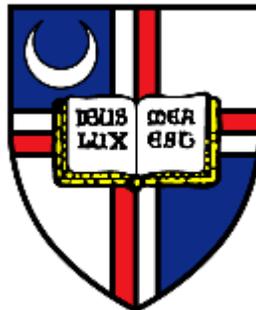


**Plan for the Program Presentation
School of Library and Information Science (SLIS)
at
The Catholic University of America
Submitted by
Kimberly B. Kelley, Ph.D.
Dean**

March 23, 2008



Introduction

The Catholic University of America (CUA), School of Library and Information Science (SLIS) is preparing for the next accreditation visit scheduled for March, 2009. In preparation for the visit, we have focused considerable attention on planning, including establishing our planning process and creating the framework for management of the School through the SLIS *Working Plan*. One major effort of the School's Dean and faculty has been to develop an approach to managing the School that provides a framework to establish priorities, engage stakeholders, and provide a supportive environment for learning and scholarship. The SLIS *Working Plan* provides the essential document in our planning process. It describes our current progress, charts the School's future, provides a road map for achieving our goals, and forms the basis for managing the School effectively. The development process that resulted in the *Plan* provided a mechanism for ensuring the planning process was democratic, engaged stakeholders systematically, and has manageable milestones we can use to measure our success and identify areas for improvement. The *Plan* forms the basis for planning within SLIS, is one element of our evidence to demonstrate we are able to respond effectively to the six standards for accreditation, and is a critical piece in ensuring the SLIS planning process meets the standards specified by the American Library Association.

SLIS' planning process for accreditation began with the creation of the committees for the six chapters of our Program Presentation and the establishment of a public timeline for planning activities and actions. This planning process involves all of SLIS' constituencies and we have systematically communicated our efforts with our stakeholders. We are currently examining potential sources of evidence that demonstrate our compliance with the all of the Standards for Accreditation. In this Plan for Program Presentation we will describe our progress to date, detail how we will continue our efforts to improve our program and measure our progress, and list evidence in support of the Committee on Accreditation (COA) Standards and review our success in achieving our goals. The SLIS accreditation committees are working to develop evidence that demonstrates our progress on improving our School and our planning processes since our last visit in 2005. The evidence we will provide is designed to show that we are in compliance, committed to remaining strong and have the necessary processes in place to effectively address the concerns expressed by COA after our previous visit. In addition, the evidence we provide will also demonstrate our thoughtful analysis of our areas for improvement and our approach to continually improving our program through a collaborative process that engages our stakeholders.

Standard I: Mission, Goals, and Objectives

Mary Choquette, Co-chair and CUA SLIS Assistant Professor

Kimberly B. Kelley, Co-chair and CUA SLIS Dean

James King, Digital Library Innovations, Naval Research Laboratory, CUA SLIS
alumnus

Gloria Orr, CUA SLIS Assistant to the Dean for Special Projects

Tim Steelman, CUA SLIS Assistant Dean

The Mission, Goals, and Objectives chapter will illustrate our commitment to systematic planning. We will describe our progress to date, our achievement of Standard I, and present our goals for the next three year. SLIS faculty has developed new mission, goals, and objectives to comply with the COA Standards. We will provide evidence to illustrate our current and continuing efforts to improve our program and ensure successful learning. The Mission, Goals, and Objectives chapter will provide the foundation for the other five chapters.

I.1 *A school's mission and program goals are pursued, and its program objectives achieved, through implementation of a broad-based planning process that involves the constituency that a program seeks to serve. Consistent with the values of the parent institution and the culture and mission of the school, program goals and objectives foster quality education.*

In order to address Standard I.1., we will provide evidence to demonstrate the progress SLIS has achieved with its planning process when we submit the Program Presentation in February, 2009. Planning is essential to the health and management of our program. However, planning activities have not been consistently documented and supported by a systematic planning process. Since the COA decision in 2006, the SLIS faculty has been actively reinvigorating the process within SLIS. Planning has become systematic since the arrival of Dean Kelley and significant and highly visible progress has been achieved.

An essential part of the planning activities within the School has been framing a *planning process*. We intend to demonstrate to the COA in 2009, that we have made significant strides in developing and implementing a *planning process* that has broad-based input and support, is consistent with the values of the parent institution, the Catholic University of America (CUA), and has been shared widely with the constituents SLIS seeks to serve. SLIS will provide evidence of the planning process, primarily through a presentation of the development process we used to create our *Working Plan*; and the process we followed to revise the SLIS vision, mission, core values and program goals and objectives for the master's program. In addition, we will demonstrate how our efforts to develop and implement a three year *Working Plan* has progressed. While our *Working Plan* goals will not be completely implemented or the success of all of our goals evaluated, we will have milestones in the *Working Plan* to guide our planning activities and actions.

To engage our constituencies regularly in our planning efforts, we will update the 2004 surveys of student and alumni, and survey employers. Survey findings will be used to revise our mission, goals and program objectives, and curriculum. These surveys will be conducted every three years to help us make program changes and enhancements. SLIS is making strides in systematically involving stakeholders in our planning. This involvement has evolved with the creation of the SLIS Advisory Committee to provide policy counsel and advice. Further, the Advisory Committee will be an on-going body to ensure feedback from a widely diverse cross section of the SLIS constituency on a systematic basis.

The planning process forms the foundation of our School's health and well being. It provides a "road map" to chart our future, provides us with the opportunity to reach out to our constituencies to improve our School's program, is an avenue to continually refresh our program offerings, forms a basis for outcome assessment, and affirms our contribution to our students, alumni, employers, university and the field. We have embraced the planning process and we are confident our efforts, illuminated through our Program Plan and the SLIS *Working Plan*, will demonstrate our achievement of Standard I.1.

Our evidence in support of this standard includes:

- 1) The revised vision, mission, core values and goals and objectives of the School (outcomes of regular planning retreats in 2006, 2007 and 2008)
- 2) The *Working Plan* of the School (a new planning process document to demonstrate how SLIS has evolved from planning to establishing a *planning process* that engages the SLIS constituents]
- 3) The Strategic Plan for the University
- 4) A description of *Ex Corde Ecclesiae*, the apostolic constitution of the Supreme Pontiff, John Paul II on Catholic universities, and its relationship to the University's and SLIS strategic plan
- 5) The survey instruments for current students, alumni, and employers and our plans to use the survey results systematically in our *Working Plan*
- 6) The minutes of meetings of the full faculty, where applicable, to demonstrate our planning efforts
- 7) The mapping of the SLIS program objectives and core courses to the SLIS core competencies derived from the American Library Association's competencies and other relevant professional competencies (e.g., SLA)
- 8) List of governance committees and a description of the shared governance process at CUA including the Academic Senate

I.2 *Program objectives are stated in terms of educational results to be achieved and reflect*

I.2.1 *the essential character of the field of library and information studies; that is, recordable information and knowledge, and the services and technologies to facilitate their management and use, encompassing information and knowledge*

creation, communication, identification, selection, acquisition, organization and description, storage and retrieval, preservation, analysis, interpretation, evaluation, synthesis, dissemination, and management

I.2.2 *the philosophy, principles, and ethics of the field*

I.2.3 *appropriate principles of specialization identified in applicable policy statements and documents of relevant professional organizations*

I.2.4 *the value of teaching and service to the advancement of the field*

I.2.5 *the importance of research to the advancement of the field's knowledge base*

I.2.6 *the importance of contributions of library and information studies to other fields of knowledge*

I.2.7 *the importance of contributions of other fields of knowledge to library and information studies*

I.2.8 *the role of library and information services in a rapidly changing multicultural, multiethnic, multilingual society, including the role of serving the needs of underserved groups*

I.2.9 *the role of library and information services in a rapidly changing technological and global society*

I.2.10 *the needs of the constituencies that a program seeks to serve.*

The program objectives for SLIS have been reviewed thoroughly as part of the planning process. Newly revised program objectives reflect the areas outlined in I.2.1 – I.2.10. These objectives are currently being reviewed and shared with SLIS constituencies and mapped to the core courses in the SLIS curriculum. In addition, the new program objectives are being evaluated in the upcoming surveys of SLIS students, alumni, and employers. Developing the program objectives has been a significant effort. The successful achievement of new program objectives reflects the faculty's commitment to a comprehensive planning process that is informed by continued renewal through outcomes assessment. The new SLIS program objectives are a significant improvement and form the foundation for our efforts to establish outcomes assessment measures for the program.

For the Program Presentation, SLIS will provide the newly revised program objectives vetted by our constituencies. They will form a core element in our *Working Plan* and provide the basis for curriculum review and development.

Our evidence in support of this standard includes:

- 1) The newly revised program goals and objectives that are mapped to the SLIS core competencies derived from the ALA, SLA and other professional organizations competencies
- 2) Mapping of courses to Standards I.2.1 to I.2.10 and the MLIS program objectives
- 3) Faculty CVs
- 4) A table that demonstrates how the SLIS curriculum and program link to the University's strategic plan to the SLIS strategic planning process
- 5) Employer, student, alumni, and technology survey instruments
- 6) Core competencies mapped to courses that support their realization in the SLIS curriculum

- 7) A description of the SLIS Research Day event including a list of student research presentations from SLIS' annual Research Day event
- 8) List of public lectures and colloquia workshops sponsored by SLIS or presented by SLIS faculty outside the School
- 9) Long-range plan for distance education as described in the *Working Plan*
- 10) Milestones for addressing diversity within the SLIS program as detailed in the *Working Plan*

I.3 *Within the context of these Standards each program is judged on the degree to which it attains its objectives. In accord with the mission of the school, clearly defined, publicly stated, and regularly reviewed program goals and objectives form the essential frame of reference for meaningful external and internal evaluation. The evaluation of program goals and objectives involves those served: students, faculty, employers, alumni, and other constituents.*

The Dean and the SLIS faculty have created the SLIS program objectives. In addition, these documents are regularly evaluated by SLIS's constituencies for their feedback as a standing objective in the *Working Plan*. The Advisory Committee plays a fundamental role in providing a review body for the SLIS program goals and objectives. In addition, the goals and objectives are shared with SLIS employers, students, and alumni. In order to obtain systematic feedback beyond the comment capability provided at the SLIS web site, and the systematic feedback from the Advisory Council, SLIS has revitalized the process to evaluate its success in serving its constituents as part of the planning process detailed in the *Working Plan*. Alumni and employer surveys collect data on the attainment of program objectives which are systematically analyzed to inform program evaluation. The program presentation will provide evidence of how the program goals and objectives are made public.

Our evidence in support of this standard includes:

- 1) The annual Placement Survey instrument used for years 2003-2005, including a surveys with a summative description of how they evaluate the extent to which goals/objectives have been met
- 2) Agenda and reports of the School Retreats in 2007 and 2008 that specifically address goals and objectives
- 3) Agenda and report of the meeting(s) of the SLIS Advisory Committee with faculty and administrative staff that specifically address goals and objectives
- 4) Agenda and report of SLIS Advisory Committee meeting(s) that includes an item(s) on program goals and objectives
- 5) The student, employer, alumni, SLIS Technology, and other periodic survey instruments including a summative description of how they evaluate the extent to which goals/objectives have been met, and action items included in the *SLIS Working Plan*
- 6) Details and webcasts of the SLIS Dean and faculty at SLIS events, as well as any communicative efforts on accreditation, which include an opportunity for SLIS constituencies to ask questions and provide feedback on the SLIS program

Standard II: Curriculum

Youngok Choi, Co-Chair and CUA SLIS Assistant Professor
Mary Choquette, CUA SLIS Assistant Professor
Kristin Eliason, CUA SLIS Student Representative
Patricia Evans, CUA SLIS Adjunct Faculty
Ingrid Hsieh-Yee, Co-Chair and CUA SLIS Ordinary Professor
Kimberly Kelley, CUA SLIS Dean
Bill Kules, CUA SLIS Assistant Professor
Joan Lussky, CUA SLIS Assistant Professor
David Shumaker, CUA SLIS Clinical Associate Professor
Tiffany Smith, CUA SLIS Alumni Representative
Tim Steelman, CUA SLIS Assistant Dean
Barry Trott, CUA SLIS Adjunct Faculty
Joan Weeks, CUA SLIS Adjunct Faculty

II.1 *The curriculum is based on goals and objectives and evolves in response to a systematic planning process. Within this general framework, the curriculum provides, through a variety of educational experiences, for the study of theory, principles, practice, and values necessary for the provision of service in libraries and information agencies and in other contexts.*

The School of Library and Information Science (SLIS) Curriculum Committee oversees the development of and changes in the curriculum. The Committee consists of the full-time faculty, the Dean, and the Assistant Dean. The curriculum is based on goals and objectives of our master's program and is revised through a systematic planning process that involves consultation with the Advisory Committee and feedback from employers, alumni, students, and other stakeholders.

SLIS faculty has reviewed the School's mission, goals, and objectives in the fall of 2007 and the spring of 2008. Standard I, Mission, Goals, Objectives, presents the newly adopted SLIS Mission, Goals, and Objectives, and summarizes that review process, including the process for engaging stakeholders. In the Curriculum Chapter of the Program Presentation we will provide data on the relationship between our curriculum and the new program objectives. We will also present evidence of stakeholder involvement in curriculum revision. As documented in the *SLIS Working Plan*, we approach curriculum review in a systematic manner. Our objective is to develop a curriculum that covers the theory, principles, practice, and values of the profession; prepares students for information services in various contexts; and is responsive to a changing society. See Standard II.3 for details on review and revision of SLIS curriculum.

Our evidence in support of this standard includes:

- 1) Documents pertaining to the Curriculum Committee: membership and minutes of meetings

- 2) Documents pertaining to SLIS Advisory Committee: membership and minutes of meetings (this committee advises us on accreditation preparation, curriculum development, and issues regarding SLIS)
- 3) SLIS Program Objectives mapped to the 10 constructs under Standard I.2
- 4) Courses mapped to Program Objectives.

II.2 *The curriculum is concerned with recordable information and knowledge, and the services and technologies to facilitate their management and use. The curriculum of library and information studies encompasses information and knowledge creation, communication, identification, selection, acquisition, organization and description, storage and retrieval, preservation, analysis, interpretation, evaluation, synthesis, dissemination, and management.*

Our curriculum is designed to provide students with the knowledge and skills to create, communicate, identify, select, acquire, organize and describe, store and retrieve, preserve, analyze, interpret, evaluate, synthesize, disseminate, and manage information and knowledge. To demonstrate our compliance with Standard II.2, we will provide summary tables to illustrate the relationship between our courses and the subject areas named in Standard II.2. SLIS faculty has derived a list of competencies for our students from the recommended competencies of several professional associations. We will show how SLIS competencies are related to the subject areas named in Standard II. 2. Milestones for curriculum evaluation are set in the School's *Working Plan*.

Our evidence in support of this standard includes:

- 1) Courses mapped to the areas listed in Standard II.2: "creation, communication, identification, selection, acquisition ..."
- 2) SLIS competencies derived from recommendations of professional organizations
- 3) SLIS competencies mapped to the areas named in Standard II.2.
- 4) SLIS competencies mapped to new SLIS Program Objectives
- 5) Courses mapped to SLIS competencies

II.3 *The curriculum*

II.3.1 *fosters development of library and information professionals who will assume an assertive role in providing services*

II.3.2 *emphasizes an evolving body of knowledge that reflects the findings of basic and applied research from relevant fields*

II.3.3 *integrates the theory, application, and use of technology*

II.3.4 *responds to the needs of a rapidly changing multicultural, multiethnic, multilingual society including the needs of underserved groups*

II.3.5 *responds to the needs of a rapidly changing technological and global society*

II.3.6 *provides direction for future development of the field*

II.3.7 *promotes commitment to continuous professional growth.*

To ensure that the SLIS curriculum is responsive to the needs of users in a changing technological and global society, we are developing a process for systematic curriculum review and development. In our 2009 Program Presentation we will summarize our curriculum review efforts and the lessons learned. Since program evaluation is iterative, we expect to refine this process continuously through the *SLIS Working Plan*.

Since the arrival of Dean Kelley in the fall of 2007, we have taken a more systematic approach to curriculum review and revision. The *SLIS Working Plan* will present a timetable and review cycle for all courses and tracks (areas of specialization) in the next three years. This process encompasses the following areas:

Curriculum Review

Core courses

We have formed subcommittees to review the four core courses and plan to complete these reviews in 2008. The objective of the reviews is to ensure that the courses are aligned with the program objectives, up to date, appropriate in scope, and make use of appropriate information technologies for students to have a solid foundation for their careers. Reviewing the core courses is the first step of our curriculum review.

Mid-level courses

We have identified a group of mid-level courses that gives students the knowledge and skills that are useful in many types of information environments. To help students develop coherent programs of study the faculty will take a proactive approach to place these courses in context for their advisees. We will also publicize this list of mid-level courses in the CUA Graduate Catalog and on the SLIS website. We have made a commitment to offer these mid-level courses twice a year.

Tracks (areas of specialization)

Our curriculum currently supports two tracks and several faculty members are interested in developing more tracks. We are designing a process for track development. By the end of 2008 we will have a process for evaluating track proposals. As evidence, we will present a program profile for each track, including its scope, the lead faculty for the track, the advisory group if one is appointed, SLIS support for the track, and student learning outcomes. We will also provide evidence to show that the competencies students obtain from these tracks are consistent with the recommendations of affiliated professional organizations.

Rich educational experiences

We offer core courses and electives to educate students on the “theory, principles, practice, and values necessary for the provision of service in libraries and information agencies and in other contexts” (Standard II.1). In addition, we take full advantage of our location and draw on the valuable resources--humans, collections, and environments--in the nation’s capitol and the surrounding area to enrich students’ learning. Our program is strengthened by adjunct faculty who are outstanding practitioners from a diverse range of

libraries information centers (See Faculty Chapter). Students regularly do practicums in libraries, information centers, archives, and museums to obtain field experience. Faculty members organize field trips to various information organizations in the region to strike a balance between theory and practice. Practitioners, educators, and researchers are invited to our colloquia to report on research projects or new service initiatives to the SLIS community. In the fall of 2008 we plan to offer a Research Day for faculty, adjunct faculty, alumni and students to share their research and discuss applications of research findings. As evidence, we will include data on these learning experiences, students' reflection on their practicum experience, and practicum supervisors' evaluation of students to illustrate how we have achieved this standard.

Outcomes assessment

Learning outcomes and employers' assessments of graduates knowledge, skills and abilities are valuable measures for curriculum evaluation. In the Curriculum Chapter we will summarize data from surveys of students, alumni, employers, and practicum supervisors on the competencies students have obtained in our program. Summative data, such as results of comprehensive examinations and student work products, will also be provided to shed light on the effectiveness of our program.

Technology and SLIS Curriculum

The COA expressed concerns over the relationship between technology and SLIS curriculum. The 2005 SLIS Program Presentation contained insufficient documentation on technology coverage and usage at SLIS. In the 2009 Program Presentation, we will present a summary of major curricula changes regarding technologies from 2001 to 2007. We will address the COA's concerns by documenting how advanced technologies have been covered in our curriculum and what opportunities and support we have provided for students and faculty to use new technologies. To ensure SLIS continues to be responsive to technological changes, the SLIS Technology Committee is developing a technology strategic plan (see Physical Resources and Facilities Chapter) that will be incorporated into the SLIS *Working Plan*. In addition, SLIS is conducting a survey of SLIS students and alumni about information and communication technologies. In our review of the core course, LSC 555, Information Systems, we will pay particular attention to how it relates to and supports other courses within the curriculum. We will also provide sample course outlines from mid-level and advanced courses to illustrate how new technology topics are covered in our curriculum.

SLIS offers non-credit technology workshops to bring students up to speed with technology. One key objective of the Information Commons is to provide a high-tech learning environment for students to create and edit video, audio, multimedia, and work independently or in group. The Information Commons' physical space and available technology is described in detail in the Physical Resources and Facilities Chapter. More advanced technologies will be added to the Information Commons in 2008 during Phase II of the development of the Information Commons.

Our evidence in support of this standard includes:

- 1) Mapping of courses to Standard II.3
- 2) Curriculum review policies and procedures:
 - a. Policies and procedures for reviewing core courses
 - b. Track development policy (to be finalized in spring 2008)
 - c. Track evaluation policy (to be completed in 2008)
- 3) Course descriptions
 - a. Core courses: description, anchors, outcomes measures, anchor policies and coordination effort
 - b. Mid-level courses: description and outcomes measures
 - c. Track profiles: description, relationship to core and elective courses, and relationship of competencies to recommendations of professional organizations
 - d. Sample course outlines (mid-level and advanced courses) and sample work products from selected courses
- 4) Experiential opportunities
 - a. Independent studies topics
 - b. Practicum topics and sites and supervisor evaluations
 - c. Colloquium topics and Digital Library Lecture Series topics
 - d. Summative report of comps results & competency areas comps questions have covered.
 - e. GLP opportunities
 - f. List of computer workshops and areas they cover
- 5) Description of changes in the curriculum since the last accreditation review
 - a. Highlights of important curricula changes from 2001-2007
 - b. Courses added
 - c. courses deleted
 - d. courses revised, re-titled, or renumbered
- 6) Surveys of students, alumni, employers
- 7) Technology survey

II.4 *The curriculum provides the opportunity for students to construct coherent programs of study that allow individual needs, goals, and aspirations to be met within the context of program requirements established by the school and that will foster development of the competencies necessary for productive careers. The curriculum includes as appropriate cooperative degree programs, interdisciplinary coursework and research, experiential opportunities, and other similar activities. Course content and sequence relationships within the curriculum are evident.*

SLIS offers a rich array of courses, joint degree programs, practicums, field experience, independent studies and the Graduate Library Pre-professional (GLP) program for students to pursue their interests and career goals. To ensure students have coherent programs of study, the faculty has revised the process and procedures for student advising and reviewed the curriculum to ensure the relationships among courses are explicit to students. Subcommittees of the Curriculum Committee have begun reviewing the four

core courses and the faculty has agreed on a group of mid-level courses that will expand students' knowledge beyond the core and prepare them to function effectively in a variety of information environments. The core courses, mid-level courses, and advanced courses are designed to support many career possibilities. We are developing information sheets for careers supported by our curriculum to help students understand the relationships among courses and course sequence relationship. We hope this effort will help students select courses that will prepare them well for their career choices.

Our curriculum currently supports two tracks: school library media and law. We are exploring the possibility of introducing new tracks. The Curriculum Committee is designing a process to develop new tracks and evaluate track proposals systematically.

Our evidence in support of this standard includes:

- 1) Advising procedures and forms for students, Advising Q&A document, and faculty advising handbook
- 2) Description and documentation for the SLIS joint degree programs
- 3) List of all courses with course descriptions and a table of prerequisites to show relationships between courses
- 4) "Descriptions of how the curriculum addresses technology, diversity, and ethics"
 - a) Courses that address these issues (course description)
 - b) Objectives of these courses
 - c) Outcomes of these courses (student work products)
- 5) Information sheets on courses that support various career paths
- 6) Comprehensive examination results
- 7) Course schedules (2005-2008)
- 8) Course offering patterns (2005-2008)
- 9) Percentage of catalog courses that have been taught in the last three years
- 10) Experiential opportunities:
 - a) Independent study topics
 - b) GLP opportunities
 - c) Practicums (topics & sites & practicum briefing/workshop)
 - d) Colloquium topics and Digital Library Lecture Series
 - e) Field experience/service experience (input from faculty and students)

II.5 *When a program includes study of services and activities in specialized fields, these specialized learning experiences are built upon a general foundation of library and information studies. The design of specialized learning experiences takes into account the statements of knowledge and competencies developed by relevant professional organizations.*

SLIS supports students who undertake specialized study by offering advanced courses, practicums, tracks, independent studies and research assistantships. These learning experiences are built on the four core courses designed to provide a solid foundation in the knowledge, principles, values, and practice of library and information science. To ensure students have the competencies recommended by professional organizations, the

Curriculum Committee has derived a list of SLIS competencies from the knowledge and competencies recommended by the American Library Association, the Special Libraries Association, the American Association of Law Libraries, the Society of American Archivists, and others. SLIS curriculum currently supports specialization in school library media and law. We will highlight the relationship between the contents of two tracks and the competencies recommended by the National Council for Accreditation of Teacher Education and the American Association of Law Libraries.

SLIS offers practicum opportunities for students to obtain customized field experience in their areas of interest. We have taken full advantage of the rich resources in the Washington metropolitan area to give students opportunities to work with mentors at libraries, museums, archives, and other information settings. Faculty advisors and the practicum coordinator work closely with students to identify practicum sites, and the practicum coordinator works with practicum supervisors and monitors students' progress throughout the 120-hour practicum. As evidence of the relevancy and coherence of the practicum experience, we will collect data on the practicum sites, students' reflection on their practicum experience, and supervisors' assessment of students' work.

Our evidence in support of this standard includes:

- 1) Mapping of SLIS Competencies to ALA competencies
- 2) SLIS Competencies and their scope statements
- 3) Mapping of SLIS program objectives to SLIS competencies
- 4) Tracks and how each builds on the core courses and the competencies recommendations of professional organizations
- 5) Description of practicum experience including the practicum sites, students' reflection on their experience, and evaluation by practicum supervisors
- 6) Sample course products (student papers, presentation files, project reports, etc.)

II.6 *The curriculum, regardless of forms or locations of delivery selected by the school, conforms to the requirements of these Standards.*

In order to ensure consistent teaching and learning across course delivery formats and class locations, the Curriculum Committee is preparing to implement an anchor system for the core courses. The anchor, a lead teaching faculty member, will work with all instructors for a core course to ensure the course objectives are aligned with the SLIS program objectives, maintain relevancy and currency of the course content, mentor new instructors, coordinate the delivery of the course at all sites, and monitor student learning. In spring of 2008, four subcommittees are reviewing the four core course for their objectives, content, and use of technologies. In addition, the subcommittees will identify sample outcomes measures for each core course. The objective is to have core courses that cover appropriate topics and latest development, make strategic use of technologies, and have valid outcomes measures to help us assess student learning. The Curriculum Committee will develop a plan to review core courses periodically. This plan will be incorporated into the *Working Plan*.

To ensure consistency in teaching, SLIS has offered workshops on teaching pedagogy, course management technologies, (such as LiveText and Sakai), and outcomes assessment (the spring of 2008) for full-time and adjunct faculty. Workshops like these will be offered as appropriate to enable faculty members to make use of latest technologies in teaching. The school has developed an adjunct faculty handbook to guide and support them.

Our evidence in support of this standard includes:

- 1) Anchors for cores, workshops on pedagogy, workshops on technology use
- 2) Adjunct Faculty Handbook
- 3) Description of teaching evaluation processes
- 4) Report on the review of core courses and subsequent changes to ensure consistency in the delivery of education at all sites
- 5) Summary of comps results

II.7 *The curriculum is continually reviewed and receptive to innovation; its evaluation is used for ongoing appraisal, to make improvements, and to plan for the future. Evaluation of the curriculum includes assessment of students' achievements and their subsequent accomplishments. Evaluation involves those served by the program: students, faculty, employers, alumni, and other constituents.*

The Curriculum Committee oversees curriculum review and improvements and engages SLIS constituents in curriculum improvement. In addition to input from the Advisory Committee, the Committee draws on student achievements and accomplishments and feedback from students, alumni, employers to determine how well we achieve our program objectives.

Since the fall of 2007, the school has resumed the use of paper-based evaluation to collect student feedback on teaching. Online evaluation is an option. SLIS uses the student course evaluation as one method to monitor and improve faculty teaching effectiveness.

To obtain data on student learning, SLIS plans to survey students, alumni, and employers every three years, with student exit survey every year, to ensure our curriculum is responsive to the needs of our constituents and to the needs of a changing society.

The Technology Committee has surveyed students, full time and part-time faculty, staff, and stakeholders concerning information technology to ensure that the technology needs for teaching and research are met. Survey findings will be used to assess the effectiveness of the technology education within the SLIS curriculum. The Curriculum Committee will use the findings to develop an action plan for revising the curriculum and strengthening technological support for the curriculum. Since technology is highly important to information professionals in the 21st century, we will conduct a technology survey of students and faculty annually to monitor our progress in this area.

Our evidence in support of this standard includes:

- 1) The minutes of the curriculum committee meetings
- 2) The minutes of the Technology Committee meetings
- 3) Survey instruments and results of students, alumni, and employers
- 4) Technology survey and results
- 5) Anchor policies and related documents
- 6) The core course review plan
- 7) The curriculum review plan
- 8) *SLIS Working Plan*

Standard III: Faculty

Youngok Choi, CUA SLIS Assistant Professor
Jim Gillispie, CUA SLIS Adjunct Faculty
Ingrid Hsieh-Yee, Co-chair and CUA SLIS Ordinary Professor
Kimberly B. Kelley, Co-chair and CUA SLIS Dean
Karen King, CUA SLIS Adjunct Faculty

SLIS has a dean, six full-time faculty members, and a group of dedicated adjunct professors who work together to sustain and develop our program. Since June 2006, we have hired five new faculty members who have rich experience in LIS and related areas and possess a strong technology background. We are currently recruiting for two new clinical faculty positions to deepen and strengthen our faculty's diversity of skills and enhance the SLIS program. The SLIS *Working Plan* details the steps the program will take now and in the next three years, to attract, develop, retain and promote faculty. The SLIS program presentation will review what we have done to date and how we plan to continually address this issue to ensure research, teaching, and service are sustained and flourish.

This chapter will focus on the identification, recruitment, development and promotion of the SLIS faculty during the time frame of 2005-2009. We will provide evidence of the quality of the faculty and the strengths of the program that have been achieved in the past few years. There is still much to accomplish, but the faculty ranks have been significantly improved and the stability of the faculty is continually improving.

III.1 The school has a faculty capable of accomplishing program objectives. Full-time faculty members are qualified for appointment to the graduate faculty within the parent institution and are sufficient in number and in diversity of specialties to carry out the major share of the teaching, research, and service activities required for a program, wherever and however delivered. Part-time faculty, when appointed, balance and complement the teaching competencies of the full-time faculty. Particularly in the teaching of specialties that are not represented in the expertise of the full-time faculty, part-time faculty, enrich the quality and diversity of a program.

For Standard III.1, SLIS will review the current full-time and part-time faculty qualifications and expertise. Our goal is to successfully demonstrate how our faculty ranks have developed since the previous visit in 2005, to show how the combination of full-time and part-time faculty contribute toward SLIS' mission and its successful achievement of its program objectives, and provide evidence of our ability to provide a rich array of courses and specialties for SLIS students because of the faculty. This chapter will provide both full-time and part-time faculty expertise and abilities to provide a comprehensive picture of our current program.

In addition, we will review our progress on identifying and recruiting new faculty to the program and include information about the new faculty hired, when available. We will

also discuss our plans for the future regarding faculty recruitment and development by outlining the next steps for faculty development in our *Working Plan* for the School.

SLIS is located in a major metropolitan area. In view of this advantageous situation, SLIS has developed a strong, synergistic relationship with the libraries and information centers that serve the Washington, D.C. metropolitan area. The rich information and human resources in this area enables us to provide a curriculum with a solid foundation in theory and practice. We have experienced information professionals as our part-time faculty who provide valuable linkage between theory and practice and help socialize our students into the profession.

To engage adjunct faculty in SLIS systematically, we have developed new methods to seek their input on curriculum development, assessment and improvement. The faculty chapter will detail our effort to involve adjunct faculty in SLIS planning activities and actions and document our plans, through the *SLIS Working Plan*, to continually enhance the SLIS program.

Our evidence in support of this standard includes:

1) The CVs of full-time and part-time faculty, expressed in tabular form. We expect to use a method of presentation that provides their expertise, their skills and areas of knowledge in support of the SLIS program including linking their skills/abilities/knowledge to the program objectives and SLIS core competencies derived from the American Library Association competencies and related professional organizations in LIS (example table below):

Example Table:

Faculty Name	Degree, Discipline, School, Year	Specialties	Appointment to CUA SLIS	Program Objective Support	Areas of ALA Core Competency

2) A list of courses taught by each faculty member, both full-time and part-time, independent studies. Our purpose here is to demonstrate that our faculty can teach in a variety of areas. We will demonstrate the diverse specialties of our faculty and their relationship to the core mission of SLIS, its program objectives, and the larger CUA community.

3) CVs of adjunct professors and summer session instructors, emphasizing the professional specialization of each. We will demonstrate how we work collaboratively with a host of professionals in the metropolitan area to offer a rich array of courses and Institutes in the summer session to complement and expand the offerings in the fall and spring semesters.

- 4) A list of the courses taught by each professor and adjunct instructor including their relationship to the program objectives at SLIS and their skills/abilities and knowledge that support the ALA competencies to inform the SLIS program objectives.
- 5) A review of the SLIS hiring process within CUA to demonstrate how we are working within the University, identifying mechanisms to strengthen the faculty ranks through the SLIS planning process.
- 6) The Equal Employment Opportunity (EEO) policies of the University.
- 7) Examples of the paperwork associated with most recent hiring processes within SLIS as evidence in support of our hiring process and recruitment efforts for SLIS.
- 8) The CUA promotion and tenure policy documents.
- 9) A review of the current workload of the SLIS faculty including the Dean's policy on faculty workload and the CUA policy on faculty workload in the *Faculty Handbook*.
- 10) Course schedules from 2005-2008 to demonstrate the School's variety and depth of offerings to serve SLIS students.

III.2 *The school demonstrates the high priority it attaches to teaching, research, and service by its appointments and promotions; by encouragement of innovation in teaching, research, and service; and through provision of a stimulating learning and research environment.*

SLIS is continually reviewing its balance of teaching, research, and service to support its faculty. The hiring process is the venue where the School carefully considers its needs to ensure that faculty hires provide the appropriate mix of skills and abilities to meet the needs of the School and its constituents. There are several initiatives underway to continually enhance support for teaching, research, and service activities. These initiatives will be detailed in the Program Presentation to demonstrate that SLIS is currently making strides to enhance support for faculty innovation, to create a stimulating learning and research environment, and to continually enhance this process systematically through milestones detailed in the Schools' *Working Plan*. One recent development is the University's Strategic Initiatives Program that provides funding for new initiatives on a competitive basis. SLIS will provide the documents that resulted in our successfully securing funds to initiate Phase II of the Information Commons and continue to improve our computing and classroom facilities in Marist Hall.

In addition, SLIS will review the recruitment, promotion and tenure processes within the School and the University. The process for faculty hiring and promotion is similar to those processes and policies typically seen at a university that places an emphasis on research.

We will also provide evidence to detail the University's mechanisms for rewarding faculty efforts, the resources available to faculty to achieve their teaching, research, and service goals, and provide information on the School's progress to date on supporting its faculty in the three areas covered by Standard III.2. SLIS will provide the milestones it intends to achieve in the three-year *Working Plan* to demonstrate its continuing commitment to bettering the environment supporting faculty and continually enhancing the SLIS environment within CUA.

Our sources of evidence in support of this standard include:

- 1) Report on faculty appointments, tenure, and promotion and a description of the process supported by the documents that demonstrate how the process is defined at the School, the Academic Senate and the University levels.
- 2) A review of the role of The Office of Sponsored Programs and the Office of Technology Transfer on campus to support faculty efforts to apply for competitive grants.
- 3) Criteria and procedures of the School and University's Committee on Appointment and Promotion (CAP).
- 4) The School's annual report to the Provost.
 - A review of the faculty grant program at CUA.
 - The SLIS faculty meeting agendas.
 - The SLIS curriculum committee meeting agendas.
 - A list of grants awarded to SLIS faculty members through CUA and other organizations
- 5) A section on faculty research support: start-up grants, graduate assistants, sabbatical leaves, and teaching release.
- 6) A description of the SLIS mentoring plan for faculty including information on the monthly meetings the Dean has with faculty, the workshops and seminars hosted for faculty development and support and the hiring of course designers to support faculty innovation in teaching.
- 7) A description of support within SLIS for new instructors and mentoring arrangements for new full-time faculty
- 8) The Dean's annual review of faculty members.
- 9) A description of the development of anchors for support of SLIS core courses and identification of anchor/lead faculty for SLIS tracks.
- 10) Budgetary evidence of faculty support for travel to conferences of importance to their area of research/teaching.
- 11) The Strategic Enhancement Requests for the Information Commons. The Strategic Enhancement Requests, submitted to the Provost, the Council of Deans and the President's Budget Committee, provide for the Schools at CUA to compete for limited funds to support strategic initiatives that are directly tied to the University's *Strategic Plan*. SLIS was successful in securing funds in FY 08/09 and these documents detail our planning process and how our School links its efforts to the University's strategic goals.
- 12) The improvements to technology support for SLIS as detailed in the *Technology Strategic Plan*. The *Technology Strategic Plan* is the document that is approved by the SLIS faculty and the Advisory Committee and shared with the SLIS stakeholders for feedback and comment. This document is one element of the SLIS *Working Plan* and provides evidence of our systematic approach to technology support, enhancement, and innovation. The *Technology Strategic Plan* provides evidence of SLIS's commitment to enhancing the technology infrastructure for SLIS to support student, faculty and staff research and teaching endeavors.
- 13) The budgetary evidence of funding support to develop the technology infrastructure of the School to assist faculty in their research and teaching innovation.

III.3 *The school has policies to recruit and retain faculty from multicultural, multiethnic, and multilingual backgrounds. Explicit and equitable faculty personnel policies and procedures are published, accessible, and implemented.*

The Catholic University of America has explicit and equitable faculty personnel policies and procedures that are published, accessible, and implemented. SLIS will demonstrate through its evidence presentation how the School reflects and supports the University's policies and ensures they are enforced in all aspects of faculty recruitment, promotion, and tenure review.

SLIS continues to struggle with identifying, recruiting, and retaining faculty who are multicultural, multiethnic, and multilingual. The *SLIS Diversity Action Plan* was an important first step that was submitted with the previous Program Presentation in 2005. The School has been in compliance with the *Diversity Action Plan* ensuring it is diligent in its advertising venues, committee member make-up, and that its procedures are supportive of increasing and enhancing our current faculty diversity. There is still much to be done. To ensure that SLIS continues to make progress, the *Diversity Action Plan*, will be evaluated and reviewed by the SLIS faculty, the Advisory Committee and shared with the SLIS Alumni Board. Actions for implementing the revised *Diversity Action Plan* will be incorporated into the *SLIS Working Plan*. The revised *Diversity Action Plan* will also be shared with the entirety of SLIS constituencies through the SLIS Web page to solicit comments and suggestions.

Our sources of evidence in support of this standard include:

- 1) The faculty contract for The Catholic University of America.
- 2) The Equal Employment Opportunity (EEO) policies of the University.
- 3) The web site of the Provost at The Catholic University of America to detail the policies for faculty at The Catholic University of America.
- 4) The Disability policy of the University.
- 5) The University's statement on non-discrimination in hiring.
- 6) Advertisements for the most recent hires of full-time faculty.
- 7) The search process and outcomes for the recruitment process from 2005-2007.
- 8) The *Working Plan* milestones for the faculty recruitment plan for three years hence with diversity action items to continue our efforts to attract multiethnic, multicultural, and multilingual faculty.
- 9) A listing of the current SLIS faculty, both full-time and part-time, and their backgrounds emphasizing our current progress on developing a multicultural, multiethnic, and multilingual faculty at SLIS.
- 10) The make-up of the most recent hiring committees in SLIS to demonstrate our commitment to a fair process that includes multiethnic, multicultural and multilingual members in the process of selection.
- 11) An update on the *SLIS Diversity Action Plan* provided in the previous Program Presentation in 2005 through the *SLIS Working Plan*.

III.4 *The qualifications of each faculty member include competence in designated teaching areas, technological awareness, and active participation in appropriate organizations.*

The School has many milestones in its *Working Plan* to ensure long-term success in ensuring competence in designated teaching areas, technological awareness, and active participation in appropriate organizations. Upon her arrival, the new Dean examined and changed the allocations of SLIS resources to provide more funding for faculty development and participation in conferences and professional organizations. In addition, Dean Kelley provided several workshops and educational opportunities for the faculty in areas of need such as course management systems, outcomes assessment, and specialized software review for e-portfolios. These initial efforts will be reviewed, the *Working Plan* milestones will be discussed, and longer term milestones will be created as evidence of SLIS' commitment, financially and through policy, to demonstrate our successful achievement of Standard III.4.

Our sources of evidence in support of this standard include:

- 1) Quantitative summaries of required course evaluations.
- 2) Copies of the SLIS-specific course evaluation instrument.
- 3) Reports of the annual SLIS student exit Survey, which invites comments on the areas delineated in Standard III.4.
- 4) Faculty CVs for full-time and part-time faculty.
- 5) A tabular presentation of the faculty member's level and variety of participation in appropriate professional organizations.
- 6) A tabular format linking faculty skills/knowledge and ability to the program objectives and the core competencies as delineated by the American Library Association.
- 7) The budgetary documents that provide evidence of commitments to improve, enhance, and develop the Information Commons for faculty research and faculty teaching innovation.
- 8) The *Technology Strategic Plan* for the School.
- 9) The evidence provided by the results of the annual technology survey of SLIS students and alumni.
- 10) The outcomes of the SLIS survey of faculty technology needs and enhancements.
- 11) The University's plan to continually upgrade the teaching facilities of the University.
- 12) Results of the course evaluations for courses converted from face-to-face to a blended format.

III.5 *For each full-time faculty member the qualifications include a sustained record of accomplishment in research or other appropriate scholarship.*

The SLIS full-time faculty is an eclectic group of individuals who provide a myriad of knowledge, skills and abilities in support of the mission of SLIS. The School is continuing to develop the faculty in a comprehensive manner in all areas of their responsibilities for the School, the University and the profession. Faculty development is

a major area of concentration within SLIS because five of the seven faculty members are new to the School. However, these individuals are not new to the field, and they bring a depth of knowledge and abilities from their professional accomplishments to the School. They are also actively participating in the profession and publishing in peer, and non-peer reviewed journals. The combination of active, engaged full-time faculty with a dynamic cadre of part-time faculty creates a complimentary environment that results in a vibrant, well-rounded record of accomplishment in research and other areas of scholarship.

As evidence, we will present the scholarly achievement of the full-time and part-time faculty and provide some milestones for continual renewal and attention to this area within the School.

Our sources of evidence in support of this standard include:

- 1) The lists of publications, scholarly presentations, and research funding for each full-time and part-time faculty member with tabular summaries for the School as a whole
- 2) The faculty curricula vitae
- 3) The faculty activity reports detailing faculty accomplishment in scholarship and research
- 4) The faculty goal statements for their development in research and scholarship and how this process results in an annual review of faculty toward improving his/her success as a faculty member
- 5) A description of faculty research and other scholarly activities

III.6 *The faculty hold advanced degrees from a variety of academic institutions. The faculty evidence diversity of backgrounds, ability to conduct research in the field, and specialized knowledge covering program content. In addition, they demonstrate skill in academic planning and evaluation, have a substantial and pertinent body of relevant experience, interact with faculty of other disciplines, and maintain close and continuing liaison with the field. The faculty nurture an intellectual environment that enhances the accomplishment of program objectives. These characteristics apply to faculty regardless of forms or locations of delivery of programs.*

SLIS faculty members' curriculum vitae demonstrate their levels of advanced education, experience in the field, their ability to conduct research in the field, and review their specialized knowledge covering program content. The combination of full-time and part-time faculty with Ph.D.s or other advanced degrees results in a unique, eclectic group of professionals who provide an excellent educational experience in support of the SLIS mission. One element of our evidence will relate to the nature of our faculty and how the synergy between the full-time and part-time faculty results in a vibrant research environment and supports SLIS' academic planning and evaluation.

SLIS will also provide a description, and documentation, of the substantial work the SLIS faculty have completed in academic planning and evaluation. This has been a major emphasis for the School before and after the arrival of Dean Kelley in August, 2007. The

SLIS faculty competency in this area will be provided in the Program Plan and further initiatives to continually develop faculty will be outlined in the *Working Plan*.

In addition, the faculty are engaged in developing their research talents while ensuring those SLIS students, and other constituents of the School are also engaged in scholarship with SLIS. The SLIS research day, to be held in fall, 2008, is one example of SLIS faculty efforts to engage in discussions about research, nurture student research, and involve the faculty of other disciplines at CUA, SLIS students and alumni and colleagues within the field. This activity is another example of SLIS' commitment to excellence and our intent to continually evolve and refine our engagement with the greater community in support of scholarship within the School, the University, and the field.

As evidence, we will include the curriculum vitae for the faculty and a description of their backgrounds and accomplishments in the field. In addition, we will provide a tabular presentation of the faculty's skills and abilities, and link them to the courses s/he teaches and his/her research interests. The evidence for this standard will include both the full-time and part-time faculty at SLIS and how the combination of skills in both of these groups of individuals provides an intellectually stimulating and invigorating environment in SLIS.

Our sources of evidence in support of this standard include:

- 1) Documentation of the annual SLIS retreat and faculty member's active participation in identifying the values for SLIS and designing the mission and goals for the school.
- 2) The events associated with the planning process that engaged the greater SLIS community, the campus, and the field.
- 3) The minutes of the advisory committee for SLIS as evidence of their involvement with our academic planning.
- 4) Faculty members' contribution to the accreditation preparation, including chairing or co-chairing standard committees and serving as members.
- 5) Faculty members' collaboration with researchers, educators, and practitioners within the LIS field and from related fields as reported in faculty curriculum vitae.
- 6) A list of new courses developed by faculty members.
- 7) A list of revised courses developed by SLIS faculty as part of the *Working Plan*.
- 8) The documentation of the SLIS research day, fall, 2008.
- 9) The full faculty meeting agendas/webcasting of the event in fall and spring semester each year.

III.7 *Faculty assignments relate to the needs of a program and to the competencies and interests of individual faculty members. These assignments assure that the quality of instruction is maintained throughout the year and take into account the time needed by the faculty for teaching, student counseling, research, professional development, and institutional and professional service.*

The School is establishing milestones in the *Working Plan* to link faculty assignments to the overall planning process for the School to ensure that faculty teaching assignments

are linked to the curricular planning process. While SLIS has a process in place for faculty teaching assignments which has been serviceable, we are having discussions about faculty workload toward continually improving and enhancing the process to ensure greater clarity for faculty with respect to their responsibilities in the program. The School's policies on faculty workload are consistent with those of the University and follow the requirements set forth in the *Faculty Handbook*. We will provide evidence of our current faculty workload requirements and the process we use to assign faculty course load each semester. SLIS is developing future milestones related to faculty workload in the *Working Plan* and will continually review, re-visit and revise faculty workload as necessary to enhance the quality of instruction and in compliance with the University's policies. One proposed approach in the *Working Plan* for faculty workload is to devise a three year course schedule and through this longer-term planning process, further clarify faculty teaching responsibilities and help faculty plan their time most effectively. In addition, the School is identifying opportunities for faculty to identify and mentor part-time faculty in the areas of the faculty member's expertise. The School is considering approaches to improve faculty hiring and mentoring to ensure we continue to foster a close, collaborative tie between the full-time and part-time faculty. The anchor concept, mentioned earlier in this chapter, is a new initiative that demonstrates our efforts to continually develop and engage the full-time and part-time faculty in support of our program objectives.

The revision of the program objectives has also had a positive impact on the ability of the School to ensure a linkage of faculty assignments to the needs of the program. SLIS intends to demonstrate how our process for course assignments occurs currently and how we will continue to define and refine the process as part of our *Working Plan* goals.

Our sources of evidence in support of this standard include:

- 1) School workload memo/policy and summary of its application over the past four years
- 2) A tabular presentation of the courses taught by faculty members since their appointment to SLIS
- 3) Quantitative summary of independent studies supervised by SLIS faculty members
- 4) The faculty "anchor" program documents outlining the process in SLIS
- 5) Documents on student advising procedures and advising forms
- 6) List of School and University committees on which faculty members serve
- 7) Tabulation of service loads for individual faculty members
- 8) Tabulation of teaching releases per faculty member and for the School as a whole
- 9) Curriculum committee meeting minutes
- 10) A tabular presentation of faculty strengths, linked to the program objectives and the courses faculty are eligible/qualified to teach

III.8 *Procedures are established for systematic evaluation of faculty; evaluation considers accomplishment and innovation in the areas of teaching, research, and service. Within applicable institutional policies, faculty, students, and others are involved in the evaluation process.*

The School's procedures and policies for faculty are clearly defined by The Catholic University's faculty policies and procedures manual, *The Faculty Handbook*. The university's procedures and systematic evaluation processes will be used to demonstrate how SLIS complies with this Standard. SLIS follows the university's policies closely to ensure that evaluation is comprehensive and covers innovation and accomplishment in teaching, research and service.

SLIS also provides opportunities for faculty to develop their goals each year and then review their progress on each of their self-designed goals for their performance and personal development on an annual basis. The Dean discusses each faculty member's progress with the individual on a monthly basis and there is a yearly summation meeting prior to the decision on merit increases. In addition, the University has a process for faculty to record their accomplishments and develop their portfolio for re-appointment and/or promotion.

Similarly to other LIS programs, SLIS involves students, through the course evaluation process, in the evaluation of the faculty for professional growth and as part of the formal review process for the faculty that occurs on an annual basis. There is also a second, formal review process for those on the tenure-track that occurs at set intervals during the seven year period as a faculty member progresses toward his/her tenure review. These reviews impact the faculty member's employment with the university and his/her merit increases also. The review process provides the faculty member with comprehensive feedback on their performance and is the foundation for a dialogue between the faculty member and Dean on areas of success and areas for improvement in the upcoming review period.

The sources of evidence to demonstrate SLIS' compliance with this standard are straightforward and complete. SLIS will provide the policies and procedures that govern faculty review and promotion through the documents that form the basis of these processes.

Our evidence in support of this standard includes:

- 1) The Faculty Activity Reports
- 2) Terms of reference, membership, and procedures of the School's Committee on Appointment and Promotion (CAP)
- 3) Documentation of the process for tenure-track faculty
- 4) Documentation of the process for goal setting for the SLIS faculty
- 5) The documents that form the basis for the evaluation of performance used by the SLIS CAP and the Dean
- 6) The course evaluation surveys and results
- 7) Standards and procedures for tenure and promotion
- 8) The *Faculty Handbook* policies and procedures governing CUA faculty
- 9) The Faculty contract

Standard IV: Students

Young Choi, CUA SLIS Assistant Professor
Mary Choquette, CUA SLIS Assistant Professor
Meghan Gates, CUA SLIS student and CUA-ASIST representative
Michele Lee, CUA SLIS alumna, 2007
Joan Lussky, Chair and CUA SLIS Assistant Professor
Sarah New, CUA SLIS student and CUA-ASIST representative
Tim Steelman, CUA SLIS Assistant Dean
Linda Todd, CUA SLIS student and Graduate Library Program (GLP) at Mullen Library

IV.1 The school formulates recruitment, admission, financial aid, placement, and other academic and administrative policies for students that are consistent with the school's mission and program goals and objectives; the policies reflect the needs and values of the constituencies served by a program. The school has policies to recruit and retain a multicultural, multiethnic, and multilingual student body from a variety of backgrounds. The composition of the student body is such that it fosters a learning environment consistent with the school's mission and program goals and objectives.

This chapter will present evidence that demonstrates SLIS' continued achievements in providing for the diversity of needs of our students in a way that is in harmony with our mission, program goals and objectives.

The students attending SLIS at CUA come from the United States and abroad, although the majority comes from the District of Columbia and the two surrounding states (Virginia and Maryland). SLIS currently has 223 students enrolled in the program in either a full or part-time plan of study. This number is relatively constant and represents a student body with a keen interest in the theory and practice of Library and Information Science.

The CUA and SLIS policies in regard to admission, financial aid, placement and other academic and administrative policies for students are consistent and clear. The sources of evidence include:

- 1) Information and application material on the School web page
- 2) Information on the CUA web page
- 3) Policies contained in the *Graduate Announcements*, and particularly the SLIS chapter of the *Graduate Announcements*
- 4) Admissions information including: the SLIS application review worksheet and the SLIS requirements and criteria for admission
- 5) The admission process for SLIS evidenced in the student application folders
- 6) The Graduate Student Admissions Office policies for graduate admission which includes SLIS

SLIS provides a variety of rich educational opportunities that meet the diverse educational needs of our students. Our evidence includes:

- 1) Describing the tracks in school library media and law, and the joint degrees including: description of tracks, student numbers and profiles of those in the tracks and pursuing a joint degree.
- 2) Financial support available to students as described on the SLIS web page
- 3) Details about the number of enrolled students with aid and what type of aid
- 4) Information on the recent history of course offerings, locations, and formats (face-to-face and blended)
- 5) Workshops offered by SLIS including: the topics of the workshops, schedule, frequency, and attendance
- 6) Description of the non-degree status and the students pursuing non-degree status in SLIS

The sources of evidence of diversity at SLIS include:

- 1) Tabular presentation of the student body profile since the previous accreditation review
- 2) Application, admission, enrollment, and retention statistics: including the number of students who finished the program, the length of time to finish program, statistics on those admitted who didn't come, and those students who started the program but then stepped out on a leave of absence
- 3) Statistical comparison of SLIS's diversity compared to CUA's student body diversity overall
- 4) Breakdown of student diversity among those who participate in the student groups
- 5) Description of SLIS efforts, as part of its Diversity Action Plan, to identify, recruit and retain diverse students. In particular, our efforts with the District of Columbia Public Schools (DCPS).

The sources of evidence of financial support of our SLIS students include:

- 1) Description of the SLIS agreements with the Council of Governments, Henrico county, Loudoun county, Fairfax county, Library of Congress, George Washington University Library and CUA employees
- 2) Itemization and description of scholarships awarded to SLIS students
- 3) Details on the number of enrolled students with aid and what type of aid they are receiving
- 4) Description of course reduction policy for students who come to our program already holding another graduate degree

We currently have a recruitment process in place. SLIS has a Diversity Action Plan that was submitted with the previous Program Presentation. We are currently establishing three year milestones for developing the Diversity Action Plan further in the SLIS *Working Plan* to ensure we continue to provide evidence of a sustainable and meaningful plan. The next steps will be to establish additional milestones and goals to foster diversity in recruiting and retention of these students within SLIS.

The sources of evidence of our recruitment process and efforts include:

- 1) Details on current recruitment including: list of recent recruitment efforts, locations of recruitment, numbers of participants in recruitment events, number of perspectives requesting material be mailed to them
- 2) Recruitment material including: the packet of material we hand out at our recruitment events, Open Houses, and the SLIS web pages related to recruitment
- 3) Recruitment advertisements on the radio, online and in local newspapers

IV.2 *Current, accurate, and easily accessible information on the school and its programs is available to students and the general public. This information includes announcements of program goals and objectives, descriptions of curricula, information on faculty, admission requirements, availability of financial aid, criteria for evaluating student performance, assistance with placement, and other policies and procedures. The school demonstrates that it has procedures to support these policies.*

Since the fall of 2006, and with increasing depth after the arrival of the new Dean in August of 2007, the faculty has undertaken a process of reviewing, rewriting, and harmonizing the SLIS policies, documents, and web pages in an effort to make it easier for all of our stakeholders to locate needed information. Most SLIS policies and information are now available on the SLIS Web site.

Our evidence in support of this standard includes:

- 1) Syllabi, catalog, course schedule
- 2) School mission, vision, goals
- 3) Faculty web pages
- 4) Documents describing the tracks and specializations offered at SLIS
- 5) Grading guidelines and general overview of graduate studies at CUA and CUA-SLIS
- 6) Job, practicum, and internship information available on our web page and SLIS LIBSCI-L listserv
- 7) SLIS student orientation sessions including the dates held and links to the video tapes of the events available on the SLIS web page
- 8) Student practicum orientation sessions including the dates held and links to the video tapes of the events available on the SLIS web page
- 9) Student comprehensive exam orientation material including: links to the video tapes of the orientation sessions, past comprehensive exam questions on web, and the student comprehensive exam wiki
- 10) Results of student survey of web page usability and the changes made as a result of the student/stakeholder feedback on the survey

IV.3 *Standards for admissions are applied consistently. Students admitted to a program have earned a bachelor's degree from an accredited institution; the policies and procedures for waiving any admission standard or academic prerequisite are stated clearly and applied consistently. Assessment of an application is based on a combined evaluation of academic, intellectual, and other qualifications as they relate to the constituencies served by a program, a program's goals and objectives, and the career*

objectives of the individual. Within the framework of institutional policy and programs, the admission policy for a program ensures that applicants possess sufficient interest, aptitude, and qualifications to enable (successful) completion of a program and subsequent contribution to the field.

The SLIS admissions process is transparent. There are two stages for every graduate student at the University. The first is through the Graduate Student Admissions office and the second is a process that occurs at the School. SLIS engages in a consistent process to ensure fairness in all admissions decisions and complies with all University standards regarding admissions to ensure the whole student is evaluated in each admissions decision and every decision follows consistent guidelines.

Our evidence in support of this standard includes:

- 1) Summary and analysis of admissions decisions including: number of applications, number of students admitted and rejected, GPA scores and GRE scores
- 2) Information and application material on the School web page
- 3) Information on the CUA web page, especially the *Graduate Announcements* and particularly the SLIS chapter of the *Graduate Announcements*
- 4) Admissions information including the application review worksheet and admission requirements and criterion
- 5) Student application folders
- 6) The admission process for SLIS evidenced in the student folders and,
- 7) The CUA Graduate Student Admissions Office policies for graduate admission

IV.4 *Students construct coherent programs of study that allow individual needs, goals, and aspirations to be met within the context of program requirements established by the school. Students receive systematic, multifaceted evaluation of their achievements. Students have access to continuing opportunities for guidance, counseling, and placement assistance.*

SLIS provides strong support for students to construct coherent programs of study. The faculty has reviewed the student advisement process and produced a student advising handbook to help us keep track of advisees' progress and development in our program. Relationships between courses and track descriptions will be made explicit and shared with students by the SLIS Web site and Graduate Catalog. In addition, information sheets on career paths supported by the program are being developed, (see the Curriculum Chapter). We have made significant changes to the SLIS web page by adding more information, organizing information better, and improving the interface. We will survey students and alumni to systematically improve our communication with students and provide effective guidance to them.

Our sources of evidence in support of this standard include:

- 1) Reports of: Student exit survey, Alumni survey and plans to implement changes suggested by these surveys in the *SLIS Working Plan*
- 2) Fall 2007 survey of students' preferences on course offerings, course times and the changes implemented as a result of this survey
- 3) Student Advising Handbook
- 4) Track descriptions
- 5) Documentation on the Graduate Library Pre-professional (GLP) program, practicums, and internships
- 6) Information on student independent studies directed by full time faculty
- 7) Summary of courses offered at off-campus sites and online courses including the blended courses and our on-going planning process in regard to course delivery
- 8) Documentation on the anchor system for the core courses designed to ensure consistency in teaching and learning outcomes
- 9) Documentation on course sequences and relationships
- 10) Student awards recognizing achievement: description, criterion, and list of recent winners
- 11) Information on CUA counseling services available thru Academic Tutoring and Learning Assistance Service, CUA Counseling Center, and the Office of Career Services

IV.5 *The school provides an environment that fosters student participation in the definition and determination of the total learning experience. Students are provided with opportunities to form student organizations and to participate in the formulation, modification, and implementation of policies affecting academic and student affairs.*

All of our students are automatically members of the Association of Graduate Library and Information Science Students (AGLISS) and of the University's Graduate Student Association (GSA). SLIS also has a student chapter of the Special Library Association (SLA) and the American Society for Information Science and Technology (ASIST), both of which interact with the local professional chapter's of SLA and ASIST and to a lesser extent the national chapters. These organizations give our students opportunities to develop leadership skills and meaningful engagement with our field beyond the boundaries of a formal classroom setting. In addition, our students are encouraged to attend professional meetings and to participate by making presentations in professional venues including the SLIS colloquium series.

Our evidence in support of this standard includes:

- 1) Description of the structure and role of AGLISS, CUA-SLA, and CUA-ASIST
- 2) List of activities sponsored by our student groups, membership, web presence
- 3) List of student members on SLIS committees including the accreditation committees, technology committee, and failing grades committee
- 4) List of faculty involved with advising the student groups
- 5) Student presentations in the SLIS colloquium series

- 6) Student involvement in the SLIS Research Day
- 7) Sampling of student participation in professional meetings or conferences including papers submitted and presented
- 8) SLIS milestones for improving the process for student engagement as presented in the *SLIS Working Plan*

IV.6 *The school applies the results of evaluation of student achievement to program development. Procedures are established for systematic evaluation of the degree to which a program's academic and administrative policies and activities regarding students are accomplishing its objectives. Within applicable institutional policies, faculty, students, staff, and others are involved in the evaluation process.*

SLIS faculty regularly gathers feedback from our students in order to improve the outcomes of our teaching. Learning outcomes are measured by course objectives, and achievement of program objectives is assessed by surveys of stakeholders, end-of-semester course evaluations, and outcomes analysis of the comprehensive exams. The faculty improves their teaching by analyzing student achievement in individual courses. The Curriculum Committee uses survey data and other evaluative data to make changes to the curriculum.

Our evidence in support of this standard includes:

- 1) Student exit survey, Alumni survey, employer survey
- 2) Report on the initiatives of the Curriculum Committee
- 3) Documentation on the pass / fail rate on the Comprehensive Exams
- 4) Milestones in the *Working Plan* include a process of continually reevaluating the SLIS curriculum with student feedback from course evaluations and student surveys

Standard V: Administration and Financial Support

Kim Kelley, Chair and CUA SLIS Dean

Gloria Orr, CUA SLIS Assistant to the Dean for Special Projects and alumnae

David Shumaker, Co-Chair and CUA SLIS Clinical Associate Professor

Tim Steelman, CUA SLIS Assistant Dean

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 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 School of Library and Information Science (SLIS) is one of twelve distinct Schools within the Catholic University of America. The School is closely aligned with the main campus in matters pertaining to policies governing faculty and students to ensure equal opportunity, equitable employment, admissions, and academic practices. SLIS acts in compliance with CUA policies and enforces them equitably when dealing with SLIS faculty and students in all matters pertaining to their relationship with the School and the University. SLIS is primarily autonomous in matters of academic policy, selection and promotion of faculty and the selection of students while also being governed by the policies, procedures and guidelines that apply to every School within CUA.

The CUA administrators who are responsible for budgeting on behalf of the University provide a written, standardized approach to budgeting and finance-related matters for the academic and administrative divisions of the University. Further, the University provides resources and administrative support to support the School to achieve its program objectives. At the same time, CUA is not a wealthy institution and its reliance on tuition for its overall institutional support creates certain, understandable challenges typical of private institutions. The School has to be fiscally responsible, creative in its use of limited funds, and strategic in resource allocation and support of new initiatives. In addition, the School must be entrepreneurial and continually improve its business model to remain fiscally secure. The School has successfully maintained its budget and has continually identified new means to achieve its program objectives to provide a stable and strengthening environment for both faculty and students. At the same time, the fiscal situation is not ideal and we will continue, as outlined in the *SLIS Working Plan*, to revise the School's financial model systematically and develop new initiatives to support the School's financial needs.

Our evidence in support of this standard includes:

- 1) Organization charts for the University and for the School
- 2) A narrative of the role of the Office of Graduate Studies at the University and SLIS' role as part of the Office of Graduate Studies.
- 3) A review of the policies that apply to faculty within the School as part of the larger University
- 4) A review of the *SLIS Faculty Handbook*

- 5) A review of the *SLIS Faculty Web page*
- 6) A presentation of the SLIS policies on the SLIS web page
- 7) A description of the autonomous academic policies and procedures for the School,
- 8) A description of the role and activities of the Dean of SLIS within the School and at the University level
- 9) A description of the reporting relationships for the School's administration and the role of the Provost in relation to the School
- 10) A description of the role of the university's faculty senate and its role in governing faculty and students
- 11) A description of the student governance groups within SLIS and their role in relationship to the Dean's office
- 12) A description of the Advisory Board for SLIS and their role within SLIS
- 13) A description of the standing committees in SLIS
- 14) A copy of the School's budget and a description of the budget process at SLIS including Strategic funding initiatives that support the CUA Strategic Plan and the collaborative budget decision making process.

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.*

SLIS has a long standing relationship with other Schools and departments within CUA. The close professional relationships SLIS has with other units are demonstrated primarily through the delivery of six joint degrees, collaboration with the university libraries, and the collaboration that occurs in the delivery of courses during the summer session including the Religious Archives Institute, delivered in collaboration with University Archives, and the Intellectual Property Institute delivered in collaboration with Catholic University of America's Columbus School of Law.

The CUA administrative and academic structures permit equal representation for faculty and students on all committees throughout the University. Several members of the SLIS faculty are represented on these university-wide committees and there is ample opportunity for SLIS faculty to participate in the life of the institution. The SLIS faculty and student involvement on various university-wide committees will be one source of evidence to demonstrate we are in compliance with this portion of the Standard.

Our evidence in support of this standard includes:

- 1) A description of the University Senate and SLIS' faculty roles on the Senate
- 2) A description of the staff committee in SLIS
- 3) A list of committees at the School and University level on which SLIS faculty are eligible to serve on and on which they have served
- 4) The relationship of SLIS with the University Libraries

- 5) A description of the joint degree programs between SLIS and six other academic departments on campus
- 6) A description of SLIS' role on the committee for teacher education (CTE) at the University
- 7) A description of SLIS student governance bodies and their role in conjunction with the Graduate Student Board for CUA

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 executive officer for SLIS is the Dean who reports to the Provost of the University. The Dean for SLIS has the academic qualifications and the professional experience for this position. She successfully went through the tenure and appointment review process of the University and is a tenured Ordinary Professor. Her appointment strengthens the School and enhances our effort to achieve our mission and program objectives.

The Dean of the School is new to the position but is already nurturing an intellectual environment that enhances the school's mission and program goals. Leading planning efforts is a major area for her attention during this period of accreditation preparation. At the same time, there are several initiatives underway to continually enhance the intellectual environment within SLIS and encourage faculty and student interaction with other academic units to promote student socialization in the field. These initiatives include the annual research day for students, faculty, the CUA community and the Washington, D.C. metropolitan area hosted in the fall semester, reviewing and enhancing the current school library media practicum and reviewing the curriculum to link it to the SLIS program objectives and core competencies established by the SLIS faculty.

Our evidence in support of this standard includes:

- 1) The organizational chart of the School
- 2) Curriculum Vitae of the two most recent Deans of SLIS
- 3) A tabular presentation of the Dean's, and their years of service for SLIS
- 4) The process for selecting the Dean of the School
- 5) The process for evaluating the Dean for rank and tenure
- 6) The process for evaluating the Dean of the School through the Provost's Office
- 7) A description of the responsibilities and administrative activities of the Dean
- 8) A description of the Dean's participation within the University
- 9) A description of all activities which support the socialization of students into the field
- 10) A copy of the retreat documents for SLIS

- 11) A copy of the agendas and Webcasts from the full faculty meetings
- 12) A copy of the faculty meeting minutes
- 13) A copy of the *Working Plan* for SLIS
- 14) A copy of the budget documents and strategic requests prepared by the Dean
- 15) A list of colloquiums, workshops, and events held by SLIS

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.*

SLIS has sufficient staff to serve students, faculty and alumni. There are four staff members that serve the School on behalf of the Dean. In addition, the Dean supports the faculty by providing research associates (RAs) to support of their research and teaching activities. The new Dean instituted faculty meetings, curriculum meetings, and staff meetings to enhance and support decision making and provide mechanisms to ensure effective decision making processes. The revitalization and/or establishment of decision making bodies within SLIS have enhanced the level of faculty and staff participation in decision making at SLIS. There are many excellent SLIS decision making bodies, including the Faculty Committee, the Curriculum Committee, the Technology Committee and the newly established Advisory Committee, which includes external stakeholders, members of the CUA community, and faculty, students and staff within SLIS. While these bodies make management decisions more effective, these processes are the result a dedicated faculty demonstrating their leadership on behalf of the School through identifying and confirming decision making bodies and taking responsibility for decision making in the various committees within SLIS. All decisions in SLIS are the result of faculty involvement and voting. The current committee structure is continually reviewed. It is through the process of review outlined in the *SLIS Working Plan* that the committee structure is refined, revised, or updated.

Our evidence in support of this standard includes:

- 1) The organizational chart of SLIS staff
- 2) Position descriptions for the administrative staff
- 3) Description of the function of faculty meetings and of the School committees in the decision making processes
- 4) A listing of the research associates hired in support of the SLIS faculty
- 5) SLIS faculty committee meeting minutes
- 6) SLIS curriculum committee meeting minutes
- 7) SLIS technology committee meeting minutes
- 8) Standing and ad hoc SLIS committees

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.

The SLIS program's funding has been stable for the history of the School. Relative to other programs of its size, SLIS has an equivalent funding base. In addition to receiving funding from the central administration, SLIS has been entrepreneurial in its approach to financing the School. There are several initiatives, most notably SLIS's work with the District of Columbia Public Schools, the Library of Congress and the State of Virginia to develop stable, supportive cohorts in these regions/organizations to address the lack of a program locally or shortages in the availability of qualified information professionals.

Financial planning for the School rests with the Dean and the faculty. The planning process SLIS has devised plays an important part in charting SLIS's financial course in an increasingly digital world. The planning process ensures the financial health and future of SLIS and better prepares SLIS to address the challenge of retaining its identity as a small, responsive, primarily face-to-face program while continually expanding its delivery modalities to be more accessible in an environment of increasing competition regionally and nationally.

The financial resources within CUA are more than adequate to support the SLIS program. To provide evidence of our ability to meet standard V.5., we will demonstrate how the Center for Planning and Information Technology (CPIT) and the University Libraries provide substantial support for the SLIS program, its students and faculty. These resources contribute directly to the School's overall financial health and ensure SLIS meets Standard V.5. In addition, SLIS is supported by the CUA advancement office through the assignment of a staff member to assist the SLIS Dean in achieving her fund raising goals, the Office of Student Support for issues pertaining to students including counseling support, and health services, the Office of Student Accounts which deals with all matters pertaining to student accounts and the Office of Financial Aid which supports SLIS in serving its students in their pursuit of a degree at SLIS. As with every major university, SLIS receives assistance from numerous offices to ensure it is capable and successful in achieving its mission on behalf of the University.

Our evidence in support of this standard includes:

- 1) A summary of the actual expenditures of the SLIS program for the last three years
- 2) The budget documents submitted to the Provost for strategic planning and for the yearly budget process
- 3) A chart of the annual budget process
- 4) A table of SLIS operating expenses for the previous three Fiscal Years
- 5) Total salaries and wages for SLIS for the most recent Fiscal Year
- 6) The library budget for CUA
- 7) The description of CPIT and its supportive role for SLIS
- 8) A description of the financial aid office and its support of SLIS

- 9) A description of the Student Services Office and its services that support SLIS
- 10) A review of the job description and responsibilities of the employee in support of SLIS's fund raising efforts
- 11) A description of the Office of Communication and its role in support of SLIS
- 12) The estimated annual salaries for the SLIS faculty and staff
- 13) SLIS's annual budget for the most recent Fiscal Year
- 14) A table of budget changes for the previous three years
- 15) A review of the gifts/donations received by SLIS

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.*

The Dean is recently hired and retained the salary she earned at the University of Maryland. As a result, the compensation for the School's executive officer, the Dean, is competitive with other programs in the United States. The remuneration for SLIS Dean Position has continually seen increases in the salary base and is now favorably comparable with other School's of its size and location across the nation. CUA and SLIS have made significant strides in improving faculty compensation, including the salary for the Dean, and our evidence will demonstrate our compliance with standard V.6. as it will show our success in achieving greater equity and competitive salaries for the executive officer and the faculty of the School in order to attract and retain these individuals. The university administration is aware of the need to continually review and improve faculty compensation. This effort will be on-going to ensure that CUA is achieving parity and compensating faculty appropriately.

CUA has salaries that are determined based on rank, education and experience. In the last two years, the Provost has been reviewing faculty salaries through an outside consultant to ensure CUA salaries are competitive with peer institutions. The process has benefited SLIS equally with other Schools on campus. In addition, the SLIS faculty salaries, as evidence in conjunction with standard V.5., are competitive nationally and regionally. The salary structure is fair and is sufficient to attract, support, and retain personnel needed to attain the program goals and objectives. The recent salary study, and the campus commitment to continually improve faculty salaries at a steady, annual incremental pace has contributed significantly to SLIS's competitiveness regionally and nationally in attracting faculty to the School.

Our evidence in support of this standard includes:

- 1) A table showing the faculty merit and cost of living increases for the previous three years as provided by CUA
- 2) A table showing staff merit and cost of living increases for the previous three years as provided by CUA
- 3) ALISE data showing SLIS's rank and relative competitiveness in faculty compensation

- 4) A listing of faculty salaries with rank and experience
- 5) Comparative data for other similar programs within other peer universities [if available]

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.*

The sources of evidence for this section of the standard will focus on the CUA available resources to assist faculty with their research projects, professional development needs, travel and leave with pay. The School abides by the policies of the greater university in these matters and takes every opportunity to encourage and obtain CUA resources to assist faculty with their research projects, and professional development needs. There are many opportunities for faculty to attain CUA-based funding through the Office of the Vice Provost for Graduate Studies.

Additionally, the School has made a concerted effort over the last three years to provide the newer faculty with ample opportunity to travel, engage in professional development, and conduct research. The faculty have won the CUA grants-in-aid funds, an internal funding program that supports research with potential for external funding. SLIS sets aside a substantial number of funds to support faculty travel which is comparable to other Schools of the same size and scope.

The CUA financial aid office and the SLIS funds for financial aid provide substantial support and are comparable to other units at the institution. Continually developing our financial aid opportunities and enhancing our support for our students are on-going goals for the School. We are committed to providing support for students and will include in the SLIS *Working Plan* milestones for fund raising and creative partnerships with organizations in D.C. and Virginia to provide scholarships and other financial aid support to students.

Our evidence in support of this standard includes:

- 1) A description of the Grants-in-Aid program
- 2) A list of Grant-in-aid funds obtained by SLIS faculty
- 3) A budget presentation of funds in support of faculty travel and professional development
- 4) Policies and procedures of the Faculty of Graduate Studies and Research for allocation of funding for graduate student scholarships
- 5) A review of the financial aid provided to SLIS students as detailed in Standard IV: Students

V.8 *The school's 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.

SLIS is undergoing a comprehensive planning process as detailed in the chapter on Mission, Goals and Objectives. To ensure the financial health of the School, the planning process includes both planning activities and an evaluation process that will review our administrative and fiscal policies and our financial support. The process also includes assigning roles and delegating the evaluation process to appropriate committees and sub-groups within the School. The planning process is critical for the future of SLIS and is receiving high-level of attention to ensure we become what we aspire to be, achieve what we state we want to achieve, and remain responsive and engaged with our students, faculty, University, community and stakeholders.

Our evidence in support of this standard includes:

- 1) The revised vision, mission, core values and goals and objectives of the School, reviewed and revised during regular planning retreats in 2006, 2007 and 2008
- 2) The three year *Working Plan* for SLIS to guide our planning activities within the School
- 3) The purpose and membership of the SLIS Advisory Committee, the body that provides policy advice and counsel, information on the needs of employers and approves public statements of principles and policies, including the mission statement of the School and the goals, and objectives of the MLIS program
- 4) Report of the retreat in October, 2007 that developed the vision, mission, goals, core values statements and program objectives
- 5) Report of the retreat in October, 2008 to review the mission, goals, and objectives
- 6) The Strategic Plan of the University
- 7) The mission statement and the goals and objectives of the University
- 8) The results of the survey of current students, alumni, and employers
- 9) The minutes of meetings of the full faculty to demonstrate our planning efforts
- 10) The December 1, 2007 report to the Committee on Accreditation of SLIS's progress toward addressing the Standards
- 11) The minutes of the SLIS Technology Committee
- 12) An organizational chart for university, and organizational chart for SLIS
- 13) Copies of the Dean's meetings agendas for the University
- 14) A description of the budget process for CUA including the Provost's review, the University Budget Committee and the linkage of the budget process to the University's Strategic Plan
- 15) A description of the SLIS budget process

Standard VI: Physical Resources and Facilities

Bill Kules, Co-Chair and CUA SLIS Assistant Professor
David Shumaker, Co-Chair and CUA SLIS Clinical Associate Professor
John Coogan, University of Maryland, CUA SLIS alumnus
Bruce Hulse, CUA SLIS Adjunct Faculty
Sue Ann Orsini, CUA SLIS Student Representative

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

This chapter will provide documentation on the School's physical resources and facilities including inventories of these resources and facilities, their usage, and their contribution to the School's Program Objectives.

Marist Hall, which houses the School, is a historic building on the north end of the CUA campus, built in 1900, with the benefits and challenges that entails. The University recognizes the unique status of Marist: "Marist Hall by virtue of its age and architectural distinction is an important part of the campus. It retains its original appearance and has continued to contribute to national Catholic culture and education for over a century, making it one of the more significant structures on the campus. It is a contributing building." (<http://facilitiesoperations.cua.edu/floorplans/Marist/>).

We are working diligently with the University to improve our physical resources, including accessibility, and the technology infrastructure. This chapter highlights progress made by the School since the last accreditation visit in the Fall of 2005. For example, the Information Commons, which opened in 2006, provides an engaging social and academic space and mitigates the building's second floor accessibility challenges. Its flexible technology infrastructure supports formal and informal learning opportunities for faculty and students as well as providing important research space. We will also document steps taken since the fall of 2005 to implement a systematic planning process to ensure that these resources and facilities will evolve to support the School's strategic goals and program objectives. For example, we have revitalized the SLIS Technology Committee and are establishing a SLIS Facilities Planning Committee.

The technology infrastructure is a critical part of SLIS facilities. Technology considerations are integrated into the discussion of each subsection of this chapter. Section VI.2 addresses classrooms, faculty and administrative offices, student areas, meeting rooms, and computer labs, along with their related technology infrastructure and resources. Online resources are covered in section VI.3. Technical support and specialized services are covered in section VI.4. Library resources and services are discussed in both sections VI.3 and VI.4. The School's planning and evaluation process is covered in section VI.5. Each subsection provides evidentiary support to demonstrate our compliance with Standard VI.

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.

The School occupies space on the first and second floors of Marist Hall and also has full and equal access to multipurpose space throughout the CUA campus. The School's dedicated space includes labs, multipurpose meeting spaces, faculty offices, and facilities for independent and small group study, staff and student lounges, and administrative offices.

In addition, the university and the School provide information technology resources and support, both physically and virtually, that enable the School to carry out the full range of research, teaching, service, consultation, communication, and administration. This includes online resources that support efficient and effective administration of the School, including the student management system, Cardinal Station.

This subsection will describe the following facilities and their related resources in support of the MSLS degree:

1. Classrooms
2. The Information Commons
3. Computer labs
4. Offices for faculty, administration and student groups
5. Meeting areas, individual study areas, lounges and common areas
6. The Libraries of the Catholic University of America

Classrooms

We make use of classroom space provided both in Marist Hall and through the greater campus. Classrooms on campus are shared with other academic programs and scheduled on an equitable basis by the university administration. The rooms provide appropriate technological support for instruction, as well as accessibility as required. Off campus classroom spaces are selected in accordance with their ability to accommodate the size, configuration, and information technology features required for the classes held.

Our evidence in support of this standard includes:

- 1) Space inventories and floor plans showing classrooms in Marist Hall
- 2) University-wide inventory of classrooms, including inclusion of information technology capabilities and other characteristics
- 3) Description of space available at Fairfax County Government Center, Library of Congress, and other locations where off campus classes are held regularly
- 4) Descriptions of information technology installed in classrooms and portable resources
- 5) The CUA Classroom space technology support plan of 2007 including recommended enhancements to bolster the current technology infrastructure at CUA

The Information Commons

The Information Commons plays an essential role in SLIS, 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 new technologies and equipment have been installed, and more upgrades and changes are being planned. These changes are documented in the Technology Strategic Plan.

Our evidence in support of this standard includes:

- 1) Description of the Information Commons, including Space inventory and floor plan
- 2) Inventory of installed information technology resources
- 3) Inventory of information technology resources available for use or borrowing
- 4) Description of capabilities for webcasting of lectures and colloquia and data on their use
- 5) List of colloquia and other events in the Information Commons
- 6) Usage data, including data on help requests by visitors to the Commons
- 7) Pertinent results of student and alumni surveys regarding space and facilities
- 8) Phased development plan (Fall 2007)
- 9) The Technology Strategic Plan

Computer labs

Members of the SLIS community are supported by dedicated SLIS lab facilities, and also have use of University provided lab facilities elsewhere on campus.

Our evidence in support of this standard includes:

- 1) Description and inventory of SLIS computer labs in Marist Hall
- 2) Summary of computer labs and facilities available on campus
- 3) Usage data, e.g. basic computer skills workshops

Offices for faculty, administration and student groups

Full time faculty members occupy private offices that are conducive to the full range of academic activities including consultation with students. An additional private office is provided for adjunct faculty to use when on campus. There are a number of active student groups and there is an office available for use by those groups.

Our evidence in support of this standard includes:

- 1) Space inventories and floor plans showing location and use of SLIS office space
- 2) Faculty and staff standard computing configuration, and availability of hardware and software to support specialized requirements

Meeting areas, individual study areas, lounges and common areas

Both dedicated areas in Marist Hall and shared University spaces across campus support, and are used for, meetings, individual study and informal relaxation.

Our evidence in support of this standard includes:

- 1) Space inventories and floor plans showing location and use of SLIS space
- 2) Summary of other space available on campus

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.

The School is fully supported by University-provided library, multimedia, and information technology facilities and services. Both the School's dedicated facilities and shared University facilities support accommodations for independent study.

This subsection addresses each of the following facilities and their related resources:

1. Library resources - on campus, as well as off campus and consortium resources provided by the Washington Research Library Consortium (WRLC)
2. Online information technology resources and campus IT infrastructure
3. Multimedia resources and production facilities

Independent study areas were discussed in section VI.2.

Library facilities

Library facilities are centralized in the Mullen Library on campus. A former Library Science library in Marist Hall was reintegrated into the general collection at the School's initiative in 2004-2005, and the space rebuilt as the Information Commons to support teaching, research, independent study, and other needs of the School. The School continues to be served by a dedicated Library Science Librarian on the Mullen Library staff, who has established regular hours in Marist Hall for student consultation and is available to faculty and students by appointment as well. Specialized law and music libraries on campus are used by students taking courses or specializing in those areas. The School is also supported by digital library resources and by consortial arrangements through the Washington Research Library Consortium (WRLC).

Our evidence in support of this standard includes:

- 1) A summary of University library facilities and hours, with reference to a detailed inventory and explanation of dedicated and specialized support services for SLIS to be incorporated in evidence for section VI.4

- 2) From CUA Libraries: documentation of library resources, to include:
 - a) Physical collections
 - b) Study and research space
 - c) Information technology facilities (workstations, labs)
 - d) Digital collections – especially those that support SLIS
 - e) Reference Librarian services
 - f) Training services, both in-person and computer based
 - g) University Archives and Special Collections
 - h) The American Catholic History Research Center
- 3) Description of borrowing, course reserve and ILL privileges,
- 4) Description of WRLC Consortium benefits

Online information technology resources and campus IT infrastructure

Information technology support for teaching, research and service is delivered through a partnership with the University's Center for Planning and Information Technology (CPIT). CPIT provides full infrastructure and support services in areas such as networking (wired and wireless), servers, enterprise software, standard personal computer configuration, break/fix, and procurement. The School retains responsibility for dedicated computer lab facilities and equipment, and for the acquisition and support of hardware and software to support specialized needs of the field of library and information science.

Our evidence in support of this standard includes:

- 1) Description of online resources, including:
 - a) SLIS web site and content management system
 - b) SLIS lab guides and tutorials
 - c) SLIS mailing lists, blogs, wikis and other communication mechanisms
 - d) WebCT, BlackBoard and Sakai course management systems
 - e) Marratech webcasting software
 - f) Student management system (Cardinal Station)
 - g) Licensed survey and wiki software
 - h) University email services
 - i) Personal file storage
 - j) Personal web sites
 - k) Other Home@CUA features, e.g. directory, campus announcements
- 2) Documentation of dedicated SLIS Linux servers
- 3) Description of wired and wireless network in Marist Hall and across campus
- 4) Documentation of Campus IT infrastructure, including network backbone, redundant internet connections, provisions for network security, servers and services, backup policies, procedures and equipment, and physical facilities
- 5) Discussion of accommodation for blended learning, incorporating physical and virtual spaces
- 6) Pertinent results of student and alumni surveys regarding computing resources

Multimedia resources and production facilities

The School acquired limited media production facilities of its own in 2007, and is continuing to develop them through its Technology Committee in alignment with the School's Working Plan and curriculum requirements. Further, the School has established a strong working relationship with the University's Media Services Coordinator, who provides training, consultation, and production support to the School on an as-needed basis.

Our evidence in support of this standard includes:

- 1) Description and inventory of available multimedia resources
 - a) Access to multimedia server
 - b) Use of multimedia server to host on-demand content
 - c) Media streaming servers (real-time and on-demand)
 - d) SLIS multimedia capabilities in Commons and Labs
- 2) Description of CPIT and SLIS media production facilities and equipment; description of CPIT media server hosting facilities
- 3) Usage data on SLIS media use:
 - a) Videorecording for classes
 - b) Student productions
 - c) Data on CPIT hosting of SLIS videorecordings

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.

This subsection addresses each of the following services and support resources:

1. Library services
2. Technical support
3. Accessibility

Library services

The School is served by a dedicated Library Science Librarian on the Mullen Library staff, who maintains regular hours in Marist Hall for student consultation and is available to faculty and students by appointment as well. This librarian, and other Mullen library staff, hold the appropriate degrees, including the ALA-accredited MLS, and have the appropriate levels of experience for their responsibilities. In addition to its print resources in support of library and information science, the Library also licenses a collection of digital resources to support the specialized information needs of the faculty and students of SLIS. All faculty and students are provided with accounts and the necessary training and support are offered to enable full 24x7 use of these resources via any network

connection, off campus as well as on campus. This arrangement is of special importance for the support of the School's off campus teaching programs. The School is also supported by digital library resources and by consortial arrangements through the Washington Research Library Consortium (WRLC), which provide expanded access to general and specialized resources in the Washington, DC region.

Our evidence in support of this standard includes:

- 1) Description of CUA Library staffing and services, hours; summary of qualifications of library staff (MLS degreed; other)
- 2) Service levels for WRLC resources and services provided on behalf of CUA and SLIS

Technical support

Information technology support services are delivered through a partnership between the University's Center for Planning and Information Technology (CPIT) and SLIS. CPIT delivers general support as specified under paragraph VI.3 above, and SLIS students have full and equal access to general-purpose computer labs with extended hours to support their needs. In addition, SLIS provides its own specialized support through its lab facilities and the Information Commons, which are staffed seven days a week and led by a lab manager who is a SLIS alumna. Both CPIT and SLIS Lab and Information Commons facilities are accessible to the disabled.

Our evidence in support of this standard includes:

- 1) Workshops and training services, both in-person and computer based
- 2) Description of CPIT technology and media services: staffing, physical facilities, services
- 3) CPIT Lab hours; summary of qualifications of Lab staff
- 4) SLIS Information Commons and lab hours; qualifications of staff

Accessibility

SLIS is addressing the physical and virtual accessibility of our program and related resources through the efforts of the Technology and Facilities Planning Committees. We take advantage of University resources to ensure that students with special needs are able to fully participate in the lives of the School. We coordinate with the registrar to ensure that all classes are held in locations that are accessible to all students. With the opening of the Information Commons, SLIS now has accessible space available in Marist Hall for classes, computer labs, seminars, small and large meetings, individual study and research. We recognize the need to continue improving this space. In particular, through the Facilities Planning Committee, we are seeking accessible office space for individual consultation in Marist. In addition, through the SLIS *Working Plan*, we will continue to identify and pursue additional initiatives to enhance accessibility and provide a constantly improving accessible learning environment for our students.

Our evidence in support of this standard includes:

- 1) Explanation and discussion of ADA access for Marist Hall, the Mullen Library, and Leahy Hall (location of the Center for Planning and Information Technology)
- 2) Description of accessibility technology available in Marist and on campus
- 3) Description of support provided by Office of Disability Support Services
- 4) Discussion of ADA compliance of CUA and SLIS Web sites

VI.5 The school's 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.

As a first step in a renewed and strengthened process for facilities planning, the School established a Technology Committee in the Fall semester of 2007. This is an internal committee made up of key faculty and staff with student representation. The committee has met with leaders of the University's Center for Planning and Information Technology, and plans further meetings with key contacts in University administration and other academic units. The committee has already established a new technology acquisition process, a 2008-2009 Technology Plan, and is at work on several initiatives that will lead to the development of a Technology Strategic Plan for the School.

The School is also in the process of establishing a Facilities planning committee. This committee will address the strategic space needs of the School. The opening of the Information Commons in 2006 has ameliorated some of the issues raised by the previous accreditation report. This committee will evaluate progress to date, identify ongoing challenges, and explore opportunities to improve the School's facilities taking into account available and potential physical and budgetary resources.

To these ends we have established a Standard VI Committee with broad based representation, including the leaders of key University organizations: Facilities, Academic Computing, and Libraries as well as knowledgeable representatives of other constituencies: students, alumni, and adjunct faculty.

Our evidence in support of this standard includes:

- 1) SLIS Technology Committee charter, membership, policy and process documents, and meeting minutes
- 2) University organization charts showing key resources and contacts for facilities and technology planning and coordination.
- 3) Documentation of Technology Committee; include meetings with others in CUA, e.g. CPIT, Facilities, Library
- 4) Monthly reports from SLIS lab manager
- 5) Policies developed by the Technology Committee and adopted by the School.