Standard VI. Physical Resources and Facilities

VI.1 A program has access to physical resources and facilities that are sufficient to the accomplishment of its objectives.

The Department of Library and Information Science (DLIS) has experienced significant changes in its location and facilities in the past seven years. These changes have enabled DLIS to achieve its program objectives more effectively by interacting closely with University units such as the University Libraries and Technology Services, and by utilizing physical facilities on campus, such as the meeting and lecture spaces in the Columbus School of Law building and the Edward J. Pryzbyla Student Center.

Formerly located in Marist Hall, a historic building built in 1990 on the north end of the Catholic University of America (CUA) campus, DLIS is now located in a modern, accessible, convenient building that is also the home of the Columbus School of Law.

Because Marist Hall, the former home of DLIS, was seriously damaged in the earthquake of August 23, 2011, DLIS administrative and faculty offices, computing lab, and Information Commons were temporarily relocated to Aquinas Hall and Leahy for a semester in fall 2011 (http://publicaffairs.cua.edu/releases/2011/marist-earthquake-update.cfm and http://publicaffairs.cua.edu/releases/2011/MaristLocations.cfm). The department returned to Marist Hall in spring 2012. In summer 2013 CUA reassigned space to various academic units. As a result, DLIS moved into the Columbus School of Law (CSL) building erected in 1994. This move results in several benefits:

- DLIS continues to have facilities dedicated to the delivery of the program, including administrative and faculty offices, Information Commons, computer lab, and the Elizabeth Stone Conference Room.
- The CSL building is closer to the center of the CUA campus, making it easier for DLIS to interact and network with other CUA units.
- The CSL building is a short walk from the Brookland Metro station and has a parking garage.
- As a fairly modern building, the CSL building is in compliance with the Americans with Disabilities Act.
- The CSL building provides many facilities for teaching, research, socialization and communication, such as classrooms, meeting spaces, student lounge and cafeteria, student lockers, indoor garage, and a library.

Table VI-1 presents an overview of spaces dedicated to DLIS operations.

Table VI-1. DLIS Spaces Overview

<table>
<thead>
<tr>
<th>Room Number(s)</th>
<th>Room Name</th>
<th>Purposes and Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSL 314</td>
<td>Department Office and Administrative Office Suite</td>
<td>Reception, Administration and student services, Holds chair and staff offices</td>
</tr>
<tr>
<td>CSL 315</td>
<td>Information Common</td>
<td>Computer-facilitated, Meeting and event space for students and the Department, Collaborative working space for students</td>
</tr>
</tbody>
</table>
CSL 315A | Media Lab | Supports faculty and students’ multi-media projects with multi-media hardware and software.
CSL 318 | LIS Computing Lab | Computer lab facilitated with LIS-dedicated software
CSL 451 | Stone Conference Room | Meeting space
CSL 314A, 314B, 314C, 315B | Chair and Staff Offices
CSL 422A, 448, 451A, 451B, 451C, 455, 457 | Faculty Offices

In addition, DLIS has full and equal access to multipurpose space throughout campus. The department’s excellent relationships with units such as the University’s Technology Services, the Columbus School of Law, and the University Library system, enable DLIS to offer better facilities than before for DLIS events and functions. Because technology is critical to DLIS’s mission and program objectives, technology infrastructure and resources are discussed in detail in the rest of this chapter.

**Sources of Evidence:**
- Space inventories, descriptions, and floor plans of DLIS
- Documentation of DLIS’s Information Commons and computer lab
- Inventory of other space available on campus
- Inventory of Columbus School of Law space available to DLIS

**VI.2 Physical facilities provide a functional learning environment for students and faculty; enhance the opportunities for research, teaching, service, consultation, and communication; and promote efficient and effective administration of the school’s program, regardless of the forms or locations of delivery.**

DLIS occupies space on the third and fourth floors of the CSL building and also has full and equal access to multipurpose space throughout the CUA campus. DLIS’s dedicated space includes computer labs, multipurpose meeting spaces, faculty offices, and facilities for independent and small group study, and administrative offices.

In addition, CUA and DLIS provide information technology resources and support, physically and virtually, to enhance research, teaching, service, consultation, communication, and administration. Technology resources include Blackboard and Cardinal Station, the course and student administration system.

Five types of facilities provide critical support for the MSLIS program: classrooms, Information Commons, computer labs, offices for faculty and administration, and space for meetings, study, and socialization.

**Classrooms**
DLIS makes use of classroom space throughout the campus. Classrooms on campus are shared among academic programs and scheduled on an equitable basis by Enrollment Services. The rooms provide appropriate technological support for instruction and meet accessibility requirements. Off-campus classrooms are selected to meet instructional needs and equipped with information technology needed for specific courses. In accordance with Disability Support Services guidance, all off-campus locations are required to be handicap accessible.

On-campus Classrooms
DLIS has full access to the classrooms available on-campus. Table IV-2 shows that CUA has 87 classrooms equipped for different purposes.

Table VI-2. Summary of Campus Classrooms Type

<table>
<thead>
<tr>
<th>Classroom Type</th>
<th>Number</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tier 1</td>
<td>17</td>
<td>Equipped with a TV/VCR/DVD unit. Many cases they will also be equipped with a transparency projector.</td>
</tr>
<tr>
<td>Tier 2</td>
<td>10</td>
<td>Equipped with a smart cart including a projector, a networked computer, a DVD/VCR combo unit and a sound system.</td>
</tr>
<tr>
<td>Tier 3</td>
<td>50</td>
<td>Equipped with a smart lectern, or desk, including a networked PC, digital ceiling mounted projector, DVD/VCR combo drive, sound system, and some with microphones.</td>
</tr>
<tr>
<td>Tier 4</td>
<td>10</td>
<td>These are computer labs of varying sizes on campus. There are several specialized labs that contain the standard programs as well as additional software.</td>
</tr>
</tbody>
</table>

Classroom request are entered into the Cardinal Station when courses for a future semester are set up in the system. The system automatically assigns classrooms based on course capacity, classroom type preference, and software needs. In addition, DLIS has priority in using computer classroom dedicated to the department. Other spaces in the CSL building are controlled by the School of Law, and DLIS can request access to those spaces. DLIS has used many classrooms and other facilities in the CSL building for teaching and other events. Table VI-3 shows the most frequently used classrooms and facilities for DLIS courses, events, and functions.

Table VI-3. Most Frequently Used Classrooms for DLIS Courses

<table>
<thead>
<tr>
<th>Classroom</th>
<th>Capacity</th>
<th>Type</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSL 303</td>
<td>40</td>
<td>Tier 3</td>
<td>Plugs at desks for student laptops</td>
</tr>
<tr>
<td>CSL 305</td>
<td>75</td>
<td>Tier 4</td>
<td>Plugs at desks for student laptops</td>
</tr>
<tr>
<td>CSL 318</td>
<td>22</td>
<td>Computer Lab</td>
<td>LIS specified software installed</td>
</tr>
<tr>
<td>HANN 134</td>
<td>16</td>
<td>Tier 4</td>
<td>Equipped with 17 computers</td>
</tr>
<tr>
<td>LEAHY 51</td>
<td>33</td>
<td>Tier 4</td>
<td>Equipped with 23 computers</td>
</tr>
<tr>
<td>PANG 204</td>
<td>25</td>
<td>Tier 1</td>
<td></td>
</tr>
<tr>
<td>PANG 301</td>
<td>30</td>
<td>Tier 4</td>
<td>Equipped with 31 computers</td>
</tr>
<tr>
<td>PANG 302</td>
<td>22</td>
<td>Tier 4</td>
<td>Equipped with 23 computers</td>
</tr>
<tr>
<td>PANG 303</td>
<td>24</td>
<td>Tier 4</td>
<td>Equipped with 25 computers that are installed with LIS specified software</td>
</tr>
<tr>
<td>SHAH 302</td>
<td>22</td>
<td>Tier 4</td>
<td>Equipped with 23 computers</td>
</tr>
</tbody>
</table>

1 DLIS controlled classroom; 2 CSL controlled classroom; 3 University controlled classroom
All classrooms in the CSL building are handicap accessible. Most classrooms on campus are ADA-compliant, but in cases when classes are held in a room not accessible or ADA-compliant, the CUA Office of Disability Support Services (DSS) provides an accommodation when requested.

DLIS seeks feedback on physical facilities in its annual exit surveys. Since spring 2013 DLIS has included similar questions in course evaluations. Data from course evaluations (Fig. VI-1) and exit surveys (Fig. VI-2) show that students were consistently satisfied with on-campus facilities. Fig. VI-1 shows that students consistently gave high marks to the classroom environment, with an average of 5.92 on a 7-Likert scale for the classroom environment for learning and an average of 5.9 for classroom maintenance over 2 years. Fig. VI-2 shows that graduating students were satisfied with overall on-campus facilities for learning, with over 70% of respondents reporting “Agree” or “Strongly Agree” in the past 5 years.

Fig. VI-1. Student evaluation of classroom environment
Off-Campus Classrooms

DLIS offers face-to-face learning at off-campus locations. Fig. IV-3 shows that, on average, over 20% of DLIS courses are offered at off-campus. More off-campus courses are offered in the summer because those courses frequently make use of rich resources at libraries, archives, and information agencies in the District of Columbia. Since the launch of the Online & Weekend Learning (OWL) program in fall 2011, the number of off-campus courses has decreased. Library of Congress, a location highly favored by students, is the only off-campus site for the program now.
Fig. VI-3. Percentage of off-campus courses offered

Off-campus locations used by DLIS courses since 2009 included Northern Virginia Community College, Marymount University, and many others. Those sites are no longer used because of low enrollment of off-campus courses at those sites. DLIS has continued to offer courses at the Library of Congress site since 1992. Classrooms at the Library of Congress are reserved at no fee through the Cooperative & Instructional Programs (COIN) Division, and DLIS courses make use of classrooms equipped with computers at the Madison and Adams buildings. The classrooms are ADA-compliant. In addition, DLIS has a study abroad course, Visions of Italy. The Center for Global Education of CUA assists DLIS with the logistic. Classroom space in Rome is reserved through St. John's University Rome Campus for a per-hour fee.

To support off-campus courses, DLIS ensures that classes meet in appropriate spaces. Table VI-4 summarizes space usage from 2009-2014.

Table VI-4. Summary of Off-Campus Classrooms

<table>
<thead>
<tr>
<th>Locations</th>
<th>Courses</th>
<th>Accessible</th>
<th>Facility Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Library of Congress, Madison Bldg. &amp; Adams Bldg., Washington, DC</td>
<td>16</td>
<td>Yes</td>
<td>Equipped with an instructor computer and computers for each student, network access, Internet connectivity and fixed projection equipment.</td>
</tr>
<tr>
<td>Marymount University, Ballston Center, Arlington, VA</td>
<td>5</td>
<td>Yes</td>
<td>Equipped with an instructor computer and computers for each student, network access, Internet connectivity.</td>
</tr>
<tr>
<td>Northern Virginia</td>
<td>3</td>
<td>Yes</td>
<td>Equipped with an instructor computer and</td>
</tr>
<tr>
<td>Location</td>
<td>Available</td>
<td>Equipped with:</td>
<td></td>
</tr>
<tr>
<td>-------------------------------------------------------------------------</td>
<td>-----------</td>
<td>--------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Community College, Ballston Center, Arlington, VA</td>
<td>Yes</td>
<td>Computers for each student, network access, Internet connectivity.</td>
<td></td>
</tr>
<tr>
<td>Virginia Commonwealth University, Cabell Library, Richmond, VA</td>
<td>1</td>
<td>Equipped with a ceiling projector, a touch sensitive board, a podium with built-in PC link and USB ports, Internet access, and 18 workstations for students.</td>
<td></td>
</tr>
<tr>
<td>Loudon County Public Schools Administrative Bldg., Ashburn, VA</td>
<td>2</td>
<td>Not Available</td>
<td></td>
</tr>
<tr>
<td>Farmwell Station Middle School, Ashburn, VA</td>
<td>1</td>
<td>Computers, internet, projection available</td>
<td></td>
</tr>
<tr>
<td>Eagle Ridge Middle School, Ashburn, VA</td>
<td>5</td>
<td>Classes are held in a computer lab equipped with an instructor computer and computers for each student, network access, Internet connectivity, and fixed projection equipment.</td>
<td></td>
</tr>
<tr>
<td>St. Charles Borromeo Catholic Church, Arlington, VA</td>
<td>4</td>
<td>Equipped with an instructor laptop, wireless network access for Internet connectivity and portable projection equipment.</td>
<td></td>
</tr>
</tbody>
</table>

Exit surveys from 2009 to 2015 found students satisfaction with off-campus facilities increased between 2009 and 2012 (Fig. VI-4), but decreased since 2013. This may have something to do with the decrease of students attending off-campus courses (see the portion of NA in Fig. VI-4). The availability of online courses may have contributed to decreased enrollment in off-campus face-to-face courses.

Fig. VI-4. Student evaluation of off-campus facilities
The Information Commons plays an essential role in DLIS, providing formal and informal teaching and learning spaces, research space, small group meeting areas, individual study space and social space. Since its opening in the fall of 2006, the Information Commons has attracted DLIS students, faculty, administrators and guests with new technologies, equipment, continuous upgrades and infrastructure improvements. The Information Commons is located in room 315 of the CSL building and has been enhanced with improved technologies and equipment since DLIS’s move in 2013. The space has been reduced with the move, however, the Information Commons has no major loss of functionalities and still provide users with similar technology and functionality supports. Detail on the services and support provide by the Information Commons is documented in the Technology Inventory of the Information Commons (http://lis.cua.edu/tech/inventory.cfm).

The Information Commons can accommodate multiple simultaneous uses. Furniture is modular and on casters so that spaces can be reconfigured easily to support different types of activities. The Information Commons is available for informal conversations and individual study when not scheduled for formal programs. Scheduling of all or part of the facilities for formal programs and events and requests to open at other times are coordinated by DLIS. The Commons is located adjacent to the DLIS’s computer and media labs and is typically open during the same hours.

Currently the Information Commons and the media lab feature the following:

- WiFi (wireless) network coverage
- Visix networked digital signage system
- A projection workstation podium featuring video, touch panel control, and ceiling-mounted video projection that accommodates presentations to groups up to 20
- A flexible conference table setup that can be used by groups of up to 20 for working meetings
- Assistive workstation with assistive software such as Inspiration, Kuzweil, Magiv, Read & Write, FS Reader, and Jaws
- An Epson 3490 scanner
- A networked HP 3600 color printer
- Two Apple iMac computers
- Audio/video production facilities, including video recording equipment and editing software
- Whiteboard painted walls throughout the facility
- 20 Dell XPS M 1530s laptops available for students and faculty use.
- Media hardware including 2 e-Book readers, 7 iPad tablets, digital camera, digital voice recorder, microphone, portable projector, sound recorder, and video camera

The assistive technology workstation services have been used by DLIS graduate students with visual and audio challenges, and by students who need hands-on experience with assistive technologies due to career interests.
Designed to provide a functional environment for faculty and students and to enhance opportunities for research, teaching, service, consultation, and communication for DLIS stakeholders, the Information Commons serves these purposes:

- Provide a facility for students and the faculty to work collaboratively.
- Promote development, management, and accessibility of digital content and collections using digital multimedia technology.
- Create synergies among students working with new technologies and experimenting with new techniques.
- Support to advance learning and teaching, for both on-campus and distance education.
- Provide an assistive technology environment for students to learn the tools for serving those with disabilities, as well as assistive technology itself for those who need it.
- Promote interdisciplinary collaboration research and use of information and technology.
- Serve as a hub of intellectual and social activities that promotes collaboration and sharing of knowledge and ideas within and between students, faculty, alumni, and practitioners.
- Demonstrate leadership in effective application of technologies for the advancement of learning, teaching, and research in a digital knowledge environment.

The Information Commons has brought together information content, expertise, and technology in an enriched environment that promotes information sharing, collaboration, and innovation in support of learning, teaching, and research. The Information Commons serves as the intellectual hub for visitors to create, access, and use information more effectively through the mediation of technology and has greatly facilitated knowledge sharing in the educational environment. Table VI-5 presents data from the event scheduling record to show that the Information Commons is fulfilling its purposes and is regularly used for various academic and social occasions for members of the LIS community.

Data show continuous increase of use of the Information Commons until 2012. After the move in summer 2013, usage decreased, probably because DLIS became more centrally located and could make more use of other spaces on campus. For instance, DLIS has been able to use the Edward J. Pryzbyla Student Center and the Columbus School of Law building for public events and activities.

Table VI-5. Usage Statistics of the Information Commons

<table>
<thead>
<tr>
<th>Events</th>
<th>Description</th>
<th>Count of Events by Year</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>2010</td>
</tr>
<tr>
<td>Meetings</td>
<td>Faculty meetings, Staff meetings, Board meetings, Alumni Association meetings, etc.</td>
<td>4</td>
</tr>
<tr>
<td>Departmental/Public Events</td>
<td>New student orientations, Comprehensive exam briefings, Open houses, Colloquia, etc.</td>
<td>5</td>
</tr>
<tr>
<td>Classes</td>
<td>Class meetings, Class presentations, Guest lectures, etc.</td>
<td>13</td>
</tr>
<tr>
<td>Student Activities</td>
<td>Student organizations meetings, Student hosted events, etc.</td>
<td>2</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>24</td>
</tr>
</tbody>
</table>
The Information Commons provides strong support for the curriculum and offers students a comfortable place to try out communication and information technologies. Fig. IV-5 presents data from the 2014 Current Student Survey to show that 68% of the respondents agreed or strongly agreed that resources and services provided by the Information Commons are appropriate for their learning.

Fig. VI-5. Current Students’ Satisfaction with the Information Commons

Computer labs

Members of the DLIS community are supported by DLIS lab facilities and other lab facilities on campus. The DLIS Computer Lab located in Room 318 of the CSL building provides hardware and software for teaching, learning, and research. It has 22 workstations and the multimedia podium provides video and audio playback and other online learning capabilities. Details on resources in the Computer Lab are provided in the DLIS Computer Lab Inventory (http://lis.cua.edu/tech/inventory.cfm).

Usage of the DLIS Computer Lab demonstrates their centrality to the MSLIS program. The Lab is used for instruction and has hosted over 300 class meetings and workshop sessions between 2012 and 2014. The lab is also used to offer computer skills workshops that are designed to develop basic computer skills and prepare students for the demands of DLIS courses. Table VI-6 shows that, from fall 2009 to fall 2014, 76 workshops were held in the computer lab with a total attendance of 404 students. The topics covered by the workshops include General Computing Tutorial, Adobe Connect, HTML, Dreamweaver, Photoshop, Visio, Scanning and Digital Images, etc. These workshops are consistently rated very favorably by students, with average ratings above 4.90 on a 5-point scale, where 5 is the highest ranking. DLIS offered specialized workshops to meet the needs of courses and students. Workshop offerings have decreased since 2012 probably because many students attended online courses and might not be on campus to take advantage of face-to-face workshops.
Prior to spring 2015, the part-time lab manager scheduled and offered workshops based on the needs and requests from the faculty and students. Unfortunately, the position was eliminated due to budget cut. The lab is now managed by a staff member. DLIS provides many online materials for students to learn and practice at their own pace (http://lis.cua.edu/tech/guides.cfm). In addition, CUA has offered various alternative training options, such as tutorials form the Technology Services (http://computing.cua.edu/training/index.cfm) and self-learning video by linda.com subscribed by the CUA Libraries (http://libraries.cua.edu/lynda/).

### Table VI-6. Number of DLIS Workshops Offered, 2009-2014

<table>
<thead>
<tr>
<th>Year</th>
<th>2009 (Fall)</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Workshops</td>
<td>13</td>
<td>27</td>
<td>17</td>
<td>8</td>
<td>3</td>
<td>8</td>
</tr>
</tbody>
</table>

In addition to the DLIS dedicated computer lab, CUA provides seven computer labs on campus for students, including the lab at 117 Leahy Hall that opens 24 hours a day, 7 days a week. Fig. VI-6 draws on the 2014 Current Student Survey to present student evaluation of on-campus computing resources. Data show that 68% of the respondents consider on campus computing resources appropriately supported their learning.

![Fig. VI-6. Student evaluation of on-campus computing resources](image)

**Offices for faculty and administration**

Full-time faculty and staff members occupy private offices that are conducive to the full range of academic activities including consultation with students. Administrative offices, including offices for the DLIS Chair and staffs, are located on the third floor of the CSL building, providing easy access for students. Each full-time faculty member occupies a private office on the fourth floor of the CSL building. Faculty offices have desktops and network connections and
are suitable for the full range of academic activities. Table VI-1 provides descriptions of these offices. All office space is fully accessible.

All office desktop computers for faculty, administrators, and staff are configured by the University’s Technology Services with the standard university software package, augmented by specialized applications as needed by faculty. The Technology Services and DLIS have a policy and process for faculty to request additional specialized software for research or teaching purposes.

**Meeting areas, individual study areas, lounges and common areas**

DLIS and CUA provide spaces for meetings, individual study, group work, and socialization. DLIS community have the use of the Information Commons, the Computer Lab, and the Elizabeth Stone Conference Room (Room 451) for these purposes. The Stone Room is created in honor of the first dean of the School of Library and Information Science. The room is used by DLIS faculty and staff for meetings. DLIS has used CSL 240 for student and alumni meetings, CSL 204 for departmental events such as the Town Hall Meeting, and CSL 304 for new student orientations and full faculty meetings.

Across campus, the DLIS is served by the Edward J. Pryzbyla Student Center, a 2,000-square-foot computer lab in room 117 Leahy Hall, and other facilities. Members of the DLIS community can use open spaces such as study lounges and computer lab or reserve spaces for official functions. DLIS has used the Center for its annual symposium since 2009. Conferences hosted by DLIS, such as the CHIM Forum and the Conference on Religious Archives in the Digital Age were also held at the Center. A full list of available lounges and computer labs on campus is included in Appendix VI.c.

**Sources of Evidence:**

- Documentation of campus classrooms, including space inventories and floor plans with descriptions.
- Documentation of campus computer labs and facilities
- Campus map
- Space inventories, descriptions, and floor plans of DLIS
- Documentation of DLIS’s Information Commons and computer lab
- Inventory of Columbus School of Law space available to DLIS students, faculty and staff
- Documentation of campus-wide and DLIS facility accessibility
- Inventory of off-campus instructional space
- Inventories of information technology for research and teaching installed in classrooms and portable resources
- Documentation of faculty and staff standard computing configuration and hardware and software available to support specialized requirements
- CUA Technology Services plans for classroom space technology support
- DLIS lecture and colloquia webcasting capabilities and usage data
- 2014 Current Student Survey and exit surveys since 2009
VI.3 Instructional and research facilities and services for meeting the needs of students and faculty include access to library and multimedia resources and services, computer and other information technologies, accommodations for independent study, and media production facilities.

Library and Multimedia Resources, Facilities, and Services

DLIS students, faculty, and staff have free access to the print, digital, and media collections of the University Libraries and the services they provide. The CUA library system includes the John K. Mullen of Denver Memorial Library, the main library, the American Catholic History Research Center and University Archives, and campus libraries for Architecture and Planning, Music, Nursing / Biology, and Physics. The library system houses more than 1.3 million books and print volumes, provides access to tens of thousands of electronic journals and books, and is staffed by professional librarians. Service hours of these libraries are online at http://libraries.cua.edu/about/hours.cfm/

The Mullen Library serves about 85% of the general library needs in terms of circulation and use of public space. It houses collections in support of Library and Information Science as well as ecclesiastical programs, humanities, social sciences, engineering, and chemistry. It also has over 450 seats for patrons configured for quiet study, collaborative work, casual reading and computer use. The Mullen Library offers study space, study carrels, and lockers that can be reserved by graduate students to accommodate independent study. These are accessible on an equal basis to students in the MSLIS program.

In addition, the Judge Kathryn J. DuFour Law Library focuses on the needs of the faculty and students of the Columbus School of Law. Due to our co-location with the Columbus School of Law, the DuFour Law Library is also a valuable and popular study space for DLIS students. The Law Library is open to DLIS students for study space, reference assistance, and database access subject only to limited restrictions, such as restrictive licenses for access to certain databases, and access limitations during peak periods of Law School activity.

The combined collections of the University Libraries include over 1.2 million print volumes, nearly 30,000 online journal titles, and over one hundred digital databases. There are four special collections which support several programs at CUA and include materials ranging from: cuneiform tablets, medieval manuscripts, early modern pamphlets, manuscripts related to American Catholic history, and materials documenting the history of Portugal and Brazil. In addition to serving as important informational resources, these collections also provide a teaching environment for DLIS students, especially as all move to more systematic digitization of their collections.

Five campus libraries support music, architecture, and the other sciences. Most of these smaller campus libraries consist of small stacks, a variety of public seating and a circulation desk. They provide seats for between 30 to 50 patrons each.

The availability of multimedia formats in these collections is of particular importance to DLIS students. For example, the music library houses collections of recorded music and scores that are
important for the DLIS program’s Music Bibliography and Music Librarianship courses, and for students in the dual master’s program in Library and Information Science and Musicology.

All library spaces are accessible, however, use of some areas of Mullen Library, originally constructed in 1928 with significant additions in 1956, requires some accommodation and assistance by library staff. A suite of assistive technology programs and equipment, specified by the CUA Office of Disability Support Services (DSS), is available in the Mullen Library. The availability of hardware and software is documented at http://libraries.cua.edu/about/dss.cfm.

The Libraries provide eighty-five public desktop workstations, and lend laptops and iPads. There are also laser printers in all campus libraries. In partnership with the Department of Art, there is a 3D printer in Mullen Library.

The University Libraries provide access to lynda.com, an online collection of self-paced training classes on a wide range of computer and project management skills, which are accessible at http://libraries.cua.edu/lynda/.

Library collections are also accessible to distance education students. Digital databases are remotely accessible with a user id and password, and print materials are delivered within the continental United States to students living farther than 100 miles from the University. Distance learning access policies are documented at http://libraries.cua.edu/access/distance.cfm.

All CUA students and faculty also have ready and convenient access to over thirteen million print volumes through our participation in the Washington Research Library Consortium (WRLC) (http://www.wrlc.org). In addition to CUA, the other partners are: American University, the University of the District of Columbia, Gallaudet University, George Mason University, George Washington University, Georgetown University, Howard University and Marymount University. WRLC provides the following resources, facilities, and services:

- Offsite storage and delivery
- Management and hosting of computer-based union catalog and discovery service
- Streamlined interlibrary borrowing and delivery: CUA students, faculty, and staff may request materials held by other WRLC libraries online. Monographs are delivered within two business days, articles are delivered online generally within one business day. Delivery is seven days a week.
- In-person library use and borrowing: Patrons may visit the eight other partner libraries to use and check out materials.

DLIS faculty, students, and staff may visit any of the eight partner libraries to use and check out materials. They may also request delivery of materials from partner campuses or the shared collection facility. Monographs are delivered within two business days; articles are delivered online generally within one business day. Delivery service is provided seven days a week.

In the past two years, CUA has also put additional resources into enhancing the interlibrary loan service. As a participant of RAPID ILL, CUA has significantly improved the fill rate for items
not owned by CUA and not obtainable through WRLC or the extensive library resources in the metro-DC region.

The Libraries have new and renewed endeavors to support digital scholarship and scholarly communication. They serve as a hub for information on research data management and facilitate conversations on campus on topics such as open access and digital humanities. Digitization of special collections within the Libraries is rapidly maturing with increased staff, new Zeutschel scanners and a new Islandora based digital collections system which will also support institutional repository services. The Libraries and the department of library and information sciences partner on many of these efforts at both the faculty and student level.

**Computer and Information Technology Facilities, Resources, and Services**

DLIS faculty, students, and staff enjoy the use of computer and information technology facilities, resources, and services provided by CUA’s Technology Services Department, augmented by the Information Commons and computer lab facilities under the DLIS’s direct control.

Technology Services provides computing and network facilities to students and faculty for their educational and research activities; supports the university's management information systems; manages the campus network; and provides telecommunication, digital media and technical support services.

The campus computing environment consists of Intel servers running Microsoft Windows and Linux operating systems, numerous workstations and more than 2,000 networked Windows and Macintosh desktop computers with direct access to the Internet, Internet2 and the Washington Research Library Consortium. Central computing services are accessible directly over the campus network and via the Web from outside campus. Over the past several years, Technology Services has extended to all LIS faculty and staff offices, as well as classrooms in which LIS courses are taught, both gigabit Ethernet campus backbone wired connections, and coverage by the campus wireless (WiFi) network.

Technology Services also supports the full range of software required for general administrative, teaching, and research tasks. The standard desktop configuration supplied to all faculty and staff includes (as of spring 2015):

- Windows 7 Enterprise operating system
- Office Professional Plus 2013 (Word, Excel, PowerPoint, Outlook, OneNote, Publisher, Access)
- Microsoft Expression Web HTML editor
- Microsoft Internet Explorer web browser
- Google Chrome web browser
- Mozilla Firefox ESR web browser
- Microsoft Silverlight application framework
- Microsoft Forefront Client Security antivirus
- Adobe Creative Cloud
- Adobe Acrobat PDF reader
• Adobe Flash Player application framework
• Apple QuickTime Player multimedia player
• nVision Drill to PIA Excel add-in for PeopleSoft Financials
• Oracle Java JRE programming language runtime
• Pidgin instant messenger client
• Specops Password Reset self-help password reset

Technology Services also operates a general-purpose computer lab facility in Leahy Hall, which is open 24 hours a day, seven days a week to the entire campus community. It provides 61 Windows desktop computers and four Apple computers. In addition, it is responsible for instructional technology support. All classrooms in which DLIS classes are held are equipped with the CUA standard instructor console configuration.

Technical support and troubleshooting are provided through the Technology Services help desk, which is reachable by email to techsupport@cua.edu, by phone at 202-319-4357, or at http://techsupport.cua.edu. These contact points can be used to report operational problems as well as to submit questions and requests for more extensive issues, such as access to new software. Additional procedural and technical guidance relating to the purchase and configuration of computer equipment is provided at http://computing.cua.edu/support/recommended-hardware.cfm.

To provide for the special software and hardware needs of the DLIS, the department also has maintained its own Information Commons (room 315) and computer lab / classroom (room 318). In the past, these facilities have been staffed by a part-time lab manager and assistant, both of whom were alumni of the program, supplemented by student assistants. Unfortunately, the part-time lab manager position was eliminated in spring 2015 as part of a University-wide reduction in support staff. Plans to ensure the continuity of essential support are currently being finalized. This circumstance is addressed more fully in Section VI.5.

A key function of the lab staff has been to provide assistance to DLIS students and faculty during regular hours of opening. In recent years, the lab and Information Commons have been open from 9:00 a.m. – 9:00 p.m. Monday through Wednesday, 9:00 a.m. – 6:00 p.m. Thursday, 9:00 a.m. – Noon Saturday, and 11:00 a.m. – 5:00 p.m. Saturday while classes are in session to accommodate the scheduling needs of our predominantly part-time student body. Staff also serve as technical operations managers for instructors using the Adobe Connect Pro system for distance classes, thus ensuring that the instructors are able to focus on content and class management, not technical troubleshooting.

Laptop computers are available on loan to students and faculty alike from both the University library system, as noted above, and from the DLIS’s Information Commons. Library computers and DLIS computers are both provisioned with the standard configuration listed above. In addition, the twenty DLIS computers are configured with several additional applications to support curricular and student learning needs, including:
• Adobe Creative Cloud Web Premium
• ArcGIS

In addition to the twenty laptop computers available for student loan, this facility also provides students with access to:

• Video- and audio-recording equipment
• A Windows workstation configured with a full array of accessibility tools as per recommendations of the CUA Office of Disability Support Services (DSS), including:
  • Jaws Professional
  • Kurzweil 3000 Black and White
  • Inspiration
  • FS Reader
  • ScanWizard
  • Microtech Scanner Software
• e-Book Readers (Sony PRS-505, Amazon Kindle)
• Digital Camera (Nikon COOLPIX L28)
• Digital Voice Recorders (Olympus WS-300M)
• Microphone (EV RE50B)
• Portable Projector (EPSON Power Lite EMP 703)
• Sound Recorder (Hamilton HA767 0881)
• Video Camera (AG- DVC30P)

As needed, the DLIS also holds classes in lab classrooms, either its own classroom in CSL 318, or others at various locations around campus. Student workstations in the CSL 318 classroom are configured with specialized software as follows, in addition to the standard University configuration:

• Adobe Creative Suite Web (Acrobat Distiller XI, Dreamweaver, Fireworks, Flash, Illustrator, Photoshop, Professional)
• IrfanView for Images 4.35
• SPSS 21
• Windows Movie Maker 2.6.1

Lab staff coordinates closely with the Technology Services Department to ensure that hardware and software are routinely updated as the University releases new versions. Until recently, the lab manager also coordinated the acquisition of new and upgraded hardware and software to support instructional and research needs of a specialized nature that would not qualify for support by the University’s Technology Services Department. Under a DLIS process documented at http://lis.cua.edu/forms/techacquisitionpolicy.cfm, requests are submitted for review and action by DLIS.
Instruction and Research Facilities Support for Independent Study

To summarize, the resources and facilities described so far provide strong support for independent study. The main computer lab in Leahy Hall is open 24x7. The Mullen Library offers carrels and lockers to graduate students, and is open 133 hours per week (including 24-hour access four nights per week), with additional hours during final exams. The Columbus School of Law offers lockers to students that are available to DLIS students on an equal basis with Law students. The University libraries digital collections and Washington Research Library Consortium catalog are available at all times (with limited scheduled maintenance outages). The DLIS’s Information Commons and computer lab are open during evening and Saturday hours that are most conducive to the needs of our predominantly part-time student population, and are also open to students during regular business hours by request.

Further, the CUA license for Google Apps is an important element of the strategy to support both independent study and collaborative work. Google Apps are available and accessible by all CUA LIS students from the time they are accepted into the program and are assigned a CardinalMail Google Account. They are also supported through Google and CUA. The Google Apps include Google Drive, where all documents are saved in the cloud storage, and applications such as the Mail app, Calendar app, Docs app, Sheets app, and Slides app. These apps are similar to Microsoft Office applications: Docs relates to Microsoft Word, Sheets relates to Microsoft Excel, and Slides relates to Microsoft PowerPoint. Students can share their Google Drive documents with students, professors, and others as well as collaborate by changing the settings to have editor permissions. Students can collaborate or independently work on projects and presentations while having a designated space to house their information. This gives the students the flexibility and accessibility to complete assignments and present their findings. Thus, these tools allow the students to be producers of information within groups and independently as well as support their educational needs.

Media Production Facilities

Provision of media production facilities is the responsibility of DLIS, and is accomplished via its Information Commons and computer lab. The resources available for loan to students include the following media production hardware:

- Video- and audio-recording equipment
- Digital Camera (Nikon COOLPIX L28)
- Digital Voice Recorders (Olympus WS-300M)
- Microphone (EV RE50B)
- Portable Projector (EPSON Power Lite EMP 703)
- Sound Recorder (Hamilton HA767 0881)
- Video Camera (AG- DVC30P)

The twenty laptop computers available for loan to students are configured with the necessary multimedia production software, including Adobe Creative Cloud Web Premium and ArcGIS; and the workstations available in the Information Commons and lab are configured with Adobe Creative Suite Web (Acrobat Distiller XI, Dreamweaver, Fireworks, Flash, Illustrator,
Photoshop, Professional), IrfanView for Images, and Windows Movie Maker. The Apple computers are equipped with iMovie.

Sources of Evidence:
- CUA Libraries documents and reports on resources and facilities, accessibility, remote services, collections and technology resources
- Documentation of the Washington Research Library Consortium
- Documentation of the University’s computing facilities and resources
- Websites of support facilities and services at CUA, including Disability Support Services, Writing Center, Career Services, and the Center for Academic Success

VI.4 The staff and the services provided for a program by libraries, media centers, and information technology facilities, as well as all other support facilities, are sufficient for the level of use required and specialized to the degree needed. These facilities are appropriately staffed, convenient, accessible to the disabled, and available when needed, regardless of forms or locations of delivery of the school's program.

Assessment of University Libraries

The University Libraries are led by University Librarian Stephen Connaghan, who has held his current position since 2009. Mr. Connaghan was formerly in charge of library systems in the CUA Libraries organization, and is an alumnus of the MSLIS program at CUA. Mr. Connaghan’s key direct reports are Joan Stahl, Director of Research and Instruction; and Elzbieta Rymsza-Pawlowska, Director of Resource Management and Digital Services. The staff is made up of approximately thirty librarians, curators and archivists as well as thirty technicians and assistants. An organization chart is provided as Figure VI-7. At any given time, approximately ten of these positions are held by Graduate Library Pre-professionals. These are students enrolled in the MSLIS program, who receive tuition remission for two courses per semester, plus a stipend, and work full time in the University library system.
Library services have evolved in the past several years in sync with trends in the profession. One area of development is in the area of information literacy instruction. Librarians provide general information literacy as a partner in the campus wide First Year Experience program. Much of the basic library instruction is now available online to enable self-paced learning as well as to reach our online and distance learners. Librarians provide library instruction to upper level undergraduate and graduate students that is more focused to their particular discipline. One-on-one instruction and in-depth research consultations are also provided by appointment. Librarians provide traditional book reserves and provide proxied links to use online articles in blackboard for online articles. The Libraries support citation management tools.

Another area of development is a system of liaison librarians. Librarians are designated as specialists / liaisons to the various schools and departments of the university. The liaison to the DLIS is Mr. Thad Garrett, a 2013 alumnus of our program. Mr. Garrett provides student research consultation as well as acquisitions support for the program.

All library services and collections are shared with distance education students. All may access the online collections. The Libraries provide IM and email reference services. The Libraries deliver print materials to students further than 100 miles from the university within the
continental United States. Distance learning services are collected on one web page, http://libraries.cua.edu/access/distance.cfm.

The Libraries have new and renewed endeavors to support digital scholarship and scholarly communication. They serve as a hub for information on research data management and facilitate conversations on campus on topics such as open access and digital humanities. Digitization of special collections within the Libraries is rapidly maturing with increased staff, new Zeutschel scanners and a new Islandora based digital collections system which will also support institutional repository services. The Libraries and the DLIS partner on many of these efforts at both the faculty and student level.

As noted in Section VI.3, the campus library facilities are distributed in convenient locations around campus, with the Mullen Library a short walk (under five minutes) from the DLIS and major classroom buildings. A map at http://libraries.cua.edu/about/collecs.cfm shows the locations. All buildings are accessible, with the exception that there are some areas of the Mullen Library that require staff assistance.

The 2014 Current Student Survey found generally high regard for library services. Table IV-7 shows that only 4% of respondents hold negative opinions of library services.

Table VI-7. Current Student Evaluations of Library Resources and Services, Fall 2014

<table>
<thead>
<tr>
<th>Library resources and services are appropriate for my learning.</th>
<th>Strongly agree (25%)</th>
<th>Agree (53%)</th>
<th>Neutral (18%)</th>
<th>Disagree (2%)</th>
<th>Strongly disagree (2%)</th>
<th>Total (100%)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>13</td>
<td>27</td>
<td>9</td>
<td>1</td>
<td>1</td>
<td>5</td>
</tr>
</tbody>
</table>

Assessment of Information Technology Staffing and Services

The University’s Technology Services Department is headed by Associate Vice President / Chief Information Officer Matthew McNally and Deputy CIO Betsy Ramsey, with organizational units for Enterprise Application Services, Operations, and User Services. An organization chart is provided as Fig. VI-8.
Technology Services supports the full range of administrative software, including human resources functions, enrollment and student management functions, financial management functions, email, website hosting and content management, file hosting for individual faculty, and shared filespace for administrative units. It also provides services in the areas of course administration and learning management.

Human resources and student administration functions use Oracle Peoplesoft Campus Solutions. The Peoplesoft application enables faculty to track enrollment in their courses, academic progress (unofficial transcripts) of advisees and other students, both current and graduated; and also serves as the official grading system. It also supports students in enrolling in courses, tracking their progress, and receiving grades.

Email for faculty and staff uses Microsoft Outlook and Exchange. For student email, the University uses Google’s cloud-based email service. Email list services are also supported using Lsoft Listserv software. The DLIS maintains three shared email lists:

- **Libsci-l@lists.cua.edu**, used primarily for broadcast communications of administrative and professional information among students, faculty and staff of the department
- **Slisalum-l@lists.cua.edu**, used for communication with MSLIS alumni
Web hosting and content management are administered using an in-house developed content management system known as Topaz. It enables designated staff in each unit to have full editing privileges to maintain the unit’s web content, within a style sheet and guidelines approved by the University’s Public Affairs Office. For the DLIS, the designated editors are currently one full time staff member and a student assistant.

The University’s course management system is Blackboard. Blackboard is used extensively across all forms of instruction offered in the MSLIS program, whether in-person, blended, or online.

For distance learning, Technology Services supports Adobe Connect Pro, which is used in certain distance and blended DLIS courses to provide synchronous instruction. As noted in section VI.3, DLIS augments this support by having Information Commons staff manage synchronous sessions.

The DLIS’s co-curricular learning needs for video editing and maintaining the University’s YouTube channel are supported by the Video Services Unit in the Conference and Pryzbyla Services department. The DLIS’s colloquia and keynotes of annual symposia are routinely videorecorded – depending on permission of the speaker – and the recordings are made available through this service.

All hardware and software systems are supported by the Technology Services Department through its User Services group. Faculty, staff, and students can report and track problems through the website at http://techsupport.cua.edu 24 hours a day, 7 days a week.

An area of increasing importance since the last accreditation renewal has been collaboration among Technology Services, the DLIS, and other academic units to develop the teaching and research infrastructure. Examples of this include the acquisition of Adobe Connect, which was originally pioneered in the University by the DLIS, a collaborative review of survey hosting software (which ended with a decision not to acquire a university-wide license), and collaborative reviews involving faculty from multiple departments and Technology Services, to evaluate text analysis software, as a result of which the DLIS has obtained licenses for NVivo and Atlas.ti for research and instructional use.

There are also areas in which the DLIS augments the software and services provided by Technology Services to meet its specialized needs. For digital communications, the DLIS maintains its own Facebook and Twitter accounts. For administrative survey administration, it maintains a SurveyMonkey license. For instruction in cataloging, taxonomy development, and information retrieval from commercial databases, it maintains its own accounts as detailed in Section VI.3.

Of particular note is the support provided by DLIS Information Commons staff for distance learning. For synchronous Adobe Connect sessions, they provide technical support by managing sessions, troubleshooting connectivity and other problems experienced by individual students,
and thus enabling the instructor to concentrate on the subject matter and on engaging with the entire class.

Data from the fall 2014 current student survey indicate that there is only a 4% negative opinion regarding on-campus computing facilities, and a 2% negative assessment of off-campus computing facilities (Table VI-8). The 28% combined “neutral” and “not applicable” responses for on-campus resources might be because most DLIS students study part-time and rely predominantly on home and other resources to meet their computing needs. Similarly, the 65% combined “neutral” and “not applicable” responses for resources at off-campus sites reflects the declining proportion of students who are taking courses off campus.

Table VI-8. Current Student Evaluations of CUA Computing Resources, Fall 2014

<table>
<thead>
<tr>
<th></th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly disagree</th>
<th>N/A</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computing resources on campus are appropriate for my learning.</td>
<td>16 (32%)</td>
<td>18 (36%)</td>
<td>12 (24%)</td>
<td>0 (0%)</td>
<td>2 (4%)</td>
<td>2 (4%)</td>
<td>50 (100%)</td>
</tr>
<tr>
<td>Computing resources at off-campus sites are appropriate for my learning.</td>
<td>6 (13%)</td>
<td>9 (20%)</td>
<td>13 (28%)</td>
<td>1 (2%)</td>
<td>0 (0%)</td>
<td>17 (37%)</td>
<td>46 (100%)</td>
</tr>
</tbody>
</table>

The results of ongoing survey of graduating students indicate that positive ratings of computing facilities, both on and off campus, have gradually improved since 2009. Fig. VI-6 shows that positive (Agree / Strongly agree) ratings have risen from about 70% to about 80%, and Fig. VI-9 shows that the positive ratings of off-campus computing have remained flat, averaging just over 50% during the period. Of note, the high number of Neutral (and for 2013-14, Not Applicable) ratings indicates the high number of students who never take off-campus courses. It is worth noting that no negative responses were present in 2009-10 and 2013-14.
As reported in Section VI.3, additional multimedia technology and production support is
provided by the DLIS’s own Information Commons and computer lab. Student survey results
indicate strong support for these services, as shown in Table VI-10.

Table VI-10. Current Student Evaluations of DLIS Multimedia and Computing
Resources and Services, Fall 2014

<table>
<thead>
<tr>
<th></th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly disagree</th>
<th>N/A</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>LIS Information Commons</td>
<td>17 (34%)</td>
<td>17</td>
<td>9</td>
<td>3</td>
<td>0</td>
<td>4</td>
<td>50</td>
</tr>
<tr>
<td>resources and services</td>
<td></td>
<td>(34%)</td>
<td>(18%)</td>
<td>(6%)</td>
<td>(0%)</td>
<td>(8%)</td>
<td>(100%)</td>
</tr>
</tbody>
</table>
are appropriate for my learning. |

Other Support Services

The University maintains a full range of support services to assure that students and faculty
receive the support need to achieve successful learning outcomes. A full list is provided at
http://www.cua.edu/about-cua/offices-services.cfm). Key services include:

- Office of Disability Support Services (DSS) (http://dss.cua.edu/). Any student who may
  have a physical or learning disability is referred to this office. Specialists there assess the
  student’s needs, notify instructors of needed accommodations, and work with the student
  and instructors to ensure that the student’s needs are met.
- Center for Academic Success (including the Writing Center) (http://success.cua.edu/).
  Students whose academic work reveals a need to develop stronger writing skills, or other
study skills, are referred to this Center, which provides the needs supplementary instruction and coaching.

- Career Services Office (http://careers.cua.edu/). This office, which serves the entire university at undergraduate and graduate levels, recognizes the specialized nature of the career opportunities for librarians, and has worked with students and faculty to offer targeted advice as well as general services such as resume reviews.

- Compliance Office (http://compliance.cua.edu/). The Compliance Office ensures that the University meets its regulatory responsibilities in a wide range of areas. Its leadership in strengthening University programs in the areas of sexual harassment and violence have been particularly noteworthy.

- Counseling Center (http://counseling.cua.edu/). The Counseling Center “provide[s] confidential services that include individual counseling, group therapy, and psychiatric consultation to full-time CUA students. Part-time students are not eligible for individual therapy services but may receive a one-time consultation to facilitate the referral process to an outside provider. Part-time students are also eligible to participate in group therapy.”

**Sources of Evidence:**

- CUA Libraries documents and reports on staffing and services, in-person and distance services, physical and digital collections, technology services, and a budget summary for relevant staffing and services
- Documentation of the Washington Research Library Consortium
- Documentation of the University’s Information technology staffing and services
- Documentation of campus-wide facilities and technology support for accessibility and ADA compliance
- DLIS’s Lab and Information Commons documents and reports that include staffing and services, web content, email, and social media management capabilities, and events and training programs
- Current Student Survey, exit surveys
- Websites of University support services and staffing for campus physical facilities
- Documentation of the Columbus School of Law’s facilities staffing and services

**VI.5 The school's systematic planning and evaluation process includes review of the adequacy of access to physical resources and facilities for the delivery of a program. Within applicable institutional policies, faculty, staff, students, and others are involved in the evaluation process.**

DLIS strengthened the systematic evaluation and planning for physical resources and facilities before the last accreditation review in 2009. From 2007-08, a standing Facilities Committee was initiated with three faculty and one student member. Its charter was to perform the following tasks and advise the Dean and faculty:

1. Regularly review and evaluate the physical facilities and their ability to meet the needs of the School, including both on-site and off-site facilities.
2. Identify ongoing challenges – such as identifying short term needs, e.g. office and lab space, accessibility needs, etc.
3. Explore opportunities to improve the facilities available to the School, especially regarding handicap accessibility and ADA compliance, taking into account available and potential physical and budgetary resources.

This initiative produced several valuable outcomes. DLIS systematically collected assessments of the facilities from graduating students, which provides overall feedback in this area. DLIS made many upgrades to the Information Commons and computer lab, adding media production capabilities as well as computer hardware and software. It also established a systematic process to solicit technology requirements for teaching. It implemented a technology support policy and practice for synchronous distance learning.

In addition, the most fundamental outcome was to establish a strong working relationship with the University’s Technology Services Department. This relationship has enabled DLIS and Technology Services to become much better informed about each other’s needs and capabilities, and to benefit from following standard policies and processes for system acquisitions and upgrades. As a result, DLIS is benefitting from much more robust technology support from the University than we had at the time of our last review. Members of DLIS have also been able to contribute, for example through the operational experience and pedagogical skills we developed in using Adobe Connect for distance learning.

The Technology and Facilities committee became less active in carrying out systematic planning and evaluation during 2011-12, due to two key factors. One was the increased maturity of the department’s technology and facilities support, as many of the goals were achieved. The second was the shock of the August 2011 earthquake, which resulted in structural damage to Marist Hall as outlined at the beginning of this chapter. It forced a relocation to Aquinas Hall, and required DLIS leadership to focus on short-term, emergency measures to assure the continuity of operations. This period was soon followed by the move to the Columbus School of Law building, another time during which tactical, operational concerns dominated. Throughout this period, however, DLIS was well served by the capable technology and facilities support built up within the University.

At this juncture, DLIS is entering a new phase of development. As a result of a University-wide reduction in force in spring 2015, the part-time lab manager position was eliminated. At this writing, DLIS is in the process of developing plans to ensure the continuity of operations. This will require systematic planning and evaluation efforts. DLIS has had much experience adapting to changing environment and incorporating new technologies for students, faculty, and staff. DLIS will draw on this rich experience and engage stakeholders to provide a rich working environment for faculty and students to carry out the full range of academic activities.

**Sources of Evidence:**
- LIS’s Technology Acquisition Policy
- The University’s Master Plan
- The University’s Strategic Plan