When applying to LIS, the staff was very helpful.</strong></td>
</tr>
<tr>
<td>-----------------------------------------</td>
</tr>
<tr>
<td>When applying to LIS, the staff was very helpful.</td>
</tr>
<tr>
<td>LIS staff on campus provided needed information promptly</td>
</tr>
</tbody>
</table>

(NA – The exit survey of 2015 did not include this question.)
Decision Making Process

At the beginning of the academic year, the faculty and staff participate in a full-day retreat, usually held off campus. The purpose of the retreat is to support the department’s planning efforts, to identify priority areas for the upcoming academic year, and to assist in building a sense of community among faculty and staff.

DLIS has standing committees for planning and program development that meet on a regular basis. The Department Chair in consultation with the faculty assigns members and develops the charge to the committees. Full-time faculty members provide leadership on committees and are involved in decision in the department. Table V-4 presents faculty leadership on committees in AY2014-15 and AY2015-16. The current committee structure is provided in the 2015-2016 committee assignment.

Table V-4. Faculty Leadership on Committees, 2014-2016

<table>
<thead>
<tr>
<th>Name</th>
<th>Committee Chairmanship (14-15)</th>
<th>Committee Chairmanship (15-16)</th>
</tr>
</thead>
</table>
| Dr. Renate Chancellor | Chair, Law Librarianship Advisory Committee  
Chair, Scholarship & Award Committee  
Co-chair, Standard II: Curriculum Chapter, Self-Study | Chair, Law Librarianship Advisory Committee  
Chair, Scholarship & Award Committee  
Co-chair, Standard II: Curriculum Chapter, Self-Study |
| Dr. Young Choi        | Chair, CHIM Advisory Board  
Chair, Curriculum Committee  
Co-chair, Standard II: Curriculum Chapter, Self-Study  
Co-chair, Standard V: Administration and Financial Support Chapter, Self-Study  
Accreditation Steering Committee | Chair, CHIM Advisory Board  
Chair, Curriculum Committee  
Co-chair, Standard II: Curriculum Chapter, Self-Study  
Co-chair, Standard V: Administration and Financial Support Chapter, Self-Study  
Member, Accreditation Steering Committee |
| Dr. John Convey       |                                                                                              | Chair, Admissions Committee  
Co-chair, Standard I: Mission, Goals and Objectives Chapter, Self-Study  
Co-chair, Standard V: Administration and Financial Support Chapter, Self-Study  
Member, Accreditation Steering Committee |
| Dr. Ingrid Hsieh-Yee  | Co-chair Standard I: Mission, Goals and Objectives Chapter, Self-Study  
Co-chair, Standard IV: Students Chapter, Self-Study  
Accreditation Steering Committee  
Chair, Health Information Technology Curriculum Review Committee | Chair, Accreditation Team  
Chair, Accreditation Steering Committee  
Chair, Planning and Assessment Committee  
Chair, LIS Advisory Board  
Co-chair Standard I: Mission, Goals and Objectives Chapter, Self-Study  
Co-chair, Standard IV: Students |
<table>
<thead>
<tr>
<th>Name</th>
<th>Positions and Responsibilities</th>
<th>Chapter, Self-Study</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Sung Un Kim</td>
<td>Chair, SLM Advisory Board Co-chair, Standard IV: Students Chapter, Self-Study</td>
<td>Chair, SLM Advisory Board Co-chair, Standard IV: Students Chapter, Self-Study</td>
</tr>
<tr>
<td>Dr. William Kules</td>
<td>Chair, Accreditation Steering Committee Chair, Admissions Committee Chair, Curriculum Committee Chair, LIS Advisory Board Chair, Health Sciences Advisory Group Chair, HIT Advisory Group Co-chair, Standard I: Mission, Goals and Objectives Chapter, Self-Study Co-chair, Standard V: Administration and Financial Support Chapter, Self-Study</td>
<td>On leave</td>
</tr>
<tr>
<td>Mr. David Shumaker</td>
<td>Chair, Symposia and Colloquia Committee Co-chair, Standard III: Faculty, Program Presentation Co-chair, Standard VI: Facilities, Self-Study Accreditation Steering Committee</td>
<td>Chair, Symposia and Colloquia Committee Co-chair, Standard III: Faculty, Self-Study Co-chair, Standard VI: Facilities, Self-Study Member, Accreditation Steering Committee</td>
</tr>
<tr>
<td>Dr. Sue Yeon Syn</td>
<td>Chair, Blended Learning Committee Co-chair, Standard VI: Facilities, Self-Study</td>
<td>Co-chair, Standard VI: Facilities, Self-Study</td>
</tr>
<tr>
<td>Dr. Jane Zhang</td>
<td>Co-chair, Standard III: Faculty, Program Presentation</td>
<td>Co-chair, Standard III: Faculty, Self-Study</td>
</tr>
</tbody>
</table>

The LIS Advisory Board and additional four advisory groups for specializations in school library media, law, cultural heritage information management, and health sciences play a pivotal role in ensuring that the MSLIS program is constantly reviewed, updated, enhanced, and evaluated. They serve as a means both to obtain internal and external stakeholder engagement toward bettering the LIS program and to ensure that the program is responsive to its stakeholders. In addition, DLIS hosts a Full Faculty Meeting each semester to inform and consult full-time faculty and adjuncts of the department’s planning progress and curriculum updates.

**Sources of Evidence:**
- Staff job descriptions
- Retreat minutes and documents
- 2015-16 Committee assignment
- LIS Advisory Board meeting minutes
- Full faculty meeting documents

**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.

DLIS receives its annual operating budget from the Provost, following the review and approval by the University Budget Committee, the Provost, and the Dean of the School of Arts & Sciences. As part of the budget process departments typically send the dean requests for changes in the current year’s budget. The dean then decides what to include in the school’s proposal to the University Budget Committee, who reviews and approves the final budgets.

DLIS’s budget is adequate for its operations. The department also has considerable reserves in discretionary and scholarship accounts, which it was permitted to keep following its transition from a school to a department. Table V-5 presents revenue and expenses of the department since 2009.

### Table V-5. DLIS Expense and Revenue, 2009-2015

<table>
<thead>
<tr>
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<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Cardinal Financials</td>
<td>$2,602,187</td>
<td>$3,583,227</td>
<td>$3,523,495</td>
<td>$3,184,637</td>
<td>$3,708,338</td>
<td></td>
</tr>
<tr>
<td>Faculty and Staff Salaries and Wages</td>
<td>$1,047,890</td>
<td>$1,026,499</td>
<td>$980,421</td>
<td>$1,008,370</td>
<td>$1,022,575</td>
<td>$1,019,073</td>
</tr>
<tr>
<td>Operating Expenses</td>
<td>$365,966</td>
<td>$276,771</td>
<td>$299,024</td>
<td>$268,418</td>
<td>$371,970</td>
<td>$407,084</td>
</tr>
<tr>
<td>Travel</td>
<td>$33,107</td>
<td>$29,316</td>
<td>$21,688</td>
<td>$15,098</td>
<td>$11,440</td>
<td>$13,650</td>
</tr>
</tbody>
</table>

The operating budget, known as a Fund 11 because of its associated org number, is comprised of two parts, the largest being the salaries and benefits for faculty and staff, including adjunct professors. The second part of the operating budget deals with departmental expenditures, is generally static from year to year, and its components are fungible in that DLIS can spend more than budgeted in individual components but is expected not to exceed the bottom line in that part of the budget.

In addition to the operating budget, DLIS has a discretionary account that is used to support students and the instructional program. The DLIS discretionary account has just under $2.0 million currently. Innovative program offerings, including off-campus instructional programs, and generous donations from alumni have enabled the fund to build over the years. Proceeds from the discretionary account have been helpful to the department in supporting faculty travel and professional development, and launching public relations and recruitment initiatives. The salaries of the recruiting coordinator and the data manager are paid from discretionary funds.

DLIS also has several endowed scholarship accounts to attract and support excellent graduate students. The scholarship funds are part of the university’s endowment and total just over $3.0 million (4,255 shares at $707.10 as of June 13, 2015). The two largest endowed scholarships are the Mathilde & Howard Rovelstad Endowment (2,883 shares),
which supports continuing students, and the Father James J. Kortendick Endowed Scholarship (1,341 shares), both named in honor of former faculty members of LIS. The Department recently received a generous gift for more than $695,000 from the Estate of Thomas and Mary Louise Siersma ’61, to be used toward further funding of the Father James J. Kortendick Endowed Scholarship Fund, which provides full financial support to a student in the University’s Department of Library and Information Science. (http://lis.cua.edu/finaid/). The department receives an annual payout from the endowment according to the percentage approved by the Board of Trustees. The scholarship money available for AY2015-16 is approximately $275,000.

DLIS also receives in its operating budget a portion of the mandatory technology fees charged to each student as part of the University’s tuition and fee package. University policy requires that these funds be used to support and enhance instructional technology that will benefit the students in the department. A separate technology fee for DLIS of $25 per semester in effect from 2012 to 2015 was used to purchase new computing devices like iPads and laptops for the students and for class learning. The University Budget Committee discontinued the fee in AY2015-16 with the rationale that students were already paying a university technology fee each semester.

The department also provides funds for student travel to conferences (http://lis.cua.edu/finaid/#StudentTravelStipends). The purpose of the student travel fund is to encourage students to engage in knowledge sharing with the fields and communities.

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.

Faculty compensation is determined by rank and years of service. The DLIS faculty and staff are compensated similarly to their CUA peers. The executive officer receives an administrative stipend in addition to the individual’s faculty salary. The stipend for the chair of DLIS is the same as the stipend for chairs of other departments in the School of Arts & Sciences. The university is continually examining and improving its faculty salaries as part of its strategic plan.

Faculty salaries in DLIS for AY2015-2016 are at or above the mean for their peers as reported in the annual College and University Professional Association for Human Resources (CUPA.HR) Survey for AY2013-2014. Table V-6 provides a comparison of DLIS mean faculty salaries to those of Library Science faculty in research universities and in all institutions.

| Table V-6. Average DLIS Faculty Salaries and Average Salaries of LIS Faculty |
|--------------------------------------------------|-----------------|-----------------|-----------------|
| Professor                                        | Associate Professor | Assistant Professor |
| DLIS faculty average salary AY2015-2016          | One Professor    | $82,473          | $65,283         |
| CUPA.HR Survey                                  | $101,190          | $76,704          | $65,330         |
Each year, faculty and staff participate in an annual performance review process. The faculty performance review process is detailed in Chapter 3 that addresses Standard III Faculty. The chair conducts staff performance review yearly as well. Based on performance review, faculty and staff receive merit salary increase in years in which the Board of Trustees approve increases in salary for faculty and staff. Despite the past economic downturn and the budget challenges, the University has been able to provide merit-based raises for faculty and staff in 2011 and 2015.

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.

DLIS abides by the policies of the university in financial matters and takes every opportunity to encourage and obtain CUA resources to assist faculty with their research projects and professional development needs. Travel funds for conferences are available through the School of Arts & Sciences. These funds are normally capped at $1,000 per conference and are awarded to faculty members who are presenting at the conference or are on the official program as a session chair or a discussant.

The Office of Sponsored Programs and Research Services (OSP) assists faculty in preparing and managing extramural grants (http://sponsoredresearch.cua.edu/default.cfm). Internal funds for research and program development purposes are available in the Faculty Grant Program through the Office of the Vice Provost and Dean for Graduate Studies. These funds can also be used for travel and paying graduate students; however, they may not be used to compensate faculty members. The grants are intended to provide seed money for research projects to aid faculty in obtaining funds from external organizations as a next step. These funds are awarded through a grant process (http://graduateschool.cua.edu/currentstudents/fundingresearch.cfm). Several DLIS faculty members have been recipients of institutional funds for research projects several times. Details are presented in Chapter 3 that addresses Standard III Faculty.

In addition, DLIS provides funding for faculty travel through its discretionary accounts. In general funding has been provided for every faculty request related to his or her professional needs and development. DLIS also offers faculty members to hire research assistants for up to 19 hours of student help each week for research. Currently, each faculty member has a research assistant who is enrolled in the program.
DLIS follows the university’s policy on leave as presented in the university’s *Faculty Handbook*. The *Faculty Handbook* provides for various types of leave, including sabbaticals and leaves without pay, comparable to other units on campus. Dr. Ingrid Hsieh-Yee received sabbatical leave during 2012-2013 and Dr. Youngok Choi took sabbatical leave during fall 2013. CUA also provides faculty the ability to take a leave of absence from the department. Dr. Bill Kules is taking a leave of absence from June 2015 to August 2016. Dr. Sung Un Kim took maternity leave during fall 2014.

**Financial Assistance for DLIS Students**

DLIS students qualify for all financial assistance available to graduate students at the university. Graduate students may receive competitive merit scholarships based on their undergraduate academic record and scores from the GRE. Students must take the GRE to qualify for university scholarships. Information on scholarships available through the university is provided on the university’s Web site for all prospective graduate students at [http://admissions.cua.edu/graduate/finaid/index.html](http://admissions.cua.edu/graduate/finaid/index.html).

In addition, DLIS has major scholarship programs, the Rovelstad Scholarship and the Kortendick scholarship, which are competitive scholarships administered by the department’s Scholarship & Award Committee. In support of ALA’s diversity and recruitment effort, DLIS matches the Spectrum Scholarship for students selected as Spectrum Scholars. DLIS also provides a limited number travel stipends (up to $500 each) to support students interested in attending professional conferences. In addition, DLIS provides scholarships to a significant number of its students through reduced tuition arrangements with a myriad of library and information science organizations. Scholarship information is presented on the DLIS website for students at [http://lis.cua.edu/finaid/](http://lis.cua.edu/finaid/). A list of scholarship recipients is presented in Chapter 4 that addresses Standard IV. Students.

DLIS was awarded a Laura Bush 21st Century Library Grant from the Institute of Museum and Library Services for the project “Cultural Heritage Information Management (CHIM): Educating 21st Century Cultural Heritage Information Professionals,” in 2012. The grant amount was $498,741 and supported 16 students. (see [http://lis.cua.edu/chim/](http://lis.cua.edu/chim/)). Prior to the IMLS CHIM grant in 2012, DLIS received another IMLS grant, the Washington D.C. School Librarians Project with the amount of $412,660. The grant period was from August 2007 to June 2011. DLIS partnered with the District of Columbia Public Schools (DCPS) and the District of Columbia Library Association to educate and mentor school media specialists for the DCPS system.

The CUA Financial Aid Office and DLIS through its designated funds for financial aid provide substantial support for students. The funds available for financial aid are comparable to other units at the institution. The department is dedicated to continually developing financial aid opportunities and enhancing support for students.

**Sources of Evidence:**
- Travel Fund Policy
• Reports on grants provided by IMLS

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.

DLIS completed a comprehensive strategic planning process as it develop a new strategic plan in 2011 and 2012. The strategic plan documents strategic goals, action items, parties responsible, and measures of achievement within the department. Details on the strategic plan and the planning process are presented in Chapter I that addresses Standard I. Mission, Goals, and Objectives.

For program outcomes assessment, DLIS developed and implemented an outcomes assessment plan based on a two-year cycle to cover the period 2012-2014. The faculty discussed the overall approach of program assessment in spring 2012. In Fall 2012, the implementation plan for the program outcomes assessment was presented to the full-time and part-time faculty. Program outcomes assessment data were gathered using various direct and indirect measures including data from selected courses, surveys, comprehensive examination, and course grades. In Spring 2015, the department revised the 2012 planning process for program outcomes assessment to provide more details on the assessment process, measures, and timelines for collecting input and feedback from various stakeholder groups.

The planning process is integral to the future of DLIS and receives an appropriately high level of attention to ensure that the program becomes what it aspires to be, achieves what it states it wants to achieve, and remains responsive and engaged with students, faculty, the university, the community, and stakeholders.

Source of Evidence:
• DLIS Strategic Plan
• SLIS Outcomes Assessment Plan (2012)
• DLIS Planning and Assessment Plan (2015)