

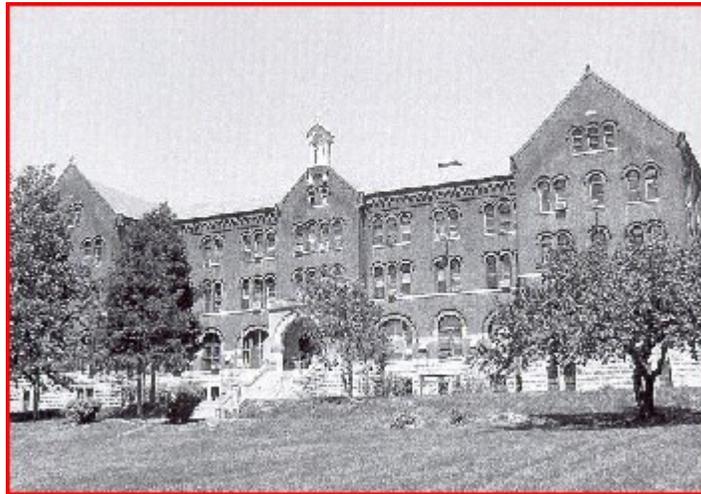
**The Catholic University of America
School of Library and Information Science (SLIS)**

Program Presentation

**for the Committee on Accreditation
of the American Library Association**

DRAFT

November 23, 2008



REASON. FAITH. SERVICE.



THE CATHOLIC UNIVERSITY OF AMERICA

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Introduction

The Catholic University of America (CUA) is the national university of the Catholic Church in the United States, founded and sponsored by the bishops of the country with the approval of the Holy See. The School of Library and Information Science (SLIS) is one of twelve (12) schools of the university and is dedicated to educating future librarians to work in all types of information settings. SLIS prides itself on offering an excellent, well-rounded graduate program that focuses on librarianship and libraries. Continuously accredited by the American Library Association (ALA) since 1948, SLIS has maintained an excellent reputation as a small student-focused program that prepares practitioners to take leadership roles within the field.

Program offerings include a masters of science degree in library science (MSLS) and a post-master's certificate in advanced studies in library and information science. Within the master's degree program, students may pursue a concentration or specialized track, all of which share a common core of four courses. For the majority of applicants, the MSLS degree is awarded after they complete 36 credit hours and successfully pass a two-day, six-hour written comprehensive examination.

Additional information on SLIS concentrations and the school library media track is provided in Chapter II: Curriculum.

As of fall, 2008, SLIS had 216 enrolled students and seven (7) full-time faculty members; two positions are currently being recruited. In the last three years, SLIS faculty members have spent considerable time and energy ensuring the program's planning process is

systematic, continuous, involves SLIS' constituencies and reflects their needs. As part of the planning process, SLIS faculty revised the program objectives to ensure they reflect the ALA Standards and provide a foundation for student learning outcome assessment.

Highlights of the planning process over the previous three years include

- Establishing a continuous planning process that has systematic mechanisms for engaging stakeholders
- Codifying the planning process through creation of the *SLIS Working Plan* which includes milestones for achievement, mechanisms to obtain constituent engagement, methods for outcomes assessment, and plans for the future
- A new set of core values, vision, mission, competencies, and goals and objectives.
- Establishing a SLIS Advisory Committee for the program and two advisory committees for sub-specialties in the SLIS curriculum: the law library course of study and the school library media track.
- Establishing key committees within the School, such as the Technology Committee, to ensure continuous improvement in these areas in the curriculum on behalf of the faculty, students, and other SLIS stakeholders.

The *SLIS Working Plan*, a comprehensive plan to guide the SLIS program in the 21st century, describes the school's current progress, charts its future, and provides a road map for achieving its goals. The *SLIS Working Plan* forms the foundation for managing the school's future.

This document provides evidence of the school's current progress in planning including its newly revised vision, mission, program objectives and *Working Plan*,

and its efforts to address the deficiencies cited by COA in systematic planning, stakeholder involvement, faculty, recruitment, and retention, curriculum and facilities. This document outlines our plans for moving forward to address emerging trends and needs while continuing to ensure we have addressed all of the COA's concerns.

The president and provost of the Catholic University of America have demonstrated their support for the SLIS program in both their words and actions that are tangible and essential to the continued health, future development and success of the school in providing a quality education.

Statistical Profile of SLIS as of fall, 2008

	2004 -2005	2006 – 2007	2007 - 2008
Full-time enrollment	29	36	24
Part-time enrollment	222	212	192
Total enrollment	251	248	216
Summer headcount	184	191	190
Degrees granted	80	95	103
(MSLS)			
Percent of regular faculty with doctoral degrees	100%	85%	89%
Number of full-time	6	7	9

faculty positions

Percent of published	65%	69%	68%
----------------------	-----	-----	-----

courses taught

Number of weeks	14	14	14
-----------------	----	----	----

per term (semester)

Number of hours for	36	36	36
---------------------	----	----	----

completion of the

MSLS

The development of the program presentation was an inclusive process. The faculty led the effort and worked collaboratively with SLIS's stakeholders to develop the document and ensure it was representative of the views of SLIS's community. There were six (6) accreditation committees that developed the chapters for the program presentation. The members of the committees are listed below:

Standard 1 (Mission Goals and Objectives) Committee

Kimberly Kelley, CUA SLIS Dean and Co-Chair
Mary Edsall Choquette, Co-Chair and CUA SLIS Assistant Professor
James King, Digital Library Innovations Librarian, Naval Research Laboratory
Gloria Orr, Assistant to the Dean for Special Projects
Tim Steelman, CUA SLIS Assistant Dean

Standard 2 (Curriculum) Committee:

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

Barry Trott, Adjunct Faculty
Joan Weeks, Adjunct Faculty

Standard 3 (Faculty) Committee

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

Standard 4 (Students) Committee

Youngok Choi, CUA Assistant Professor
Mary Choquette, CUA Assistant Professor
Meghan Gates, Representative from CUA-ASIST
Michele Lee, Alumni Representative
Joan Lussky, Chair and CUA Assistant Professor
Sarah New, GLP
Tim Steelman, CUA SLIS Assistant Dean
Linda Todd, GLP

Standard 5 (Administration and Financial Support) Committee

Kim Kelley, Co-Chair and CUA SLIS Dean
Gloria Orr, Assistant to the Dean for Special Projects
David Shumaker, Co-Chair and CUA Clinical Associate Professor
Tim Steelman, SLIS Assistant Dean

Standard 6 (Physical Resources and Facilities) Committee

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

The final document is the tireless effort of many individuals and went through several reviews by the SLIS community. We are proud of the efforts of those involved and those who provided feedback to the committees developing the Program Presentation. It has been a journey, and it is not one that will end with this accreditation review. Instead, it is the beginning of our next planning phase and will provide a basis for improving our practice, refining our outcomes measures, and continually improving our degree program.

Chapter I: Mission, Goals, and Objectives

INTRODUCTION

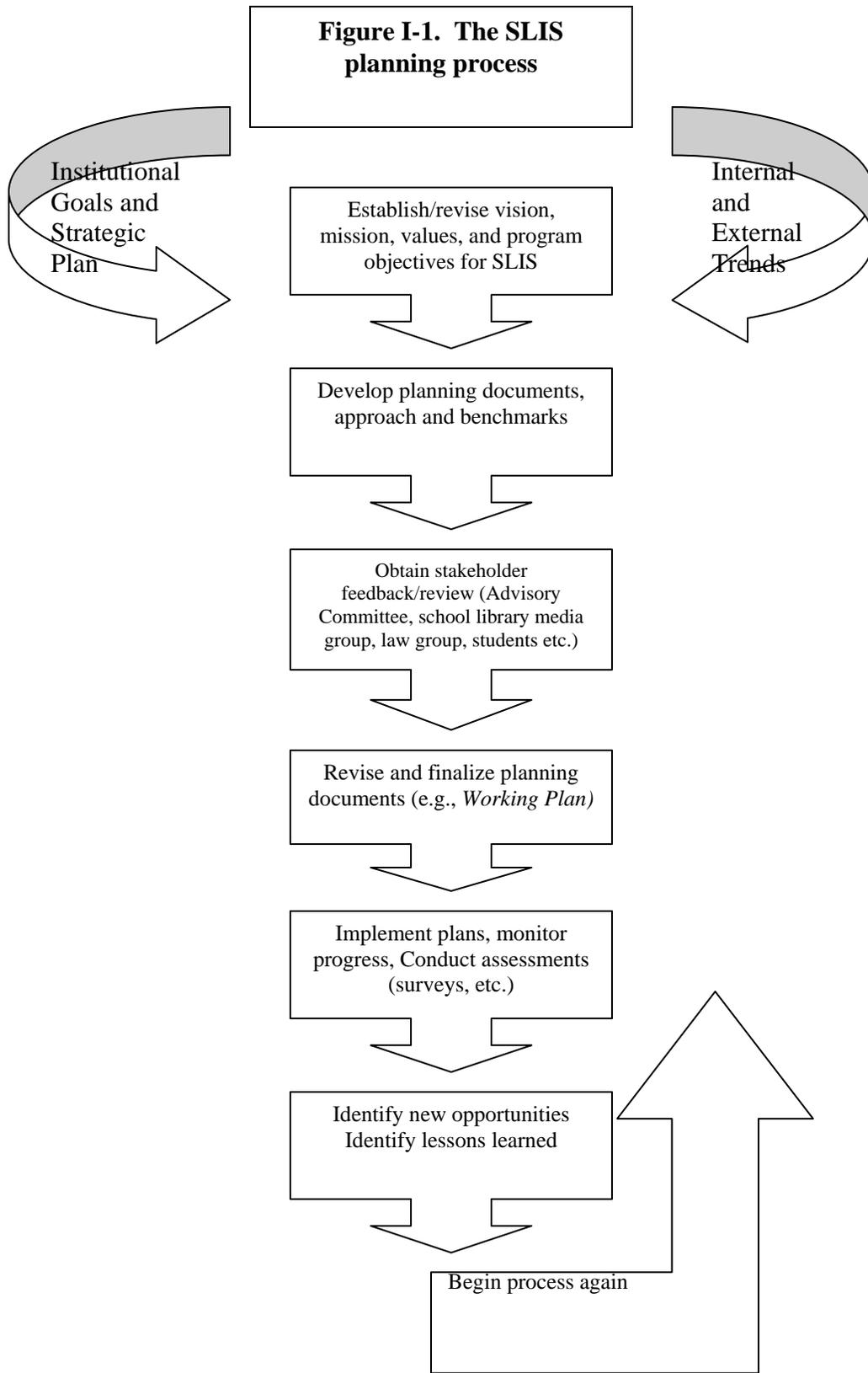
This section will address Standards I.1.1 and I.1.2 by describing the mission, goals and program objectives of SLIS, mechanisms for systematic constituent engagement, and the future plans for the School to continuously develop the SLIS program within the strategic framework set forth by the Catholic University of America (CUA). Further, this section will address standard I.1.2 through demonstrating the alignment of the mission, program objectives and *Working Plan* of SLIS with the Catholic University of America's (CUA) Vision, Mission and Strategic Plan.

I.1.1 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.

The Vision, Mission, Goals, Competencies, and Program Objectives for the School of Library and Information Science (SLIS)

The SLIS vision, mission, goals, competencies and program objectives are reviewed annually by SLIS' stakeholders to ensure they meet constituent needs, are aligned with the university's mission and *Strategic Plan*, and meet the expectations of the library and information science (LIS) field, and our global society. Figure I-1 provides a visual representation of the SLIS framework for continuous planning. The SLIS planning framework, along with the detailed specific milestones in the *SLIS Working Plan*, calls for the vision, mission, competencies, goals and program objectives to be reviewed

yearly by SLIS stakeholders and to be revised at least once over the three-year period covered by the current SLIS *Working Plan*. In addition, the *Working Plan* details the steps for reviewing the draft revisions by SLIS' core stakeholders: SLIS students, faculty, adjunct faculty, alumni, the SLIS advisory committees, and the provost and president of the university. Once reviewed, the documents are revised and the final documents are made available to all constituencies via the SLIS Web site, through public forums, at meetings of SLIS constituencies, and other events designed to ensure the entirety of the school's stakeholders are informed about core planning documents. This continuous process for planning and articulating the vision, mission, competencies, goals, and program objectives for the school ensures continual improvement and constant, meaningful engagement with SLIS stakeholders.



The planning and revision process, as illustrated in Figure I-1, shows SLIS's approach to planning to ensure the planning process includes systematic stakeholder engagement and reflects their needs. This process is used to develop, and revise SLIS's planning documents and to evaluate whether SLIS is achieving its program objectives.

1.1.2 Consistent with the values of the parent institution and the culture and mission of the school, program goals and objectives foster quality education.

SLIS Vision

The most recent, revised SLIS vision statement (as of 2007) states

SLIS transforms the role of libraries and information in society globally and locally, through excellence in teaching, scholarship, and service by engaging with the rich resources of our region, and beyond, for the betterment of humanity.

The core values of CUA are reason, faith, and service. SLIS has aligned its vision with the university by focusing on each of the three tenets of its values: 1) reason, i.e., striving to achieve excellence in teaching and scholarship; 2) faith, by stating that our purpose is to contribute toward the betterment of humanity; and 3) service, by including service as a basic, core value in the SLIS vision in service to our region and beyond. The SLIS vision is in alignment with the CUA vision, core values, and mission and further, is aligned with the purpose of the Catholic university as expressed in *Ex Corde Ecclesiae*, the guiding document for Catholic universities generally and CUA specifically. Appendix I.a. shows the relationship between the three documents and how they are aligned to serve the students, faculty, university and LIS field on a global scale through illuminating the

values set forth in *Ex Corde*, fulfilling the university's vision and core values, and achieving SLIS's values, vision, and mission.

SLIS Mission

The mission statement of SLIS (as of 2007) states

The School of Library and information Science (SLIS) provides professional education and supports lifelong learning in the tradition of the Catholic University of America. We produce innovative leaders with professional values informed by the CUA core values of reason, faith, and service and the SLIS values of collaboration, community, innovation, and excellence. Our education is characterized by a strong grounding in the theory and practice of the LIS field, engagement with the rich cultural and human resources of the Washington metropolitan area, and the creative use of information technology. SLIS is committed to applying the principles of library and information science toward the betterment of the individual, communities, and society.

The CUA and SLIS mission statements emanate from the core values expressed by *Ex Corde Ecclesiae*, and the CUA mission statement. The collaborative process SLIS engaged in with SLIS stakeholders to develop our core values, vision and mission statement was designed to demonstrate how SLIS achieves its mission within the mission set forth by the president, provost and Trustees of the University, and in support of *Ex Corde Ecclesiae*.

SLIS Goals

The SLIS faculty has articulated five goals for achieving its mission:

- Educating highly competent, ethical librarians and other information professionals.
- Exploring and integrating innovative technology to enrich teaching, foster scholarship and advance professional practice.
- Strengthening the school by engaging in ongoing dialog to anticipate the changing needs of individuals, the community and the global society.
- Advancing the frontiers of knowledge and practice in LIS.
- Serving the field, the community, the region and the world.

The goals are designed to support CUA’s culture and mission and further, to foster a quality education by reflecting the ALA standards as expressed in Standards 1.2.1 – 1.2.10. The SLIS goals alignment with the ALA standards is provided in Table I.1

Table I.1: ALA Standards Aligned with the SLIS Goals to Support a Quality Education

ALA Standard	SLIS Goal
1.2.1. The essential character of the field of library and information studies...	<ul style="list-style-type: none"> • Educating highly competent, ethical librarians and other information professionals.
1.2.2. The philosophy, principles and ethics of the field	<ul style="list-style-type: none"> • Educating highly competent, ethical librarians and other information professionals. • Advancing the frontiers of knowledge and practice in LIS.
1.2.3. Appropriate principles of specialization...	<ul style="list-style-type: none"> • Strengthening the school by engaging in ongoing dialog to anticipate the changing needs of

	<p>individuals, the community and the global society.</p> <ul style="list-style-type: none"> • Serving the field, the community, the region and the world.
1.2.4. The value of teaching and service to the advancement of the field	<ul style="list-style-type: none"> • Exploring and integrating innovative technology to enrich teaching, foster scholarship and advance professional practice.
1.2.5 The importance of research to the advancement of the field's knowledge base	<ul style="list-style-type: none"> • Exploring and integrating innovative technology to enrich teaching, foster scholarship and advance professional practice. • Advancing the frontiers of knowledge and practice in LIS
1.2.6 The importance of contributions of library and information studies to other fields	<ul style="list-style-type: none"> • Exploring and integrating innovative technology to enrich teaching, foster scholarship and advance professional practice. • Strengthening the school by engaging in ongoing dialog to anticipate the changing needs of individuals, the community and the global society.
1.2.7 The importance of contributions of other fields to the knowledge of library and information studies	<ul style="list-style-type: none"> • Exploring and integrating innovative technology to enrich teaching, foster scholarship and advance professional practice. • Strengthening the school by engaging in ongoing dialog to anticipate the changing needs of individuals, the community and the global society. • Advancing the frontiers of knowledge and practice in LIS.
1.2.8. The role of library and information services in a diverse global society...	<ul style="list-style-type: none"> • Exploring and integrating innovative technology to enrich teaching, foster scholarship and advance professional practice.

	<ul style="list-style-type: none"> • Strengthening the school by engaging in ongoing dialog to anticipate the changing needs of individuals, the community and the global society.
1.2.9 The role of library and information services in a rapidly changing and technological society	<ul style="list-style-type: none"> • Exploring and integrating innovative technology to enrich teaching, foster scholarship and advance professional practice • Advancing the frontiers of knowledge and practice in LIS
1.2.10 The needs of the constituencies that the program seeks to serve.	<ul style="list-style-type: none"> • Strengthening the school by engaging in ongoing dialog to anticipate the changing needs of individuals, the community and the global society. • Serving the field, the community, the region and the world.

The SLIS Competencies

The program objectives were derived from professional competencies adopted by the SLIS faculty. The SLIS competencies document was the result of the School's faculty reviewing the appropriate principles of specialization in the field and identifying applicable policy statements and documents of relevant professional organizations, including the draft statement of competencies by the American Library Association and core competencies articulated by ALA divisions, the Special Libraries Association, and the American Association of Law Libraries, among others. The resulting synthesis led to the statement of core competencies expected of all SLIS graduates. These core competencies incorporate the foundational knowledge, skills, and abilities for professionals graduating from an accredited library and information science program.

They are clearly defined and publicly stated in School's documents and on the school's Web site:

<http://slis.cua.edu/About/Accreditation/documents/SLISCompetenciesAdopted20080326.pdf>.

The development of the SLIS program objectives based on the SLIS competencies ensures the program objectives are closely linked to stakeholder needs and foster a quality education.

The University's Mission

The mission of the Catholic University of America is

As the national university of the Catholic Church in the United States, founded and sponsored by the bishops of the country with the approval of the Holy See, the Catholic University of America is committed to being a comprehensive Catholic and American institution of higher learning, faithful to the teachings of Jesus Christ as handed on by the Church. Dedicated to advancing the dialogue between faith and reason, the Catholic University of America seeks to discover and impart the truth through excellence in teaching and research, all in service to the Church, the nation, and the world.

In 2006, the president, provost, and the university community under the direction of the university's Board of Trustees, revised the institution's mission statement and devised a new *Strategic Plan* that includes annual goals and expectations for the president and the university community. The CUA *Strategic Plan* (Appendix I.b) designed to support the mission of the

university to continuously improve the university's commitment to excellence in education and research. The five primary goals (strategic concentrations) of the CUA *Strategic Plan* are

1. Strengthening graduate studies at the Catholic University of America
2. Enhancing the Catholic University of America undergraduate experience
3. Improving the Catholic University of America's facilities
4. Building the Catholic University of America's human resources
5. Raising the Catholic University of America's national and international visibility and reputation

Within the five strategic concentrations of the *Strategic Plan*, there are specific, yearly goals that the president and the university community must achieve. The *Strategic Plan* covers six years; the next iteration of the *Strategic Plan* is scheduled to be developed in 2012. Each of the specific goals within the five strategic concentrations has a lead person responsible for ensuring the goal is achieved.

The School's Support of the University's Mission

As a school within the Catholic University of America, SLIS has a vision, mission, goals, and program objectives that reflect the unique vision, mission, and strategic plan of the university (Appendix I.a). SLIS devised and revises its goals and program objectives within the framework of the university's mission and *Strategic Plan* to ensure relevance and alignment with the institution's mission. Table I-2 demonstrates how SLIS aligns its goals and program objectives with the *Strategic Plan* of CUA.

Table I-2. SLIS Alignment with the CUA *Strategic Plan*

CUA Strategic Concentrations (from the CUA Strategic Plan)	SLIS Goals	SLIS Program Objectives
Strategic Concentration #1: Strengthening graduate studies at the Catholic University of America	<p>Educate highly competent, ethical librarians and other information professionals.</p> <ul style="list-style-type: none"> • Explore and integrate innovative technology to enrich teaching, foster scholarship, and advance professional practice. • Advance the frontiers of knowledge and practice in library and information science. • Serve the field, the community, the region, and the world. 	<p>Educate students who are skilled in organizing, disseminating, managing, preserving information.</p> <ul style="list-style-type: none"> • Prepare students who are skilled in the use of information technologies and articulate the role of information technology in facilitating information management. • Prepare graduates who demonstrate a commitment to the philosophy, principles, and legal and ethical responsibilities of the library and information science field. • Graduate professionals who are able to interpret and apply research results from library and information science and related fields. • Graduate professionals who articulate the economic, political, cultural, and social importance of the information profession. • Provide an academic program that develops professionals who are

		dedicated to professional growth, continuous learning, and the application of new knowledge to improve information systems and services to meet the needs of information users in society.
Strategic Concentration # 2: Enhancing the Catholic University of America undergraduate experience	<ul style="list-style-type: none"> • Strengthening the school by engaging in ongoing dialog to anticipate the changing needs of individuals, the community, and the global society. • Explore and integrate innovative technology to enrich teaching, foster scholarship, and advance professional practice. 	<ul style="list-style-type: none"> • Develop graduates who are capable of serving information seekers in a global society (including undergraduates). • Graduate students who appreciate education and service as integral to the role of the information professional in society (serving undergraduates as part of the larger society and in service to the university through our collaborative efforts as part of our relationship with the University Libraries).
Strategic Concentration # 3: Improving the Catholic University of America's facilities	<ul style="list-style-type: none"> • Explore and integrate innovative technology to enrich teaching, foster scholarship, and advance professional practice. 	<ul style="list-style-type: none"> • Prepare students who are skilled in the use of information technologies and articulate the role of information technology in facilitating information management. • Graduate professionals

		<p>who are able to interpret and apply research results from library and information science and related fields.</p> <ul style="list-style-type: none"> • Provide an academic program that develops professionals who are dedicated to professional growth, continuous learning, and the application of new knowledge to improve information systems and services to meet the needs of information users in society. • Develop a Facilities Committee for the school to identify the most effective means to utilize the current space and plan for future space enhancements.
<p>Strategic Concentration # 4: Building the Catholic University of America's human resources</p>	<p>Educate highly competent, ethical librarians and other information professionals. Strengthening the school by engaging in ongoing dialog to anticipate the changing needs of individuals, the community, and the global society.</p> <p>Transform the role of libraries and information in society globally and locally,</p>	<ul style="list-style-type: none"> • Develop graduates who are capable of serving information seekers in a global society. • Graduate students who appreciate education and service as integral to the role of the information professional in society. • Hire faculty who serve the needs of the school and

	through excellence in teaching, scholarship, and service by engaging with the rich resources of our region and beyond, for the betterment of humanity.	the university effectively.
Strategic Concentration # 5: Raising the Catholic University of America's national and international visibility and reputation	<ul style="list-style-type: none"> • Strengthen the school by engaging in ongoing dialog to anticipate the changing needs of individuals, the community, and the global society. • Serve the field, the community, the region and the world. <p>Transform the role of libraries and information in society globally and locally, through excellence in teaching, scholarship, and service by engaging with the rich resources of our region, and beyond for the betterment of humanity.</p>	<ul style="list-style-type: none"> • Develop graduates who are capable of serving information seekers in a global society. • Graduate students who appreciate education and service as integral to the role of the information professional in society.

As a direct report to the provost and a dean of a school, the SLIS dean is involved in all aspects of supporting attainment of the goals set forth in the CUA *Strategic Plan* that are led by the provost. In support of the university's Strategic Plan, the SLIS dean serves on the Dean's Council, the academic leadership group responsible for ensuring the academic strategic goals are met in support of the provost, president and Board of Trustees; chairs the university's distance education policy task force toward achieving strategic

concentration #1; serves as a member of the provost's task force on the first year experience in support of strategic concentration #2; and serves as a member of the task force on technology in the classroom, in support of strategic concentration #4.

In June, 2008, the dean of the school was elevated to the position of associate provost of the university libraries while retaining her current title of dean of the school. In her new role, the associate provost commands significantly greater resources and facilities that can be applied in support of the university libraries and SLIS. There are now greater opportunities for SLIS students and faculty to collaborate and develop new initiatives to support research, teaching, and service to support the missions of both organizations and improve practice. Further, the alignment of the libraries and the school also provides greater opportunities for the two organizations, through their combined efforts, to support the strategic milestones in the university's Strategic Plan. Recent collaborations of the two organizations include developing a pilot institutional repository program at CUA, identifying new funds to support the GLP program, and exploring ways to support the educational mission of the university through collaborative activities of the librarians and the school's faculty. The president's and provost's commitment to the future of the school and the libraries was the impetus for the aligned organizational structure which has invigorated and deepened this important link between the school and the practitioners to increase the possibilities of supporting the university's mission and strategic goals.

Fostering a Quality Education

The latest survey results, which are one measure of SLIS's success in achieving its program objectives and fostering a quality education, provide evidence that SLIS has

been successful in fostering a quality education based on its goals and program objectives.

Table I.3 provides data from the most recent SLIS student survey. The student survey results are provided comparatively with the results from 2004, the last time the survey was administered. Respondents were asked to indicate their degree of agreement with given statements about the SLIS program using a six-point scale. The answer selections were then collapsed into two categories for analysis of their responses: disagree or agree (n/a = not applicable) and for comparative purposes with the 2004 survey. The last column compares the average score on the six-point scale for those same questions that were asked in 2004. Where there was no equivalent question in 2004, there is no average score provided in that column.

Table I.3. Analysis of SLIS’s Achievement of its Objectives to Foster a Quality

Education

Statement	Agree	Disagree	n/a	Ave Score (2004/2008)
2. The SLIS curriculum provides me with a solid understanding of information technology issues in the LIS field	75.7%	13.9%	6.3%	-----/4.66
3. The SLIS curriculum provides me with a solid understanding of library administration and management practices	65.2%	15.9%	15.2%	-----/4.74
4. The SLIS curriculum provides me with a solid understanding of information organization (e.g., cataloging and classification).	79.1%	8.9%	8.9%	-----/4.99
5. The SLIS curriculum provides me with a solid understanding of information sources and services (e.g., reference).	80.4%	6.9%	9.5%	-----/5.02

6. The SLIS curriculum provides me with a solid understanding of research practices in the library and information science field.	66.4%	18.4%	10.8%	----/4.61
7. The SLIS special programs, workshops, and colloquia adds to the quality of my educational experience.	84.1%	6.4%	11.4%	----/5.11
8. The quality of instruction is above average.	78.4%	13.9%	3.2%	3.94/4.68
9. Overall, the SLIS program is a very good one	10.8%	82.9%	1.9%	4.17/4.84

The student survey questions were specifically aligned with the program objectives so SLIS could gain feedback on how well the program objectives were being realized through the curriculum to foster a quality education. The latest student survey results indicate their opinion of the quality of the SLIS education, measured by the effectiveness of the curriculum in fostering a quality education, the program is achieving its objectives based on the survey respondents' responses.

Further, results from the student survey show that the average score in every category that is directly comparable between 2004 and 2008, the mean answer went up in 2008. Areas of particular note that have increased from a mean score of 3 to a 4.5 or above include:

- The quality of instruction is above average.
- SLIS Web-based (e.g., online/blended) courses are above average.
- Practicum opportunities provide valuable field experience.
- Students have enough opportunities to interact with one another and with the faculty outside the classroom.
- The advisement and assistance from my advisor is very good.
- The advisement and assistance from the dean or assistant dean, when needed, is very good.
- Computing resources in Marist Hall are appropriate for my learning.
- Computing resources at off-campus sites are appropriate for my learning
- Facilities in Marist Hall are appropriate for my learning.

- Facilities at off-campus sites are appropriate for my learning

Additionally, alumni were also asked their perspective to inform SLIS on its success in fostering a quality education. Alumni were asked about their level of preparedness through a series of questions designed to determine the overall quality of the SLIS degree. Table I.4. provides their feedback.

TABLE I.4. Alumni Perceptions of Preparation by Area after Completing the MSLS degree

Area	Especially Well/Adequately Prepared	Not Adequately/Not Prepared
a. Providing information sources and services. Retrieving, evaluating, and synthesizing information and providing guidance to patrons in the use of resources (e.g., reference, user services)	93.2%	2.6%
b. Managing information organizations and services. Knowledge of how change occurs, oral and written communication skills, and promoting services (e.g., planning, budgeting, supervising, and marketing)	73.1%	20%
c. Evaluating and selecting collection resources (e.g., collection development; resource building)	79.9%	15%
d. Providing access to information(e.g., organizing, storing, retrieving, delivering information and knowledge organization)	89.3%	6.8%
e. Using information systems and technologies (e.g., use of computers, design and analysis of information systems, evaluation of information systems and technologies, implications of information technologies for users and technological knowledge)	66.2%	26.5%
f. Understanding information policy and ethics, values, and foundation principles of information professionals	93.6%	2.2%

Overall, alumni indicated a significant degree of agreement with the statements designed to evaluate SLIS’s success in achieving its program objectives towards fostering a quality education.

The alumni survey provided comparative data with the previous alumni survey in 2004, SLIS alumni were asked to rate the overall quality of the SLIS program. Table I-5 shows their responses were favorable overall and improved from 2004.

TABLE I-5. Experience with the SLIS Program – 2008 Alumni Survey Results and Comparison of 2004 and 2008 Average Mean Scores

Statement	Disagree	Agree	n/a	Ave Mean Score (2004/2008)
1. Overall, the SLIS program was a very good one	4.7%	85.4%	-----	4.28/5.24
2. My MSLS prepared me well for my first job.	3.9%	80%	6.4%	-----/5.34

The SLIS program objectives provide the necessary foundation to gauge and respond to stakeholder needs, conduct assessments, and continuously improve the program as part of the school’s efforts to ensure that it provides a quality education. Examples of the use of the program objectives include:

1. Using the program objectives to design the surveys of SLIS stakeholders and as a basis for formulating some of the questions
2. Consulting SLIS’s stakeholders in the program objectives formation to ensure they are responding to stakeholder’s needs
3. Using the program objectives as the foundation of the SLIS comprehensive examination rubric.

Standard I.2: Program objectives are stated in terms of educational results to be achieved

SLIS Program Objectives

The SLIS MSLS program has developed a revised set of program objectives which have stated outcomes to guide the school in its outcomes assessment efforts. The SLIS program objectives are mapped in Table I.6 to the accreditation standards set forth in the *Standards for Accreditation of Master's Programs in Library and Information Studies 1992*. The designation of the standards, listed on pp. 9 and 10 of the *Standards* document are reflected in Table I.6.

Table I.6. SLIS Program Objectives Mapped to Standard I Constructs

Program Objectives	Standard I Constructs
SLIS MSLS program develops graduates who	
1. Are skilled in organizing, disseminating, managing, and preserving information;	1.2.1; 1.2.2; 1.2.3
2. Are skilled in the use of information technologies and articulate the role of IT in facilitating information management;	1.1.1; 1.2.1; 1.2.3; 1.2.9
3. Demonstrate a commitment to the philosophy, principles, and legal and ethical responsibilities of the field;	1.2.2; 1.2.3; 1.2.9
4. Are capable of serving information seekers in a global society;	1.2.1; 1.2.5; 1.2.8; 1.2.10
5. Appreciate education and service as integral to the role of the information professional in society;	1.2.4; 1.2.6; 1.2.8
6. Interpret and apply research results from library and information science and related fields;	1.2.5; 1.2.6; 1.2.7
7. Articulate the economic, political, cultural, and social importance of the information profession;	1.1.1; 1.2.3; 1.2.6; 1.2.7; 1.2.8
8. Are dedicated to professional growth, continuous learning, and applying new knowledge to improve information systems and services to meet the needs of information users	1.1.1; 1.2.8; 1.2.9; 1.2.10

in society.	
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SLIS has a set of measures to evaluate its success in achieving the program objectives.

The outcomes measures are as follows:

1. The Comprehensive examination
2. Regularly administered surveys of students, alumni and employers
3. Course grades
4. Formal feedback from SLIS advisory committees
5. Grade distributions for relevant SLIS courses
6. Practicum evaluations
7. Admissions statistics
8. Graduation rates
9. Teaching evaluations and,
10. *Working Plan* milestones.

The *Working Plan* establishes the framework for the frequency of evaluating SLIS's success in achieving its stated goals and program objectives.

The SLIS curriculum is aligned with the program objectives to ensure the program objectives are achieved. Table II.I.B in the Standard II: Curriculum Chapter is evidence of this relationship. SLIS faculty's areas of specialty and competency are also linked to the SLIS program objectives. Tables III.4, III.5 and III.7 are evidence of the linkage of faculty expertise to the program objectives.

The SLIS program objectives, realized through the delivery of the curriculum, are designed to ensure that students who graduate from the SLIS program are fully versed in all aspects of professional practice, including information and knowledge creation, communication, identification, selection, acquisition, organization, description, storage and retrieval, dissemination, management, and preservation of information. The SLIS faculty developed a Statement of Professional Competencies for Graduates of the Master’s Program in Library and Information Science to demonstrate their commitment to providing a quality education and establishing measurable outcomes as a precursor to developing the SLIS program objectives. The competencies help the school assess whether it has achieved its goals and program objectives. Table I.7 shows the relationship of the SLIS competencies to the program objectives.

Table I-7. SLIS Competencies Mapped to Program Objectives

SLIS Competencies	Program Objectives
Professional Identity: Graduate education from the School of Library and Information Science (SLIS) includes philosophical, theoretical, practical, and experiential learning infused with an enduring sense of commitment to the evolving profession of library and information science. The SLIS program offers students the opportunity to learn and develop in the areas of <ul style="list-style-type: none"> · The history and importance of the profession to the world; · Values, principles, legal, and ethical responsibilities of the profession; · Professional development and leadership; and · Active individual and collective responsibility for the betterment of humanity. 	3, 5, 6, 7, 8
Management: Information professionals require an understanding of the broad range of competencies required for effective management in organizations of all types. The SLIS program enables students to develop competencies in working with and through others to achieve the effective and efficient operation of libraries and information services. These competencies include <ul style="list-style-type: none"> · Strategic management and planning; 	1.2, 3, 5, 8

- Human resource management;
- Budgeting and financial management;
- Marketing, including promotion;
- Ethical management;
- Leadership;
- Communication;
- Negotiation and teamwork;
- The management of technology;
- Change and innovation and;
- The evaluation of organizational processes and programs.

Resources: Information professionals are knowledgeable about creating and evaluating resources in order to provide effective reference and collection development services for use by individuals and/or communities working within various specific domains and settings. The SLIS program provides opportunities for students to gain fluency and agility in the theory, vocabulary, and best practices of information selection, acquisition, organization, evaluation, de-selection, storage, preservation, and conservation of information items in print, electronic, and other formats.

1, 2, 6

In addition, the SLIS program enables students to develop a depth of knowledge on the variety of information resources available, existing library literature, and the evolving patterns of communication and publication within society.

Services: The program at SLIS enables students to develop competencies in the provision and delivery of library and information services that meet the needs of individual users, their communities, and the greater, global society for the purpose of creating, using, and disseminating knowledge.

1, 2, 4, 5, 6

Students in the SLIS program are educated to be able to

- Create, identify, retrieve, evaluate, and synthesize information for users;
- Identify, plan, provide, and evaluate library and information services;
- Provide users with appropriate consultation and guidance or instruction in the use of information resources;
- Anticipate current and future user needs; and
- Apply technology strategically to improve services and enhance access to information resources on a global scale.

Information Organization: Information professionals organize and manage information for users in libraries, archives, museums, and other information environments. Competencies in this area encompass knowledge of and skills in the theory and principles

1, 2, 4, 6

of information organization, understanding users, proficiency in methods and systems for organizing information, intelligent use of technologies, and application of research findings. SLIS curriculum prepares students to

- Apply the principles and best practices of information organization;
- Become cognizant of the approaches for understanding user needs and information seeking behavior and the need to focus on users as we organize information;
- Understand standards and methods for controlling and managing information resources,
- Develop proficiency in using communication and information technologies to organize information resources for access; and
- Obtain the ability to assess, interpret, and apply research findings from the library and information science field and related disciplines to improve information organization and access for users.

Technology: Information professionals apply information and communication technology (ICT) knowledge and skills to effectively and ethically serve the information needs of individuals, organizations and communities.

1, 2, 4, 6, 7, 8

The SLIS program prepares students who are proficient in the application of standard ICT tools and techniques, including

- Use of relevant software systems and applications;
- Design and/or creation of accessible and usable information solutions;
- Protection of information privacy and security; and
- Continual monitoring and learning about emerging and evolving technology.

The SLIS program prepares students who have a basic knowledge of, and articulate the important role of, the concepts and processes of

- Human-computer interaction;
- Systems analysis and design; and
- Assessment and evaluation of the efficacy and impacts of ICT.

1.2.1 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.

The SLIS program objectives, realized through delivery of the curriculum, ensure SLIS students who graduate from the SLIS program are fully versed in all aspects of professional practice, including the information and knowledge creation, communication, identification, selection, acquisition, organization, description, storage and retrieval, dissemination, management, and preservation of information. The core courses within the curriculum provide the necessary foundation for students to be sufficiently versed in the essential character of the field to succeed in elective courses and to demonstrate competency on Standard I.2.1. on the comprehensive examination which is the culminating experience for the degree. The program objectives include a commitment to achieve some aspect of the skills or knowledge essential to the field. The SLIS program objectives cover the entirety of the information life cycle. Table I.8 shows the specific SLIS program objectives that are aligned with Standard I.2.1.

Table I.8: SLIS Program Objective Alignment with Standard I.2.1.

Program Objectives	Standard I Constructs
SLIS MSLS program develops graduates who	
P.O.1. Are skilled in organizing, disseminating, managing, and preserving information;	I.2.1; I.2.2; I.2.3
P.O.2. Are skilled in the use of information technologies and articulate the role of IT in facilitating information management;	I.1.1; I.2.1; I.2.3; I.2.9
P.O.4. Are capable of serving information seekers in a global society;	I.2.1; I.2.5; I.2.8; I.2.10

Of the eight (8) SLIS program objectives, three (3) are directly in alignment with the ALA Standard 1.2.1.

As part of the school's *Working Plan*, the core and upper level courses are revised every three years. In the last year, the faculty has focused on revising the core courses. The revisions to the core courses reflect the essential character of the field of library and information studies.

The core courses cover the following essential areas in the LIS field:

- Professional identity, including an understanding of the importance of lifelong learning and commitment to lifelong learning.
- Knowledge of the role of technology in the LIS field and a commitment to utilizing it in the delivery of information resources, services, and management.
- Leadership and management skills, including vision, flexibility, and an understanding of how to be a leader in all roles within the profession.
- An understanding of the issues of diversity and a commitment to contribute to inclusiveness in all aspects of information practice.
- Knowledge and skill in information organization for both analog and digital formats.

The core course structure provides the necessary foundation to support students in later coursework and experiences (such as the practicum) and provides a coherency for the

curriculum that is essential to ensure that students receive a systematic introduction to all aspects of the LIS field to achieve Standard I.2.1.

Table I-9 provides the relationship of the SLIS program objectives, the core courses, and their alignment with Standard I.2.1.

Table I-9: SLIS Program Objectives and Core Course Alignment with ALA Standard

I.2.1

SLIS Program Objective	SLIS Core Course(s)	ALA Standard I.2.1
<p>Are skilled in the use of information technologies and articulate the role of information technology in facilitating information management</p> <p>Are capable of serving information seekers in a global society</p> <p>Are dedicated to professional growth, continuous learning, and applying new knowledge to improve information systems and services to meet the needs of information users in society</p>	<p>551; 553; 555; 557</p>	<p>Recordable information and knowledge and the services and technologies to facilitate their management and use</p>
<p>Are skilled in organizing, disseminating, managing, preserving information</p> <p>Interpret and apply research results from library and information science and related</p>	<p>551; 553; 555; 557</p>	<p>Encompassing information and knowledge creation</p>

<p>fields</p> <p>Appreciate education and service as integral to the role of the information professional in society</p>		
<p>Are skilled in organizing, disseminating, managing, preserving information</p> <p>Appreciate education and service as integral to the role of the information professional in society</p>	551; 553; 555	Communication, identification, selection, acquisition, organization, and description
<p>Are skilled in organizing, disseminating, managing, preserving information</p> <p>Are skilled in the use of information technologies and articulate the role of information technology in facilitating information management</p>	551; 553; 555	Storage and retrieval
<p>Are skilled in organizing, disseminating, managing, preserving information</p> <p>Interpret and apply research results from library and information science and related fields</p> <p>Appreciate education and service as integral to the role of the information professional in society</p>	551; 553; 555; 557	Preservation, analysis, interpretation, evaluation, synthesis,

<p>Are skilled in organizing, disseminating, managing, preserving information</p> <p>Are dedicated to professional growth, continuous learning, and applying new knowledge to improve information systems and services to meet the needs of information users in society</p> <p>Are skilled in the use of information technologies and articulate the role of information technology in facilitating information management</p>	551; 553: 557	Dissemination and Management

The program objectives, achieved through the curriculum and covered at the basic level in each of the four core courses, create the foundation to provide SLIS students with the competencies and breadth and depth of knowledge needed to be prepared to contribute to the field and in support of Standard 1.2.1.

1.2.2. The philosophy, principles, and ethics of the field

Table I.10 shows how the SLIS program objectives are aligned with Standard I.2.2.

Table I.10: SLIS Program Objective Alignment with Standard I.2.2

Program Objectives	Standard I Constructs
SLIS MSLS program develops graduates who	

P.O.1. Are skilled in organizing, disseminating, managing, and preserving information;	I.2.1; I.2.2; I.2.3
P.O.3. Demonstrate a commitment to the philosophy, principles, and legal and ethical responsibilities of the field;	I.2.2; I.2.3; I.2.9

SLIS has two (2) program objectives aligned with Standard I.2.2 to ensure the program reflects the philosophy, principles and ethics of the field. The program objectives form the basis for developing the curriculum and conducting effective assessment and feedback loops.

Further, SLIS’s recent survey of alumni provides additional evidence that SLIS is achieving Standard I.2.2. SLIS alumni were asked the top three areas where they were most prepared as graduates of the SLIS program. The top three areas were:

1. Understanding information policy and ethics, values, and foundation principles of information professionals (93.6%)
2. Providing information sources and services (93.2%)
3. Providing access to information (89.3%)

The SLIS program objectives state that SLIS is committed to ensuring graduates understand the philosophy, principles and ethical issues of the field. The alumni survey results show that SLIS graduates consider that the program strongly reflects these values and provides a strong educational preparation in the philosophy, principles and ethics of the field.

The SLIS employer and alumni surveys queried employer respondents on whether the SLIS graduates they had interviewed or hired reflected an understanding of the philosophy, principles and ethics of the field, and alumni on their perceived level of knowledge of the philosophy, principles, and ethics of the field. Table I-11 shows the

employer and alumni responses to a similar question asked of students in the student survey.

Table I-11: 2008 Employer and Alumni Perceptions of Student Preparation by Area after Completing the MSLS Degree

Area	Especially Well/Adequately Prepared by Employer/Alumni	Not Adequately/Not Prepared by Employer/Alumni
1. Understanding information policy and ethics, values, and foundation principles of information professionals	51% / 93.6%	8.6% / 2.2%

As with the alumni survey, employers perceive that SLIS is providing sufficient educational preparation in this area. SLIS has Standard I.2.2 as a stated area of competency within the degree program and the evaluation of whether SLIS is achieving its goal through its surveys indicates SLIS is achieving the Standard.

1.2.3 Appropriate principles of specialization identified in applicable policy statements and documents of relevant professional organizations.

SLIS has several program objectives that reflect Standard I.2.3. Table I.12 below provides the program objectives and their accompanying construct for Standard I.2.3

Table I.12: SLIS Program Objective Alignment with Standard I.2.3

Program Objectives	Standard I Constructs
SLIS MSLS program develops graduates who	
P.O.1. Are skilled in organizing, disseminating, managing, and preserving information;	I.2.1; I.2.2; I.2.3
P.O.2. Are skilled in the use of information technologies and articulate the role of IT in facilitating information management;	I.1.1; I.2.1; I.2.3; I.2.9

P.O.3. Demonstrate a commitment to the philosophy, principles, and legal and ethical responsibilities of the field;	I.2.2; I.2.3; I.2.9
P.O.7. Articulate the economic, political, cultural, and social importance of the information profession;	I.1.1; I.2.3; I.2.6; I.2.7; I.2.8

The School has four (4) program objectives in support of Standard I.2.3. Through these four objectives, SLIS ensures that its program reflects the specializations and relevant policy statements of professional organizations. In addition, the SLIS program objectives emanate from the SLIS competencies which provide further direct correlation between the SLIS program objectives and appropriate specializations and policy documents from the field.

The program objectives, which emanate from the competencies, ensure the SLIS program objectives reflect the appropriate principles of specialization and adhere to professional standards expressed by professional organizations in the LIS field.

As a School, SLIS belongs to the American Society for Information Science and Technology (ASIS&T), the Association of College and Research Libraries (ACRL), the Virginia Library Association (VLA), the Maryland Library Association (MLS), the American Library Association (ALA), the American Association of Law Libraries (AALL), the American Library and Information Science Education Association (ALISE), the Special Libraries Association (SLA), and EDUCAUSE. These memberships, and those held by SLIS’s full-time and part-time faculty members, provide further evidence of the school’s commitment to the appropriate principles outlined in standard 1.2.3.

In addition to offering a core set of courses that cover the breadth and depth of knowledge that demonstrates the relationship of the SLIS program objectives to the appropriate areas of specialization, SLIS offers courses in one track and one course of study: school library media and law librarianship respectively, that have a specified curriculum to ensure graduates have the necessary skills and knowledge for professional practice which are derived from the specialized fields of school library media and law librarianship. The purpose of mentioning SLIS's track and the course of study is to illustrate SLIS's commitment to ensuring that the program objectives, and curriculum reflect Standard 1.2.3, appropriate principles of specialization identified in applicable policy statements and documents of relevant professional organizations.

The school library media track prepares students for practice and licensure as library media specialists in schools. The law librarianship course of study prepares students to develop knowledge, skills, and expertise to work in a variety of legal settings.

School Library Media Track

The school library media track was developed according the specifications set forth by the National Council for the Accreditation of Teacher Education (NCATE) and adheres to the standards set forth by the American Association of School Librarians (AASL) of the American Library Association (ALA). Further, the final course sequence was reviewed by the Department of Education in the School of Arts and Sciences at CUA to ensure it meets university, association, accreditation and the District of Columbia requirements for licensure. The AASL accreditation report that SLIS developed, and the NCATE report submitted by CUA in 2006, comprise two sources of evidence that demonstrate how the SLIS school library media track adheres to appropriate principles of

specialization and applicable policy of CUA, the District of Columbia and NCATE/AASL/ALA policies.

The Law Librarianship Course of Study

SLIS also has a course of study in law librarianship. This course of study was developed by the SLIS law librarianship advisory board, which consists of practicing law librarians in the Washington, D.C., region. The course of study reflects the appropriate principles of specialization that emanate from SLIS’s program objectives and adhere to professional standards of practice.

1.2.4. The value of teaching and service to the advancement of the field

SLIS has one program objective that demonstrates its alignment with Standard I.2.4.

Table I.13 provides the alignment of the SLIS program objectives with Standard I.2.4.

Table I.13: SLIS Program Objective Alignment with Standard I.2.4

Program Objectives	Standard I Constructs
SLIS MSLS program develops graduates who	
P.O.5. Appreciate education and service as integral to the role of the information professional in society;	1.2.4; 1.2.6; 1.2.8

Teaching and service are integral to the education of a professional in the LIS field. The SLIS program objectives reflect the school’s commitment to developing graduates who value teaching and service. In particular, SLIS’s explicit commitment to provide students with an education that forms graduates who value teaching and service is stated in the school’s program objectives for purposes of aligning with the ALA Standard I.2.4. and to provide a basis for program assessment.

SLIS has created a specific program objective about education and service because of the program's deep commitment to these two important aspects of the LIS profession and their importance to educational practice. SLIS students must teach (through presentations and related activities) as a required activity in every SLIS course. Specific courses in the curriculum emphasize teaching and service in the curriculum. Table I-14 provides information on the courses in SLIS that emphasize teaching and service.

Table I.14. Courses Designed to Provide/Teach About Teaching and Service Opportunities

Course Number and Name	Teaching Opportunity	Service Opportunity
553: Information Sources and Services	X	X
557: Libraries in Society	X	X
608: Collection Development	X	X
772: Media Services	X	X
776: Design and Production of Multimedia	X	X
813: The School Library Media Center	X	X
820: Information Literacy	X	X
906: Practicum	X	X
908: School Library Media Practicum	X	X

Standard: I.2.5 The importance of research to the advancement of the field's knowledge base.

Table I.15 provides the linkage between the SLIS program objectives and Standard I.2.5.: the importance of research to the advancement of the field's knowledge base.

Table I.15: SLIS Program Objective Alignment with Standard I.2.5

Program Objectives	Standard I Constructs
SLIS MSLS program develops graduates who	
P.O.4. Are capable of serving information seekers in a global society;	I.2.1; I.2.5; I.2.8; I.2.10
P.O.6. Interpret and apply research results from library and information science and related fields;	I.2.5; I.2.6; I.2.7

The SLIS program has two (2) program objectives that reflect Standard I.2.5. Their purpose is to ensure the SLIS program adequately reflects this standard and provides a basis for program improvement.

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

The SLIS program objective to “articulate the economic, political, cultural, and social importance of the information profession,” is evidence of SLIS’ commitment to ensuring that SLIS graduates achieve an understanding of the contribution of library and information studies to other fields of knowledge during their study. In the core course revision process, the SLIS faculty has included a focus on the contributions of the field of library and information science in the core courses to ensure these courses introduce students to the field of knowledge that constitutes library and information science.

Throughout the core curriculum, faculty emphasizes the role of the information professional and the contributions of the profession to other fields, so that students gain an awareness of the field’s contribution to the sciences and social sciences.

Table I.16 provides the linkage between the SLIS program objectives and Standard I.2.6.

Table I.16. SLIS Program Objective Alignment with Standard I.2.6

Program Objectives	Standard I Constructs
SLIS MSLS program develops graduates who	
Program Objectives	Standard I Constructs
SLIS MSLS program develops graduates who	
P.O.5. Appreciate education and service as integral to the role of the information professional in society;	1.2.4; 1.2.6; 1.2.8
P.O.6. Interpret and apply research results from library and information science and related fields;	1.2.5; 1.2.6; 1.2.7
P.O.7. Articulate the economic, political, cultural, and social importance of the information profession;	1.1.1; 1.2.3; 1.2.6; 1.2.7; 1.2.8

There are three (3) program objectives that support Standard I.2.6. The program objectives ensure that the SLIS program reflects the LIS field and fosters cross-disciplinary engagement. The faculty chapter highlights the myriad ways SLIS faculty contribute to other disciplines and how their education and disciplinary specializations support the achievement of Standard I.2.6.

The core courses provide a theoretical introduction to the LIS knowledge base that is applicable in all information settings. The emphasis on the literature, research, and theory of LIS in the core courses ensures that students develop a breadth of knowledge and can apply their knowledge throughout the diverse LIS field. If students are interested in pursuing further study in specific areas of the LIS field, SLIS offers a variety of electives in reference, collection development, digital libraries, information systems, preservation, and related topics to make it possible for students to pursue their diverse interests in achieving their educational goals. SLIS emphasizes a theoretical introduction in the core to the field so that students are prepared to enter a myriad of information organizations

and have flexible, transferable skills. Furthermore, the theoretical approach increases a student's likelihood of demonstrating his or her knowledge of the contributions of library and information science in a variety of organizations, both within the library field specifically and the information science field more generally.

The SLIS faculty is committed to fostering cross-disciplinary research initiatives both within the university and with other LIS programs. Currently, LIS faculty members are engaged in a collaborative research initiative involving an eye-tracking machine that is used by the chemistry and psychology departments. The cross-disciplinary approach supports SLIS's goal to demonstrate the school's contribution to other disciplines and foster cross-disciplinary understanding and collaboration. In addition, another SLIS faculty member works collaboratively with the university's Archives and the American Catholic History Center. The collaborative research ventures foster relationships and present opportunities for SLIS faculty members to demonstrate their contribution to other fields of inquiry. There are several cross-disciplinary initiatives underway among the SLIS faculty that further the school's goal of ensuring that LIS contributions to other fields of study are supported by the school's commitment to cross-disciplinary understanding.

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

There are two SLIS program objectives that align with Standard I.2.7. and reflect the importance of other contributions to the LIS field. They are provided in Table I-17 below.

Table I-17: SLIS Program Objective Alignment with Standard I.2.7.

Program Objectives	Standard I Constructs
SLIS MSLS program develops graduates who	
P.O.6. Interpret and apply research results from library and information science and related fields;	I.2.5; I.2.6; I.2.7
P.O.7. Articulate the economic, political, cultural, and social importance of the information profession;	I.1.1; I.2.3; I.2.6; I.2.7; I.2.8

The curriculum chapter will provide detail on how the SLIS joint degree programs, cross listing of courses and colloquium series all contribute to recognizing the importance of contributions from other fields of knowledge to the LIS field. The faculty chapter will detail how the SLIS faculty has cross-disciplinary engagement at CUA, within the field, and represent disciplinary diversity within the SLIS faculty also.

The SLIS faculty also demonstrates the school’s commitment to other fields of knowledge and their applicability to LIS. Two of the SLIS full-time faculty come from other, related fields of study (computer science and the humanities) and contribute their unique knowledge to the formation of the program objectives, curriculum and research agenda in SLIS. The diversity of fields within the SLIS faculty is another piece of evidence of the school’s commitment to providing varying viewpoints and fostering collaboration to further the development of new knowledge in the SLIS field toward developing and renewing the SLIS program objectives. The faculty is eclectic and engaged in a variety of research that demonstrates SLIS’s engagement with other fields

and the faculty’s commitment to applying other fields of knowledge to the creation of new knowledge in SLIS.

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.

The SLIS program objectives focuses on serving a global, diverse society. The program objective, “are capable of serving information seekers in a global society” is designed to provide the foundation for developing programmatic initiatives to continually develop our ability to serve our diverse society. Table I-18 provides the linkage of the SLIS program objectives to Standard I.2.8.

Table I-18: SLIS Program Objective Alignment with Standard I.2.8

Program Objectives	Standard I Constructs
SLIS MSLS program develops graduates who	
P.O.4. Are capable of serving information seekers in a global society;	I.2.1; I.2.5; I.2.8; I.2.10
P.O.5. Appreciate education and service as integral to the role of the information professional in society;	I.2.4; I.2.6; I.2.8
P.O.7. Articulate the economic, political, cultural, and social importance of the information profession;	I.1.1; I.2.3; I.2.6; I.2.7; I.2.8
P.O.8. Are dedicated to professional growth, continuous learning, and applying new knowledge to improve information systems and services to meet the needs of information users in society.	I.1.1; I.2.8; I.2.9; I.2.10

There are four (4) program objectives that are directly aligned with Standard I.2.8. The

program objectives aligned with Standard I.2.8 are designed to ensure SLIS is able to demonstrate achievement of this Standard. The faculty and administration of SLIS are committed to meeting the needs of, and furthering the program's representation of multicultural, multiethnic, multilingual, and underserved groups.

SLIS's program objectives reflect our commitment to continually developing our program to meet the needs of our diverse society and those who are underserved. The *SLIS Working Plan* provides the milestones in furthering the school's engagement with these issues and demonstrates its commitment to this aspect of the program. The *Working Plan* includes milestones generated in the original Diversity Plan for the school from 2006. The school's accomplishments include:

- SLIS has matched the ALA Spectrum Scholarship for five students and continues to provide this support for current and incoming students. The CUA SLIS Web page provides students with information on SLIS's support for this scholarship.
- SLIS pursued and was awarded an Institute of Museum and Library Services (IMLS) grant that provides a full scholarship and stipend for students who are diverse employees of the District of Columbia Public Schools. Currently, the grant enables 10 students to pursue their master's degree in library and information science at SLIS on a part-time basis.
- The faculty and dean restructured the hiring committees in SLIS to ensure diversity in all hiring initiatives. Each of the faculty and staff hiring committees are specifically developed to ensure they are diverse. The composition of these committees will be evidence available to the visiting team on-site.

- The dean and faculty have updated and revised the original SLIS Diversity Plan and, as part of the next iteration of the plan, submitted it for review by the Advisory and Alumni Boards, included it as part of the SLIS *Working Plan*, and held public forums for the SLIS stakeholder community about the *Working Plan*. The current diversity milestones listed in the *Working Plan* are to
 - Review the current Diversity Plan with faculty, Advisory Board, Alumni Board, and other stakeholders.
 - Develop goals for future years.
 - Assess outcomes for the year.

Standard I.2.9: The role of library and information services in a rapidly changing technological society

There are three (3) program objectives that support Standard I.2.9. The table below shows the relationship between the program objectives and Standard I.2.9.

Table I-19: SLIS Program Objective Alignment with Standard I.2.9

Program Objectives	Standard I Constructs
SLIS MSLS program develops graduates who	
P.O.2. Are skilled in the use of information technologies and articulate the role of IT in facilitating information management;	I.1.1; I.2.1; I.2.3; I.2.9
P.O.3. Demonstrate a commitment to the philosophy, principles, and legal and ethical responsibilities of the field;	I.2.2; I.2.3; I.2.9
P.O.8. Are dedicated to professional	I.1.1; I.2.8; I.2.9;

growth, continuous learning, and applying new knowledge to improve information systems and services to meet the needs of information users in society.	I.2.10
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SLIS’s program objective “are skilled in the use of information technologies and articulate the role of IT in facilitating information management” is specifically tied to addressing the needs of a rapidly changing technological and global society. SLIS has focused a great deal of attention on the issues related to technology and its role in the school’s educational program, for student learning purposes, and to support SLIS faculty research initiatives.

In 2007, SLIS faculty developed a technology survey for current students and alumni to identify how well SLIS was preparing its students and graduates to achieve technology fluency for success in a rapidly changing technological society. The report of the technology survey was given to the SLIS Curriculum Committee. The recommendations in the report were then voted on, and those that were accepted were submitted to the Strategic Planning Committee for consideration and, after a vote by the faculty, to be added to the *Working Plan*.

Additionally, SLIS revived its Technology Committee to develop a planning process for technology support for teaching, learning, and research. The Technology Committee devised a Strategic Technology Plan for the school, with milestones incorporated into the School's *Working Plan*, which provides continuous assessment and refinement of the SLIS's curriculum and research support for technology within the SLIS program. SLIS has also completely revised LSC 555: Information Systems in Libraries and Information Centers, based on the outcome of the technology survey and the subsequent recommended changes that were approved by the SLIS Curriculum Committee. The newly revised course was launched in fall 2008, and the results of this effort will be reviewed and refined to ensure that the course offers the necessary technology foundation to assure student success in later courses and in their professional careers. The results of the pilot of LSC 555 will be evaluated in spring 2009 and a revised course with the changes suggested by the pilot will be launched in fall 2009.

In spring 2008, SLIS developed a set of technology competencies for incoming students. The questionnaire, which is designed to determine student technology readiness, is administered at the new student orientation. Based on responses, students will be advised whether or not they need to take additional technology workshops to develop their technology readiness for the SLIS curriculum. Through the efforts of the Technology Committee to align curricular and co-curricular offerings, the program offers a series of workshops that are specifically timed to be offered when they provide the most meaningful support for the technology-heavy courses in SLIS (LSC 555, 772, and 776). The purpose of offering the workshops with the courses is to provide basic technology skill development in essential areas for SLIS students to improve their technology skills

and assist them to succeed in the required technology courses in the SLIS curriculum.

The workshop content and offerings are aligned with the courses to reinforce, strengthen, and support SLIS students in each section of the course.

SLIS offers a series of technology-intensive courses that provide breadth and depth in technology preparation for SLIS students. Some examples of the variety of technology-related courses within the curriculum include

LSC 610: Internet Searches and Web Design: Tools and Technologies

LSC 640: Computer Networking

LSC 712: Foundations of Digital Libraries

LSC 715: Organization of Internet Resources

LSC 718: Programming for Web Applications.

LSC 740: Database Management

LSC 742: Library Automation and Project Management

Faculty interests and expertise reflect a depth in research and teaching expertise in technology that provide the necessary to continually develop new offerings in the information technology area. The richness in SLIS's offerings in technology areas is greater than ever and provide students with the ability to develop significant technology expertise in their curriculum.

In addition, SLIS has systematically been converting its courses to a "blended" format.

SLIS currently does not offer courses that are delivered solely online, but instead provides online delivery accompanied with anywhere from 6 to 20 hours of classroom meetings—a blend of delivery formats that best serves the needs of its students. SLIS has

been systematically increasing the role of technology formats in the delivery of SLIS courses. The SLIS faculty all makes use of Blackboard or Sakai in their course delivery and increasingly are experimenting with differing course formats and the mix of technology and in-classroom experiences in their courses.

SLIS has recently purchased Marratech, which provides multipoint interactive video (MIV) capability. The program was piloted by one faculty member for course use in summer 2008, and all faculty will pilot the program for SLIS faculty use in fall 2008. The use of technologies for teaching and learning and as a productivity tool for the school is one aspect of the school's distance education plan, as provided in the *Working Plan* milestones associated with the school's distance education approach. SLIS faculty members are regularly and consistently engaging in utilizing technologies in their course delivery to provide innovative, technologically advanced course platforms to challenge and develop skill in SLIS graduates.

SLIS has also been systematically developing the technologies available in the school's Information Commons to encourage student engagement with the latest technologies and foster informal testing and use of technologies. SLIS considers technology fluency and advanced study in the role of technology essential to graduating competent individuals capable of demonstrating leadership in serving our diverse, global, and technologically oriented society.

1.2.10 The needs of the constituencies that a program seeks to serve.

There is alignment between the SLIS program objectives and Standard I.2.10. Table I-20 provides the alignment of the SLIS program objectives and Standard I.2.10.

Table I-20: SLIS Program Objective Alignment with Standard I.2.10

Program Objectives	Standard I Constructs
SLIS MSLS program develops graduates who	
P.O.4. Are capable of serving information seekers in a global society;	I.2.1; I.2.5; I.2.8; I.2.10
P.O.8. Are dedicated to professional growth, continuous learning, and applying new knowledge to improve information systems and services to meet the needs of information users in society.	I.1.1; I.2.8; I.2.9; I.2.10

There are two (2) program objectives directly aligned with Standard I.2.10.

The program objectives that were revised in 2007 went through a rigorous review process by all SLIS constituents, including current students, alumni, faculty, adjunct faculty, professional colleagues, representatives of the departments with which SLIS has joint degree programs, the Dean’s Council, the provost, and the president. In addition, as part of the revision process, SLIS published the draft versions of the program objectives for review and comment by visitors to the SLIS site and through the SLIS listservers for alumni, adjunct faculty, and students.

Further, to ensure consistent, continuous feedback on the program objectives, SLIS established the SLIS Advisory Committee who comment, revise and sanction SLIS’ program objectives and related planning documents such as the Technology Strategic Plan and the SLIS *Working Plan*. In addition, SLIS has an advisory committee for its school library media track and law librarianship course of study.

SLIS has also collected survey data from its current students, alumni, and employers which is used to ensure that the program objectives are addressing the needs of stakeholders as interpreted through their survey responses to the questions related to the SLIS program and its success in meeting constituency needs.

The survey data, the feedback received at the full faculty meetings on the SLIS program objectives, and the formal input of the SLIS Advisory Committee all provide formal and informal avenues to obtain feedback on the SLIS program and its program objectives.

The formal feedback received is used to revise and improve the school's program objectives. As a result, there is continual constituent engagement through the planning process; the availability of feedback loops is considerable.

The most recent planning process was conducted with the leadership, participation, and support of

- The CUA provost
- The CUA Dean's Council
- The advisory committees for SLIS
- Faculty, staff, and students
- The Alumni Board and individual alumni
- SLIS partners, including the Library of Congress, the George Washington University, the Fairfax County Public Libraries, the Henrico County Public Libraries, and the Montgomery County and Loudoun County Public Schools

Throughout the academic year, the school holds forums where students, faculty, staff, and interested stakeholders may discuss issues related to planning and other activities of the school and be informed of the school's status. In addition, semi-annual half-day faculty meetings (full-time and adjunct) provide an opportunity for faculty members to discuss the issues facing the school, obtain faculty feedback, and discuss proposed directions for the school.

1.3.1. Within the context of these standards, each program is judged on the degree to which it attains its objectives

The school recognizes its program objectives must be regularly reviewed to determine the extent to which SLIS achieves its objectives. The SLIS *Working Plan* ensures that SLIS continually reviews, shares with stakeholders, refreshes the school's core values, vision, mission, and program objectives, and meets the needs of its stakeholders.

The *Working Plan* establishes the milestones for SLIS to achieve to demonstrate it is attaining its objectives. The outcome measures SLIS uses to evaluate its success are provided in Chapter II: Curriculum. The information gained from these measures is used to evaluate how well SLIS is achieving its objectives and provides feedback from a variety of sources for program improvement. Through the continuous planning and improvement process, SLIS is regularly measuring the degree to which it is attaining its objectives and developing next steps to continually improve its performance.

1.3.2. 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 core values, vision, mission, and goals and objectives of the school are published online in *Graduate Announcements*, the university's graduate catalog, (http://home.cua.edu/resources/Grad_Ann_2007-2008.pdf) and on the SLIS Web page (<http://slis.cua.edu/>). New students, faculty, and other stakeholders are informed about these locations at meetings, through list server announcements, and at orientation sessions. SLIS also has several list servers, for students, adjunct faculty, and alumni, where announcements are sent concerning updates, revisions, or changes to the program goals or objectives. Continuous discussion of the SLIS core values, vision, mission, and goals and program objectives takes place at several formal and informal venues. The formal venues include

- The semi-annual full faculty meetings
- The annual faculty retreat
- The meetings of the SLIS alumni board
- The meetings of the SLIS Advisory Committee
- The dean's semi-annual meetings with the student leaders
- Updates sent by the dean to the student, adjunct faculty, and alumni listservers for comment and feedback
- SLIS Webcasts of the dean's forums
- Publication of the SLIS *Working Plan* on the SLIS Web page and request for comment

Other more informal venues include

- The dean's blog
- SLIS student gatherings
- Webcasts of SLIS meetings
- SLIS faculty meetings

The SLIS program goals and objectives are a matter of public record. They are incorporated into the School's literature and on its Web site. The process used to develop this latest set of program objectives was inclusive and provided the means to ensure the program objectives are a basis for meaningful external and internal evaluation. SLIS program objectives are evaluated through its outcome measures which include

1. The successful achievement of the milestones, which support the achievement of the program objectives, through the *SLIS Working Plan*
2. The results of the periodic surveys of SLIS stakeholders to gauge how well the program objectives are meeting their stated purpose.
3. The analysis of the comprehensive examination,
4. Teaching evaluations,
5. Course grades
6. Analysis of course grade distributions,
7. Practicum evaluations,
8. Feedback from the SLIS Advisory Committees
9. Admissions statistics and,

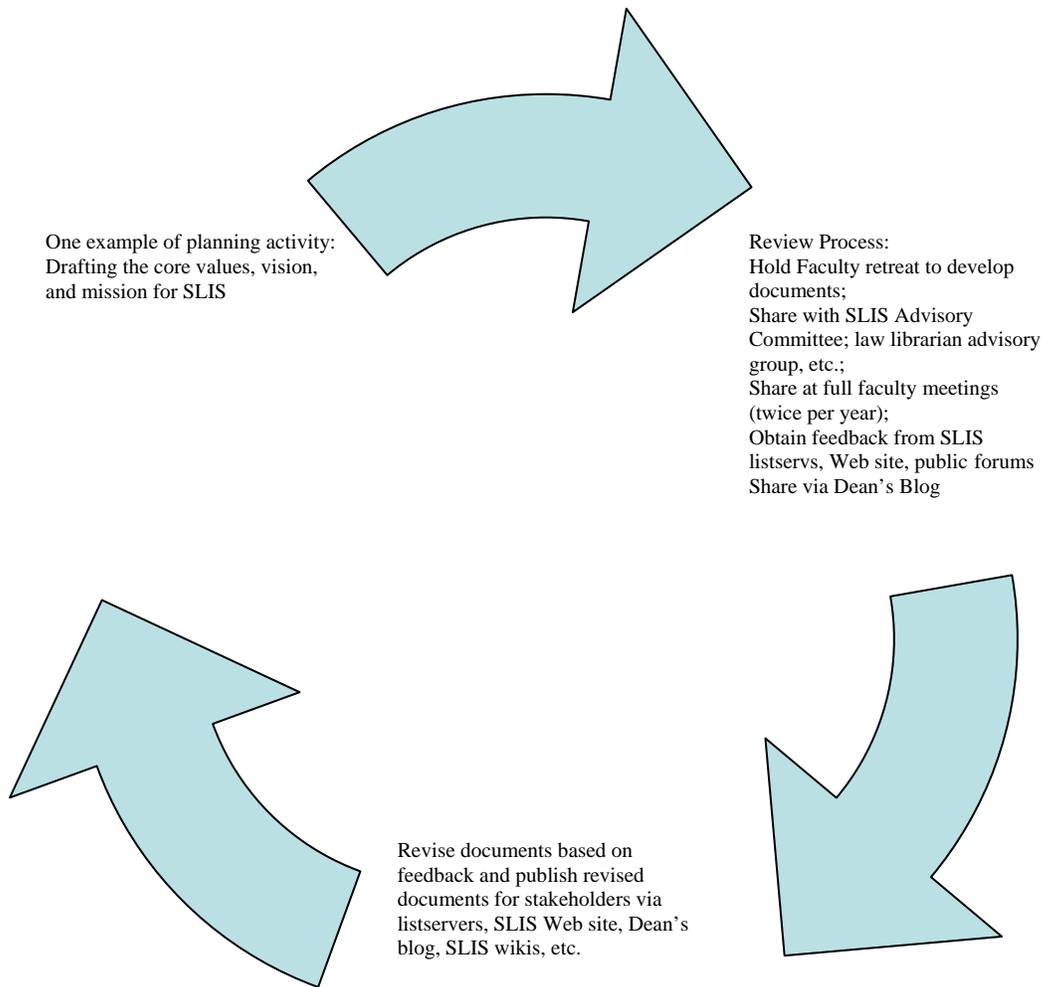
10. Graduation rates.

The measures, once analysis is completed, are referred to the Curriculum Committee or the Strategic Planning Committee (depending on the focus of the assessment) and through these bodies, SLIS reviews the feedback, measures its success in meeting the program objectives, determines next steps and uses the feedback as the basis for the subsequent review and update of the program objectives.

1.3.3. The evaluation of program goals and objectives involves those served: students, faculty, employers, alumni, and other constituents.

An example of how SLIS engages stakeholders, reflects their input during the planning process, and uses their input to develop planning documents to ensure their needs are accounted for, is provided in Figure 1-2 below

Figure I-2: The use of the SLIS Planning Model for Obtaining Stakeholder Input in the Planning Process



The most recent revision of the SLIS program goals and objectives formally engaged all SLIS stakeholder groups, and those groups led the effort to obtain further input from participants in their various groups. For example, the alumni board is responsible for gathering feedback on the SLIS program goals and objectives from the alumni. In addition, the SLIS Advisory Board provides the perspective of external and internal stakeholders regarding the school's current program goals and objectives and recommends changes, updates, or revisions. The full faculty meetings allow both full-

time and part-time faculty to engage in developing, revising, and finalizing the SLIS program goals and objectives on a yearly basis.

Throughout the process of developing and revising the SLIS program goals and objectives, SLIS stakeholders are engaged and provide meaningful feedback through both on-site and digital venues.

The *Working Plan* provides formal milestones for stakeholder feedback, as specified in the *Working Plan*, so that the process fully involves the school's stakeholders.

Additionally, the program objectives outcome measures includes periodic surveys of SLIS's constituencies to ensure evaluation of the program includes all of SLIS's stakeholders.

The *Working Plan* establishes the framework for the frequency of evaluating SLIS's success in achieving its stated goals and program objectives. SLIS uses several measures to evaluate its success. Three of the essential evaluation tools are the SLIS student, alumni, and employer surveys. These instruments ensure SLIS obtains external and internal stakeholder feedback and further, that SLIS has a mechanism to gauge its success in achieving its program's goals and objectives.

The surveys are administered every three years to determine the extent to which SLIS's stakeholders perceive that the school has succeeded in realizing its program objectives. These surveys provide essential data upon which SLIS reviews its program goals and objectives and makes changes to the curriculum. Furthermore, through its advisory bodies (e.g., the Advisory Boards for the school and the law librarianship track), SLIS

continually gains stakeholder feedback on its stated goals and program objectives; these groups offer an opportunity for dialogue on the future of the school. The full faculty meetings are also a venue where the program goals and objectives are presented and discussed. Feedback received from this venue is also incorporated into future planning for the purpose of ensuring that the SLIS program goals and objectives have widespread constituent feedback and support and are meeting the needs of internal and external stakeholders.

Another venue for the review of the SLIS program goals and objectives is the annual SLIS faculty retreat, which focuses on the program's goals and objectives. The intent of the annual discussion is to review, revise, and improve the SLIS goals and objectives and to prepare them for sharing with the greater SLIS community. This annual retreat and review of the SLIS program goals and objectives ensures that the faculty and dean are working collaboratively toward continuous improvement of the program and have an opportunity to align the program goals and objectives with any emerging trends or needs of SLIS's stakeholders.

The annual retreat process is continued during the subsequent faculty meetings held weekly during the fall and spring semesters, where the SLIS faculty develops, shares for comment, and then approves updates and revisions to the core values, vision, mission, and goals and objectives of the school. This process ensures that stakeholder involvement engages the SLIS' stakeholders—the SLIS Advisory Committee, current students, the Alumni Board of Directors and the alumni through their Web site, adjunct faculty, representatives from joint degree programs on campus, and employers—on a regular basis. The greater university community, represented by the deans of the schools from

SLIS's joint programs and the provost, are also engaged in this collaborative process to ensure continued alignment with CUA core values, vision, mission, and goals and objectives. All SLIS stakeholders are provided subsequent draft documents through the SLIS Web page (<http://slis.cua.edu>) and list servers. This annual strategic planning process ensures that all views are heard, considered, and integrated into the next iteration of the program's goals and objectives.

Following the fall 2007 retreat, the faculty continued their strategic planning by developing a *Working Plan* for the school to serve as the foundation for planning and goal monitoring. Future retreats, along with the *Working Plan*, support the school's efforts to systematically collect input from its stakeholders; integrate that feedback into future plans for the school; and develop future planning documents, directions, and continuously revised program goals and objectives. The SLIS Strategic Planning Committee coordinates the analysis of data for continuous improvement and meets regularly to analyze, provide recommendations, and suggest revisions based on the feedback of SLIS's myriad stakeholder groups. Recommendations of the Strategic Planning Committee are reviewed by the faculty for implementation through integration with the *Working Plan*.

Charting the Future

SLIS has established a continuous planning process to guide its future and provide a framework for outcomes assessment. Further, the planning framework provides a means to determine priorities, achieve accountability, include stakeholders views and assess program performance. SLIS is poised to move to the next level and continually improve

its ability to achieve its program objectives and strengthen its program. The future is exciting and SLIS's process for planning and outcomes assessment ensures it will remain agile, responsive, and accountable.

Sources of Evidence

- I.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.
- I.2. The SLIS *Working Plan*
- I.3. The SLIS survey instruments
 - I.3.a. Alumni survey
 - I.3.b. Employer survey
 - I.3.c. Student survey
 - I.3.d. School Library Media survey
 - I.3.e. Technology survey
 - I.3.f. Technology readiness survey
- I.4. The minutes of meetings of the full faculty to demonstrate planning efforts
SLIS
- I.5. List of the SLIS advisory committees, their bylaws and minutes of their meetings
- I.6. The minutes the SLIS faculty retreats

- I.7 The minutes of the Symposium Committee, including a list of student research presentations
- I.8. ASL Accreditation Report, 2008
- I.9. NCATE report, 2006
- I.10. SLIS Law Librarianship Advisory Board charge
- I.11. School Library Media Advisory Board charge
- I.12. Strategic Technology Plan
- I.13. Technology Skills Workshops
- I.14. List of Webcasts of the SLIS dean and faculty at SLIS events

Chapter II: Curriculum

Introduction

The School's curriculum supports its mission to produce innovative leaders who understand the philosophy, principles, and values of the field, and are informed by the Catholic University of America's core values of reason, faith, and service; and the SLIS values of collaboration, community, innovation and excellence. Professional Identity, Management, Resources, Services, Information Organization, and Technology are the six areas of professional competency that provide the basis for the School's program objectives, and the curriculum is designed to foster the development of such competencies. Students can follow the Course of Study for generalists, specialize in school library media, or pursue other courses of study to meet their personal needs, goals, and aspirations. The School has a dedicated faculty consisted of a small number of full-time faculty members with much expertise and professional experience, and a group of experienced practitioners who enrich the quality and diversity of the program. The School takes advantage of the cultural resources of the Washington metropolitan area by coordinating practicum opportunities at information organizations and agencies in the region. In response to feedback from students, alumni, and employers, the School has made strategic use of technology to offer more courses in blended format and will continue to experiment with other distance education options.

Under Standard II.1, this chapter describes how curricula changes are made possible because of a systematic planning process at the School; how program objectives, competencies and courses are related; and how the School provides a variety of learning opportunities to students. It identifies courses that cover the content constructs

enumerated in Standard II.2. It reports on the courses that support the educational foci named in Standard II.3. Under Standard II.4, it describes the School's effort to help students develop coherent programs of study, and the range of programs and experiential learning opportunities at SLIS. Under Standard II.5, it discusses how specialized learning experiences are designed in accordance with professional standards and recommendations. Under Standard II.6, it discusses efforts to ensure quality and consistency in teaching and learning across teaching formats and locations. Under Standard II.7, it describes a systematic approach to outcomes assessment so that the curriculum is current, addresses emerging issues, and makes intelligent use of technology in information management. As evidence of the systematic planning process, the chapter concludes with a list of milestones to be achieved in the next three years.

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.

Standard II.1.1 Curriculum is based on program goals and objectives.

Program Goals and Objectives

In fall 2007 the SLIS faculty began a systematic process to plan for the future of the school. The faculty developed a new mission, vision, and goals, and articulated the values—collaboration, community service, innovation, and excellence—that the School aims to instill in its students. Program objectives were developed after core competencies

had been identified for SLIS graduates. These competencies are critical because while information professionals practice in libraries, archives, museums, and other information environments that may require some specialized knowledge, there remains a core body of knowledge that is common to these information professionals' practice.

After a thorough review of the competency requirements and recommendations of 11 professional associations (see the competency development report among the Sources of Evidence), the faculty adopted the SLIS core competencies in the spring of 2008 and used them as the basis to develop the program objectives. The School presented its new mission, vision, goals, values, core competencies, and program objectives to students, alumni, adjunct faculty, and the Advisory Board for comments in the 2007–2008 academic year, to warm reception. The mission, vision, values, goals, core competencies, and program objectives are presented on the SLIS Web site <http://slis.cua.edu/> to inform the SLIS community, prospective students, employers, and visitors to SLIS of the school's educational philosophy and values.

SLIS program objectives identify the knowledge, skills, and values that students ought to obtain from the program. The objectives reflect the School's commitment to producing library professionals who can meet the needs of an increasingly diverse and technological society. They are designed to support the core competencies that cover six areas:

- Professional identity
- Management
- Resources
- Services

- Information organization
- Technology

Relationship of the Curriculum to SLIS Program Objectives

The SLIS MSLS program develops graduates who

11. Are skilled in organizing, disseminating, managing, and preserving information.
12. Are skilled in the use of information technologies and articulate the role of information technology in facilitating information management.
13. Demonstrate a commitment to the philosophy, principles, and legal and ethical responsibilities of the field.
14. Are capable of serving information seekers in a global society.
15. Appreciate education and service as integral to the role of the information professional in society.
16. Interpret and apply research results from library and information science and related fields.
17. Articulate the economic, political, cultural, and social importance of the information profession.
18. Are dedicated to professional growth, continuous learning, and applying new knowledge to improve information systems and services to meet the needs of information users in society.

These program objectives are designed to support six competency areas (see Table II.1).

Table II.1 Competencies and Supporting Program Objectives

Competencies	Program Objectives
Professional identify	3, 5, 6, 7, 8
Management	1, 2, 3, 5, 8
Resources	1, 2, 6
Service	1, 2, 4, 5, 6
Information organization	1, 2, 4, 6
Technology	1, 2, 4, 6, 7, 8

SLIS program objectives specify the desired educational outcomes of its master's degree program. The objectives reflect a program that is grounded in the philosophy, principles, and values of the field of library and information science and focuses on effective use of technology to organize and manage information for diverse users. SLIS program objectives provide a framework for systematic evaluation and revision of the curriculum. As the School plans for its future, SLIS faculty has examined the goals and objectives of current courses to assess how well they contribute to the achievement of program objectives. Table II.2 shows that each program objective is supported by at least 48 percent of the courses. SLIS has established a timetable for curriculum-related tasks and made it part of the SLIS *Working Plan*. The faculty will review the program mission, vision, values, goals, and program objectives annually in order to remain responsive to changes in the global society.

Table II.2 Courses Contributing to Program Objectives

Program Objective The program develops graduates who:	Number of Contributing Courses (%) N=69	Course Numbers
1. Are skilled in organizing, disseminating, managing, and preserving information	59 (86%)	551, 553, 555, 561, 601, 603, 606, 608, 609, 610, 630, 702, 704, 706, 708, 712, 713, 715, 716, 718, 727, 728, 730, 740, 741, 742, 746, 772, 776, 782, 801, 809, 813, 818, 819, 820, 825, 826, 828, 831, 833, 841, 842, 843, 852, 854, 855, 870, 871, 874,* 874, 874, 874, 874, 875, 877, 879, 882, 883
2. Are skilled in the use of information technologies and articulate the role of IT in facilitating information management	50 (72%)	551, 553, 555, 561, 603, 606, 609, 610, 630, 640, 702, 704, 706, 708, 712, 713, 715, 716, 718, 727, 728, 740, 741, 742, 746, 772, 776, 782, 801, 819, 820, 825, 826, 828, 831, 833, 841, 842, 843, 870, 874, 874, 874, 874, 875, 877, 879, 880, 882, 883
3. Demonstrate a commitment to the philosophy, principles, and legal and ethical responsibilities of the field	39 (57%)	551, 553, 557, 559, 561, 606, 607, 608, 609, 630, 712, 713, 715, 730, 745, 746, 807, 809, 813, 818, 825, 826, 828, 833, 842, 843, 870, 871, 874, 874, 874, 874, 875,* 875, 876, 877, 879, 883, 884
4. Are capable of serving information seekers in a global society	54 (78%)	551, 553, 555, 559, 601, 603, 606, 608, 610, 630, 702, 704, 706, 708, 712, 713, 715, 718, 727, 728, 730, 740, 742, 745, 746, 772, 776, 782, 801, 807, 809, 813, 818, 819, 820, 825, 826, 828, 831, 833, 842, 843, 852, 854, 855, 870, 871, 874, 874, 874, 874, 874, 875, 882
5. Appreciate education and service as integral to the role of the information professional in society	40 (58%)	551, 553, 555, 561, 603, 609, 630, 702, 704, 706, 708, 712, 713, 715, 727, 728, 730, 742, 745, 746, 801, 807, 809, 813, 819, 820, 825, 826, 828, 831, 833, 842, 843, 852, 854, 855, 870, 871, 874, 884
6. Interpret and apply research results from library and information science and related fields	46 (67%)	551, 553, 559, 561, 601, 603, 606, 607, 609, 630, 640, 702, 704, 706, 708, 712, 713, 715, 716, 718, 727, 728, 730, 741, 742, 745, 818, 819, 820, 828, 831, 841, 842, 843, 855, 870, 871, 874, 874, 874, 874, 875, 876, 877, 879, 884
7. Articulate the economic, political, cultural, and social importance of the information	33 (48%)	551, 553, 557, 559, 561, 601, 630, 712, 713, 715, 716, 730, 745, 746, 807, 809, 813, 818, 819, 820, 833, 841, 842, 852, 871, 874, 874, 874, 874, 875, 879, 880, 884

profession		
8. Are dedicated to professional growth, continuous learning, and applying new knowledge to improve information systems and services to meet the needs of information users n society.	46 (67%)	551, 553, 555, 557, 559, 561, 603, 606, 607, 608, 610, 640, 702, 704, 706, 708, 712, 713, 715, 718, 727, 728, 730, 740, 745, 746, 772, 801, 807, 813, 818, 819, 820, 825, 826, 828, 833, 842, 843, 854, 855, 874, 874, 874, 876, 879

*874 and 875 are used for special topic courses that are offered occasionally.

Standard II.1.2 Curriculum evolves in response to systematic planning

Planning for Curriculum Evolution

SLIS curriculum evolves in response to systematic review and planning. This section highlights recent changes to the curriculum and describes a few of the milestones targeted for 2009.

Full-time faculty members serve on the School’s Curriculum Committee and oversee the development and revision of the curriculum. The Committee meets weekly and uses SLIS goals and objectives as the framework to assess proposed curricula changes. Top priority items, such as course number changes and core course reviews, are addressed immediately, while other items are scheduled for achievement in the next three years.

The Curriculum Committee uses the SLIS *Working Plan* to keep track of milestones to be achieved. An Advisory Committee consisting of representatives from employers and alumni assists SLIS with its strategic planning. The School shares its planning documents with the Advisory Committee and seeks input and advice to meet the needs of students, employers, and society. The Advisory Committee meets quarterly.

The SLIS curriculum consists of four core courses (12 total credits) that lay the foundation in the six competency areas for students. These required core courses are

LSC 551: Organization of Information (Competency area: Information organization)

LSC 553: Information Sources and Services (Competency areas: Resources and Services)

LSC 555: Information Systems in Libraries and Information Centers (Competency area: Technologies)

LSC 557: Libraries and Information in Society (Competency areas: Professional identity and Management)

In addition, SLIS offers mid-level courses that provide knowledge and skills applicable in a variety of information environments. It also provides advanced and specialized courses for students to pursue special areas of interests. The following section highlights recent important curricula developments.

Course Description Updates

The curriculum of SLIS has evolved since the 1980s, with new courses added over time.

In fall 2008, the faculty revised all course descriptions to reflect the current coverage.

The updated version of the *Course Catalog* is posted on the SLIS Web site at

<http://slis.cua.edu/courses/courses.cfm>.

Course Sequence and Curriculum Structure

To help students develop coherent programs of study, the Curriculum Committee has aligned the courses along the six competency areas and renumbered many courses to make the curriculum structure more explicit. SLIS faculty also designed a *Faculty Advising Handbook* and Advising Checklist so that advisors can work more effectively with students. The course structure and new numbering system were presented at the fall 2008 faculty meeting to obtain feedback from adjunct faculty. SLIS also presented this information to continuing students in fall 2008. To prepare for full implementation of the new course numbering system in fall 2009, SLIS will provide a briefing for all students in spring 2009. The information will also be posted on the SLIS Web site.

The following four tables present the course sequence and curriculum structure (see Tables II.3-II.6). Core courses are in the 5x# sequence, mid-level courses in the 6x# sequence, advanced courses in the 7x# sequence, and specialized courses that focus on competencies in specific information environments are in the 8x# sequence. The second digit (x) denotes the competency area. New course numbers are in bold italics.

Table II.3 Competency: Information Organization (x = 0 – 1)

5x#	6x#	7x#	8x#
551	603 Technical services 606 Cataloging and classification 610 Internet searches & Web design 615 Organization of Internet resources 616 Indexing & abstracting	713 Adv. cataloging	

Table II.4 Competencies: Services & Resources (x = 3 – 4)

5x#	6x#	7x#	8x#
553	631 Storytelling 632 Advanced Information Sources and Services 633 On-Line Information Retrieval 634 Humanities Information	731 Media services 733 Adv. online retrieval 735 Adult services	832 Rare book librarianship 833 Music librarianship 834 Art & museum librarianship 835 Sch. Med. Center

635 Use and Users of Libraries and Information 636 Social Science Information 637 Government Information 638 Science and Technology Information 639 Business Information 641 Collection Development 643 Oral History 644 Information Literacy 646 Archives Management 647 Preservation	747 Special collections	837 Health Sci. librarianship 839 Legal lit. 840 Adv. Legal research 844 Music bibliography 845 Religious archives 846 Children's lit. 847 Media for children 848 Media for adolescents 849 Health Sci. lit
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Table II.5 Competency: Technologies (x = 5 – 6)

5x#	6x#	7x#	8x#
555	652 Foundations of Digital Libraries 654 Database Management 656 Computer Networking	752 Multimedia production & design 754 Web applications 756 System analysis 757 Lib. Automation	

Table II.6 Competency: Professional Identity & Management (x = 7 – 8)

5x#	6x#	7x#	8x#
557	670 History of the book 672 Management 675 Research methods	771 Library evaluation 773 Intellectual property	881 College & university libraries 885 Public libraries 886 Law librarianship 887 Federal libraries 888 Special libraries

Generalist Course of Study

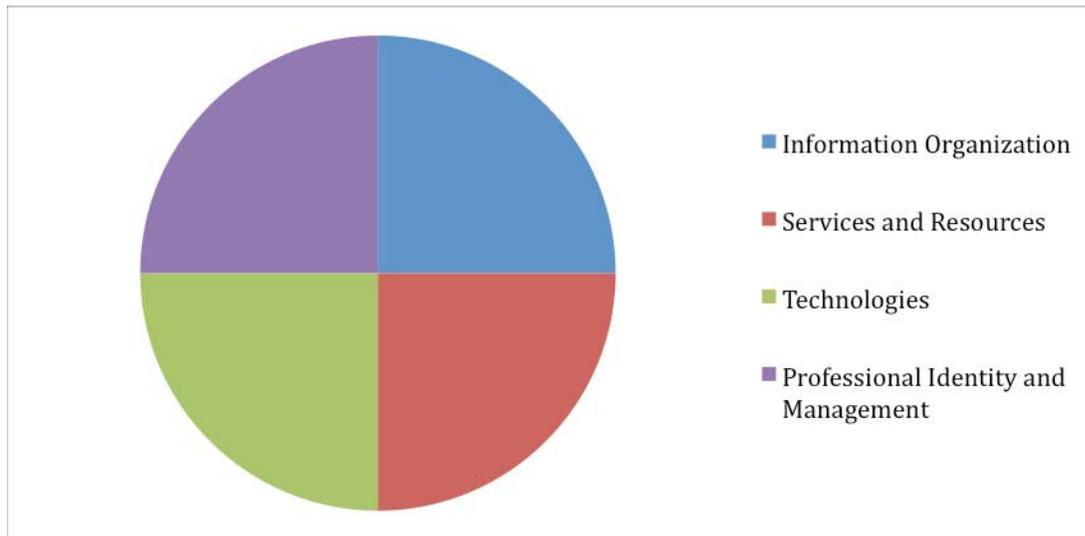
In 2007 the Curriculum Committee identified several mid-level courses as highly recommended courses because they cover knowledge and skills that are applicable in diverse information environments and library settings. To prepare graduates to be well rounded information professionals, in fall 2008 SLIS faculty identified eight mid-level courses in the six competency areas and combined them with the four core courses to form a “Generalist Course of Study.” This plan of study was shared with adjunct faculty members at the fall 2008 faculty meeting. It was supported by the entire faculty and has been placed on the SLIS Web site for the SLIS community. SLIS has made a

commitment to offer these courses regularly to support students interested in this course of study. See the “Three-Year Plan” on site. Table II.7 presents courses recommended for this course of study, and Figure II.a illustrates the distribution of these courses by the competency areas.

Table II.7 Generalist Course of Study (12 courses, 36 credits)

Competencies	Courses
Information Organization	551 Organization of Information 606 Cataloging and Classification 610 Internet Searches & Web Design
Resources and Services	553 Information Sources & Services 608 Collection Development 730 Use and Users of Libraries and Information
Technology	555 Information Systems in Libraries and Information Centers 712 Foundations of Digital Libraries 740 Database Management
Professional Identity & Management	557 Libraries and Information in Society 607 Management 745 Research Methods in Library and Information Science

Figure II.a Distribution of Generalist Courses by Competency Areas



Area of Specialization (Track) and Courses of Study

Besides the Generalist Course of Study SLIS students have opportunities to obtain in-depth knowledge in specific areas to prepare for selected careers. School Library Media is a popular area of specialization (track) at SLIS. The track is designed to prepare students to take leadership roles as school library media specialists and to have sufficient knowledge of all aspects of the school library media center and its role within a school. Graduates of this track are expected to be versatile and technology savvy. This track of study attracts a large number of students from Virginia, Washington, DC, and Maryland. The section on Standard II.5 discusses this track in more detail.

While SLIS emphasizes the Generalist Course of Study, the curriculum also supports Courses of Study in seven areas: Cultural Heritage Information Management, Digital Libraries, Information Architecture, Information Organization, Law Librarianship, Services for Children, and User Services. The Curriculum Committee approved these

courses of study in fall 2008. All courses of study build on the foundation laid by the four core courses and combine them with electives to help students develop competencies in their chosen area of concentration. For each course of study the faculty draws on the competencies recommended by affiliated professional organizations (if applicable) to identify competencies needed by professionals in an area of concentration. The Course of Study for Law Librarianship, for example, has competencies that map closely to the competency recommendations of the American Association of Law Librarians. Courses are then selected to help students develop these competencies. Information sheets on courses of study are posted on the SLIS Web site to help students with program planning and are available on site.

Innovative Programming Efforts

The 2008 surveys of students and alumni found a strong interest in more variety and flexibility in course delivery format. In response to such needs, SLIS has provided innovative solutions. Since 2004 SLIS has offered week-long institutes in the summer session on topics such as Federal Library Resources for students to learn these subjects in a compressed and intense format. In the summer of 2008 four institutes were offered on Federal Library Resources, Intellectual Property Issues, Art and Museum Librarianship, and Organization of Internet Resources.

SLIS has also increased the offerings of courses in blended format (online courses complemented by several face-to-face meetings) since 2005, making it possible for students in far-flung areas of Maryland and Virginia to take SLIS courses. In fall 2008 SLIS piloted the Weekend College to ensure that courses in support of the School Library

Media track are accessible to students in that track. The section on Standard II.6 discusses these innovative approaches in more detail.

Review of Core Courses

To ensure that the SLIS curriculum is responsive to the needs of users in a rapidly changing technological and global society, the school has developed a curriculum review plan and documented it in the SLIS *Working Plan*. Using the program objectives as the framework for evaluation, SLIS faculty will finish reviewing core courses in fall 2008 and will review mid-level and higher level courses in 2009. Since program evaluation is continuous and iterative, the *Working Plan* enables the faculty to keep track of milestones and other changes for the next three years.

The objective of reviewing core courses is to ensure that the courses (1) lay the foundation for achieving program objectives, (2) are up to date and appropriate in scope, and (3) make use of appropriate information technologies to provide students with a solid information technology foundation for their careers (see Appendix II.a for the revision process for the core courses). Full-time faculty are leading the reviews and working closely with adjunct faculty members of the core courses.

In spring 2009, the school will adopt a course chair system to ensure regular and efficient review of all core courses. A full-time faculty member will be designated as the course chair for each core to ensure consistency in course content, objectives, course delivery, and evaluation, regardless of format or course location. More details on this system are provided under Consistency of Quality Across Formats and Locations (See Standard II.6 below).

Standard II.1.3 Curriculum provides a variety of educational experience for the study of theory, principles, practice, and values necessary for the provision of service in libraries and information agencies and in other contexts.

Providing a Variety of Educational Experiences

The school's master's degree program requires the completion of 36 credits, 30 of which must be taken in the school and completed with a minimum grade point average of 3.0 (B). Candidates for the MSLS degree must pass a comprehensive examination to receive the degree. As Tables II.3-6 illustrates, SLIS offers four core courses, as well as a number of mid-level and specialized courses. Courses are designed to help students develop competencies in six areas: professional identity, management, resources, services, information organization, and technology. Specialized (800-level) courses focus on competencies needed in specific library settings (academic, special, federal, and public libraries) or subject domains (law, music, rare books, art and museum, K-12 education, health sciences, and religion).

Students can pursue a Generalist Course of Study described above, specialize in School Library Media, or choose to prepare for careers in Cultural Heritage Information Management, Digital Libraries, Information Architecture, Information Organization, Law Librarianship, Services for Children, and User Services. Information sheets are available to help students select courses, keep up with development, and explore career options in each area. Students can also work closely with their advisors to develop customized plans of study. In addition, SLIS offers joint degree programs with several departments within the University for students who prefer to pursue two master's degrees.

Opportunities for Field Experience

For students to obtain professional experience, SLIS offers practicums in local information organizations and agencies, and the University provides scholarship through the Graduate Preprofessional Program within the University Library System where scholarship recipients work alongside practitioners over two years while attending the SLIS program. The section on Standard II.4 discusses these opportunities in more detail. The unique location of SLIS in Washington, D.C. enables the School to offer rich educational experience to students. Faculty members and student chapters of professional organizations often coordinate field trips to various information organizations to help students understand professional practices. SLIS draws on valuable human resources in the nation's capitol and the surrounding area to enrich students' learning. The program is strengthened by adjunct faculty who are outstanding practitioners from a diverse range of libraries information centers (see Chapter III: Faculty).

Bridging Research and Practice

The SLIS curriculum is grounded in theory and practice. To meet the objective to produce graduates who are able to interpret and apply research findings, the school invites practitioners, educators, and researchers to report on research projects or new service initiatives to the SLIS community. From 2002 to 2005, SLIS partnered with the Fairfax County Public Libraries to offer the Digital Libraries Series, and from spring 2007 to spring 2008 the school held 16 colloquia, covering topics from open access to oral history (see Appendix II.b). In January 2009, SLIS will hold a research symposium for students, alumni, practitioners, and faculty to share their research and discuss

applications of research findings. See SLIS announcement of “Bridging the Spectrum” at <http://slis.cua.edu/symposium/symposium.cfm>

Comprehensive Examination

The culminating experience at SLIS is the comprehensive examination. The examination tests a common knowledge base that will qualify the candidate to perform professionally. Students are expected to demonstrate knowledge of the philosophy, history, current issues, social roles, and major problems of the profession in general, including such areas as applications of technology, organization of resources, provision of service, and management of libraries and other information agencies. They are asked to demonstrate knowledge of the theories and principles on which current practices in the information professions are based. In addition, they are expected to demonstrate their awareness of the research literature in library and information science and related fields. They also demonstrate their ability to evaluate research findings by supporting their answers with references to the professional literature and to class content. Questions from former semesters and more details are available on the school’s Comprehensive Examinations Web page at <http://slis.cua.edu/courses/comps/index.cfm>. In fall 2008 SLIS faculty will test an evaluation rubric that is based on SLIS program objectives to assess comprehensive examination essays. If it is successful, the evaluation rubric will be shared with students to help them understand the purposes of the comprehensive examination and the expectations of the faculty.

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.

Curriculum Focus on Information and Knowledge

The school’s curriculum provides 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. The curriculum is based on the SLIS program objectives and designed to assist students to develop competencies in six areas. These competency areas are supported by the courses and address the foci identified in Standard II.2 (see Table II.8).

Table II.8 SLIS Competencies Addressing the Curriculum Foci of Standard II.2

Curriculum Focus Stated in Standard II.2: Information and knowledge	SLIS Competencies (to be achieved through courses)
Knowledge creation	Professional identity, management, services, information organization, technology
Communication	Professional identity, management, services, resources, information organization, technology
Identification	Resources, information organization
Selection	Resources, information organization
Acquisition	Resources, technology
Organization and description	Information organization, technology
Storage and retrieval	Information organization, technology
Preservation	Professional identity, management, resources, information organization, technology
Analysis, interpretation, evaluation, synthesis	Management, resources, information organization, technology
Dissemination	Management, resources, services, information organization, technology
Management	Professional identity, management, technology

The curriculum foci of Standard II.2 are covered by many SLIS courses, with the core courses laying a solid foundation and higher level electives expanding on that foundation and providing opportunities for in-depth studies of these important aspects of information services and management (see course relationship with SLIS competencies in Tables II.3-II.6).

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.

Role of the Curriculum in Preparing Library Professionals

SLIS's mission is to produce innovative leaders with professional values informed by the university's core values of reason, faith, and service and the SLIS values of collaboration,

community, innovation, and excellence. The school’s program objectives support this mission and are achieved through the curriculum.

The SLIS curriculum provides opportunities for students to obtain the knowledge and skills needed to provide information services and manage information to meet the needs of society. The course syllabi of all SLIS courses have been examined to determine their relationship to Standard II.3. Table II.9 illustrates how SLIS courses contribute to the individual elements of Standard II.3.

Table II.9 SLIS Courses Mapped to Elements of Standard II.3

Standard II.3	Number of Supporting Courses N=69	Course Numbers
II.3.1 Fosters development of library and information professionals who will assume an assertive role in providing services	64 (93%)	551, 553, 555, 557, 561, 603, 606, 607, 608, 610, 630, 640, 702, 704, 706, 708, 712, 713, 715, 716, 718, 727, 728, 730, 740, 741, 742, 745, 746, 772, 776, 801, 807, 809, 813, 818, 819, 820, 825, 826, 828, 831, 833, 841, 842, 843, 852, 854, 855, 870, 871, 874, * 874, 874, 874, 874, 875, * 875, 876, 877, 879, 882, 883, 884
II.3.2 Emphasizes an evolving body of knowledge that reflects the findings of basic and applied research from relevant fields	52 (75%)	551, 553, 555, 559, 561, 603, 606, 607, 609, 610, 630, 640, 702, 704, 706, 708, 712, 713, 715, 716, 718, 727, 728, 730, 740, 741, 742, 745, 746, 772, 776, 809, 818, 819, 820, 828, 831, 833, 841, 842, 843, 852, 854, 870, 874, 874, 874, 874, 874, 876, 877, 879
II.3.3 Integrates the theory, application, and use of technology	54 (78%)	551, 553, 555, 559, 561, 601, 603, 606, 609, 610, 630, 640, 702, 704, 706, 708, 712, 713, 715, 716, 718, 727, 728, 730, 740, 741, 742, 745, 746, 772, 776, 782, 801, 819, 820, 825, 826, 828, 831, 841, 842, 843, 870, 871, 874, 874, 874, 874, 875, 877, 879, 880, 882, 883
II.3.4 Responds to the needs of a rapidly changing multicultural, multiethnic, multilingual society including the	34 (49%)	553, 557, 559, 603, 607, 608, 630, 702, 704, 706, 708, 730, 745, 746, 772, 782, 801, 807, 809, 813, 818, 820, 831, 833, 841, 843, 852, 854, 855, 874, 875, 876, 877, 879

needs of underserved groups		
II.3.5 Responds to the needs of a rapidly changing technological and global society	63 (91%)	551, 553, 555, 557, 559, 561, 603, 606, 607, 608, 609, 610, 630, 640, 702, 704, 706, 708, 712, 713, 715, 718, 727, 728, 730, 740, 741, 742, 745, 746, 772, 776, 782, 801, 807, 809, 813, 818, 819, 820, 825, 826, 828, 833, 842, 843, 854, 855, 870, 871, 874, 874, 874, 874, 874, 875, 875, 876, 877, 879, 880, 882, 884
II.3.6 Provides direction for future development of the field	24 (35%)	557, 606, 608, 630, 712, 713, 715, 730, 741, 745, 746, 772, 801, 807, 818, 820, 833, 841, 842, 871, 874, 874, 879, 882
II.3.7 Promotes commitment to continuous professional growth.	35 (51%)	551, 553, 555, 557, 561, 603, 606, 607, 608, 610, 630, 640, 702, 704, 706, 708, 712, 713, 715, 727, 728, 730, 741, 742, 745, 746, 772, 807, 818, 819, 825, 828, 874, 874, 876

*874 and 875 are numbers for special topic courses that are offered occasionally.

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

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

Fostering Professional Development and Responding to a Changing World

Data show that the SLIS curriculum provides very strong support for Standards II.3.1, II.3.5, II.3.2, and II.3.3. Most of SLIS's courses help prepare graduates to assume an assertive role in providing services (93 percent) and respond to a rapidly changing technological and global society (91 percent). Core courses introduce students to the organization and management of recorded knowledge (LSC 551); the provision of user services in a variety of settings (LSC 553); the use of information technologies to support access to information and social networking (LSC 555); and the values, principles, and legal and ethical responsibilities of the profession and the importance of ongoing professional development (LSC 557).

Higher-level electives build on the foundation laid by the core courses to enable students to provide effective services to meet user needs and advocate equal and free access to information on behalf of users (see Tables II.3-II.6 for course relationship within each competency area). For example, LSC 730: Use and Users of Information and Libraries examines user information seeking and use behavior to design and evaluate user services. LSC 820: Information Literacy focuses on instructional design and delivery of information literacy programs to give citizens lifelong learning skills. Similarly, LSC 608: Collection Development covers various aspects of collection building, such as institutional goals, user characteristics and needs, the publishing industry, and collection development policies and tools. Students can further their knowledge in this area by taking a specialized course, LSC 884: The Institute for Intellectual Property Issues in Libraries and Information Centers, that examines emerging issues related to the creation, use, and dissemination of digital information.

II.3.3 Integrates the theory, application, and use of technology

Integrating Technology into the Curriculum

Seventy-eight percent of the courses integrate the theory, application, and use of technology. Core courses, such as LSC 551: Organization of Information, discuss the application of technology to authority control, thesaurus construction, federated searching, and the creation of online catalogs, databases, and search engines. LSC 553: Information Sources and Services covers the retrieval of print and electronic resources, virtual reference services, and user services in a networked environment. LSC 555L: Information Systems in Libraries and Information Centers examines theory, principles, and standards of information and communication technologies, discusses capabilities of

integrated library systems and databases, and provides hand-on practice for the creation of database and Web pages.

Higher-level electives, such as LSC 610: Internet Searches and Web Design, build on LSC 553 and 555 to prepare students to be skilled searchers of Internet resources and creative designers of Web sites. LSC 712: Foundations of Digital Libraries draws on LSC 551 and 555 to discuss theoretical, technological, social, and practical issues regarding building, organizing, and providing access to digital libraries. LSC 740: Database Management discusses database models and design of information storage and retrieval systems. LSC 776: Design and Production of Multimedia covers the theory and practice in the planning and production of multimedia. More examples are presented in Table II.5 above.

Many courses make effective use of technology even though they are not technology-centered. For example, LSC 559: Storytelling and LSC 561: Oral History provide opportunities for students to produce recordings of interviews and storytelling events; and LSC 609: Preservation and LSC 630: Archives Management discuss the application of technology for preserving resources in various formats and for describing and providing access to archival materials.

SLIS also offers noncredit technology workshops that are aligned with the curriculum and offered as a co-curricular educational experience to support student success. To prepare students to apply technologies to manage digital resources, technology workshops are offered to enable students to create Web pages, scan documents and photos, and use PowerPoint for presentations. The SLIS Information Commons provides

strong support for the curriculum by offering a technologically rich learning environment for students to create and edit video, audio, and multimedia and work independently or in a group. The Information Commons' physical space and available technology is described in detail in Chapter VI: Physical Resources and Facilities. More advanced technologies will be added to the Information Commons in 2008 during phase two of its development.

Since the arrival of Dean Kelley in fall 2007, there is a renewed commitment to systematically developing technology competencies in students. To ensure that SLIS continues to be responsive to technological changes, the SLIS Technology Committee has developed a Technology Strategic Plan that has been integrated into the school's strategic planning document (see *SLIS Working Plan*). In addition, SLIS has surveyed students and alumni about their perceptions of the curriculum's coverage of technology concepts and skills (see the Technology Survey report on site). In reviewing core technology course, LSC 555: Information Systems in Libraries and Information Centers, SLIS plans to pay particular attention to its coverage of current technologies and how it relates to and supports other courses in the curriculum.

II.3.2 Emphasizes an evolving body of knowledge that reflects the findings of basic and applied research from relevant field.

Emphasis on Research in the Curriculum

Seventy-five percent of SLIS courses emphasize the value of basic and applied research, often through required reading, discussion of research findings, or reports and analysis of research articles. Three highly recommended midlevel courses are prime examples:

LSC 607: Management draws on the theory, principles, and practices of the corporate world to help students develop competencies in utilizing human, financial, and other resources and in working with and through others to achieve effective and efficient organizational performance.

LSC 745: Research Methods in Library and Information Science covers the analysis and evaluation of research studies in library and information science and the application of analytical and evaluative techniques so that students are able to interpret and apply research from library and information science and related fields.

LSC 746: Library and Information Service Evaluation focuses on research-based approaches for understanding and improving operations in information service organizations of all types. It covers the definition of objectives, choice of methodologies, and approaches to data collection and analysis; incorporates the interpretation and application of published research; and emphasizes real-world applications.

A large number of courses discuss research findings and their implications for information services, organization, and management.

II.3.7 promotes commitment to continuous professional growth.

Curricular Commitment to Professional Growth

More than half of the courses (51 percent) help students appreciate the need for lifelong learning. LSC 557: Libraries and Information in Society, a core course, emphasizes the values, principles, and legal and ethical responsibilities of the profession and builds a

foundation for each student's ongoing professional development and leadership. As society goes through rapid demographic and technological changes, library and information professionals need to keep track of emerging trends and develop strategies to meet the needs of various types of users. Courses related to information organization and technologies discuss tags, taxonomy, folksonomy, Web 2.0 technologies and support for social networking and collaborative work, and data mash-up. Students are encouraged to experiment with wiki, blogs, and other new tools and technologies to find creative ways to provide services. Courses such as LSC 551: Information Organization, LSC 606: Cataloging and Classification, LSC 607: Management, and LSC 712: Foundations in Digital Libraries highlight important literature and sources to prepare students to keep up with new developments. The need to continue learning is emphasized in many other courses.

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

Curricular Responsiveness to Diverse Needs

Nearly half of the courses (49 percent) prepare students to address the needs of a global society that is increasingly diverse in culture, language, and ethnicity, especially the needs of underserved communities. Several full-time faculty members have an interest in information-seeking behavior; three faculty members share an interest in human-computer interaction; and a new faculty member has a strong interest in the needs of underserved populations (see Chapter III: Faculty). Through research and teaching, SLIS faculty members raise students' awareness of the diversity of users.

LSC 607: Management and LSC 730: Use and Users of Libraries and Information emphasize the needs of users as library and information professionals develop, offer, and evaluate information services. LSC 608: Collection Development discusses user characteristics and needs as a critical aspect of collection building. SLIS also offers courses on services in specific types of library environments (academic, public, special, school, federal, and special); all of them address the needs of different classes of users (children, adolescents, adults, college students, faculty, researchers, seniors, and immigrants). For example, LSC 630: Archives Management addresses the needs of archive users, LSC 772: Media Services discusses the needs of school media center users, LSC 809: Adult Services aims to assist adult users of public libraries, and LSC 801: The College and University Library examines the roles of these libraries in meeting the needs of users in higher education. To address diversity in user communities and in the workforce of library and information professionals, SLIS will develop a diversity plan in 2008–2009 (See *SLIS Working Plan*).

II.3.6 Provides direction for future development of the field

Curricular Coverage of Future Development of the Field

Twenty-four SLIS courses (35 percent) address the future development of the field. In support of the school's mission to produce leaders for the field, the courses prepare students to monitor changes in the information environment, develop strategies to deal with changes, and develop abilities to be innovative and proactive in planning the future. A core course, LSC 557: Libraries and Information in Society, discusses current trends and outlook for the profession. Midlevel courses, such as LSC 606: Cataloging and Classification, LSC 712: Foundations of Digital Libraries, and LSC 715: Organization of

Internet Resources, examine changes in the information environment and develop strategies for providing information access in a networked, distributed environment. Courses on specific type of libraries, such as LSC 801: The College and University Library, LSC 807: The Public Library, LSC 818: The Special Library/Information Center, and LSC 882: Federal Library Resources, explore strategies to meet users' need for personalization, interactivity, and social networking and emphasize strategic planning for the future.

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.

Options Within the Curriculum

Track and Course of Study

SLIS curriculum supports students to construct programs of study customized for their needs, goals, and aspiration. Students can specialize in School Library Media, follow the Generalist Course of study, choose a Course of Study in one of the seven areas: Cultural Heritage Information Management, Digital Libraries, Information Architecture, Information Organization, Law Librarianship, Services for Children, and User Services.

They also have the option to pursue joint degrees in another discipline within the University.

In developing the School Library Media track and the seven Courses of Study, the SLIS faculty takes into account competency recommendations of related professional organizations to identify competencies needed for productive careers, and selects courses that will foster the development of such competencies. Appendix II.c demonstrates this systematic approach toward designing programs of study for students.

Joint Degree Program

The School offers six joint degree programs, which combine work in two disciplines in order to acquire competence in specialized areas of library and information science. The areas in which SLIS offers joint degrees are: Law, History, Musicology, Biology, English, and Religious Studies. Details of the joint program are available on the SLIS Web site <<http://slis.cua.edu/MSinLS/jointdegrees.cfm>>.

Independent Study and Special Topic Courses

To investigate emerging issues and study new developments in the field, faculty members offer special topic courses, and students can choose to pursue independent studies under the guidance of full-time faculty members. A maximum of two independent studies may be completed by a student. The current full-time faculty members have supervised a total of 15 independent study courses from 2006 to 2008. Table II.11 (at the end of this chapter) shows the relationship of independent studies and special topic courses to SLIS competencies. The purpose of these learning opportunities is to ensure the SLIS curriculum is responsive to changes in the LIS field and the needs of employers. By

2011, the Curriculum Committee will develop a policy and procedure to govern the process of adopting a special topic course into a regular curriculum.

Practicum and Other Experiential Learning:

SLIS offers practicum opportunities (LSC 906 or LSC 908) for students to obtain customized field experience in a specialized area. The practicum experience is optional but encouraged by the faculty. A practicum is a three-credit elective. Students must complete 120 hours of field work under the supervision of a professional librarian, keep reflective journals of the experience, and are graded on a pass/fail basis. The purpose of a practicum is for students to gain practical experience in the field. To help students prepare for practicums, the practicum coordinator and the Dean of SLIS have offered a practicum workshop each semester since fall 2007. Further information on Practicum is available at: <http://slis.cua.edu/courses/practicum/index.cfm>.

SLIS has 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 (see Appendix II.e for a list of practicum sites). Table II.10 presents practicum enrollment data since 2003.

Table II.10 Practicum Enrollment by Year

Year	2003	2004	2005	2006	2007	2008 (spring & summer)
# students	25	52	42	50	58	34

Students have found practicums highly valuable for combining theory and practice. Here is a comment of a practicum student from fall 2007 on the experience:

<http://slis.cua.edu/courses/practicum/comments.cfm>):

“This semester gave me an opportunity to combine these interests [cultural heritage materials in a museum and digital information] and, more importantly, to bring together much of what I have learned over the past year and a half.”

This positive view was echoed by other students and alumni, as reflected in the 2008 surveys of student and alumni (Table II.11).

Table II.11. Survey Results on the Value of Practicum Experience

	Student survey	Alumni survey
2004	3.87	4.62
2008	5.93	5.36

Note: 6-point scale where 1= strongly disagree and 6= strongly agree

Details of the practicum sites, students’ reflection on their practicum experience, and supervisors’ assessment of students’ work are available on site. These data underscore the relevancy and significance of the practicum experience to students.

Graduate Library Professional (GLP) Program:

SLIS collaborates with the CUA libraries to offer seven (7) Graduate Library Preprofessional (GLP) scholarships each year within the CUA Libraries. The GLP program serves a twofold purpose: providing selected new students in LIS with pre-professional work experience in the university libraries, thus establishing a foundation for their first professional positions; and providing the university libraries with a cadre of highly motivated and dedicated employees. Details of the GLP program are available at <http://slis.cua.edu/finaid/glp.cfm> and in Chapter 4 which addresses standards related to students.

Colloquia and Research Day:

To raise awareness of the value of research, practice and service, SLIS offers colloquia on various topics for the SLIS community, information professionals in the region, and the University community. A list of colloquia and video presentation is available at <http://slis.cua.edu/people/video.cfm>. In the 2008 surveys of students and alumni, respondents reported that SLIS colloquia, workshops and special programs enhanced their learning (see Table II.12).

Table II.12 Perception on SLIS special programs, workshops, and colloquia

	Student survey	Alumni survey
2008	5.11	5.3

Note: 6-point scale where 1= strongly disagree and 6= strongly agree

SLIS also has initiated a research symposium (Research Symposium) for faculty, students, alumni, and practitioners as a vehicle of a knowledge-sharing. Research Day offers SLIS students an opportunity to present their research activities, participate in a professional conference, and meet leaders in the LIS field. Research Day will be held annually, most likely in the spring semester each year. The first Research Symposium is scheduled for January 30, 2009. (See announcement on SLIS Website:

<http://slis.cua.edu/symposium/symposium.cfm>)

Advising:

Academic advisors inform and encourage students to take advantage of the rich learning opportunities at SLIS. Advisors help students develop programs of study to meet their needs, goals and aspirations and provide guidance in developing competencies needed for productive careers. By making explicit the curriculum structure through course number

changes and course grouping by competency, SLIS makes it easier for students to develop coherent programs of study. By codifying the School Library Media track and eight Courses of Study, SLIS offers students clear paths to pursue selected careers. Advising Handbook and Checklist developed in spring 2008 also provide support to students and advisors. These documents and the advising process will be reviewed and updated in 2009. In addition, SLIS also provides detailed course information on the School Web site, including:

- Course selection FAQ (<http://slis.cua.edu/courses>)
- Course catalog description (<http://slis.cua.edu/courses/courses.cfm>)
- Course schedule (<http://slis.cua.edu/courses/schedules.cfm>).

Table II.13 shows that the perception of students and alumni on the advising process has improved since 2004.

Table II.13 Comparison of the 2004 and 2008 Survey Results on Advising

	Student survey	Alumni survey
2004	3.69	3.73
2008	4.56	5

Note: 6-point scale where 1= strongly disagree and 6= strongly agree

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.*

The Role of Specializations Within the Curriculum

In addition to offering a core set of courses that cover the breadth and depth of knowledge that demonstrates the relationship of the SLIS objectives to the appropriate areas of specialization, SLIS offers courses in one track in school library media and one course of study in law librarianship that have a specified curriculum to ensure graduates have the necessary skills and knowledge derived from the specialized fields of school library media and law librarianship.

The school library media track (<http://slis.cua.edu/MSinLS/school.cfm>) prepares students for practice and licensure as school library media specialists in schools. The school library media track was developed according to the specifications set forth by the National Council for the Accreditation of Teacher Education (NCATE) and adheres to the standards set forth by the American Association of School Librarians (AASL) of the American Library Association (ALA). Further, the final course sequence was reviewed by the Department of Education in the School of Arts and Sciences at CUA to ensure it meets university, association, accreditation and the District of Columbia requirements for licensure.

Available on site is the documentation demonstrating how SLIS school library media track complies with the AASL standards for those students who specialize in the school library media track while pursuing the master's of science in library science.

Students in the school library media track are required to take the following courses (Table II.14):

Table II.14 School Library Media Courses

Core Courses	LSC551 Organization of Information LSC553 Information Sources and Services LSC555 Information Systems in Libraries and Information Centers LSC557 Libraries and Information in Society
Required electives	LSC 603 Technical Services LSC 606 Cataloging and Classification LSC 772 Media Services in Libraries LSC 776 Design and Production of Audiovisual Materials LSC 813 The School Library Media Center LSC 854 Media for Children LSC 855 Media for Adolescents LSC 908 Practicum

SLIS also has a course of study in law librarianship

(<http://slis.cua.edu/MSinLS//law.cfm>). The law librarianship course of study prepares students to develop the knowledge, skills, and expertise to work in a variety of legal settings.

This course of study was developed by the SLIS law librarianship advisory board (6 members), which consists of practicing law librarians in the Washington, D.C., region. The law librarianship course of study is designed based on competencies recommended by the American Association of Law Libraries (AALL) and SLIS Competencies for students to obtain necessary specific knowledge and skills competent in that area with a prescribed course of study which was updated during the fall of 2008. See Appendix II.f for course mapping to AALL and SLIS Competencies.

Students in the law track are required and recommended to take the following courses (Table II.15):

Table II.15 Law Librarianship Courses

Core Courses	LSC551 Organization of Information LSC553 Information Sources and Services LSC555 Information Systems in Libraries and Information Centers LSC557 Libraries and Information in Society
Required specialty courses	LSC825 Law Librarianship LSC826 Legal Literature LSC828 Advanced Legal Research
Recommended specialty courses	LSC782 Government Information LSC906 Practicum

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

Consistency of Quality Across Formats and Locations

SLIS strives to enhance the flexibility of the curriculum by offering courses at different locations and in different formats. SLIS courses are available in different locations on campus and at off-site locations (Library of Congress, Northern Virginia, Loudoun County, and Richmond, VA) (see Appendix II.g) and in different formats (face-to-face class meetings with online course enhancements through a management tool such as Blackboard, and an online-blended format with two or three in-person meetings) by full-time and adjunct faculty. The School also offers week-long intensive courses during the summer session (Appendix II.h). In addition to experimenting with compressed formats, the SLIS faculty has also been consistently experimenting with alternative formats, in particular, offering courses in a blended format (Appendix II.i). The evolution to more blended courses comes at the request of SLIS students who express a desire for greater flexibility, from the SLIS Advisory Committee members, and in response to SLIS survey

results. The 2008 SLIS student survey included the following recommendation (based on student responses)

A DE plan is needed to examine how to provide alternative course delivery formats and also to determine how to build and support instruction at distant locations, such as Richmond, Virginia.

SLIS faculty had anticipated this recommendation based on input from the SLIS Advisory Committee who also suggested that the school examine alternative formats as a means to meet student needs, ensure the program continues to be successful, and for planning purposes to develop the program over the next three years.

Based on feedback from SLIS stakeholders, the SLIS faculty has been experimenting with various levels of blended learning approaches to gauge student acceptance and ensure rigor is maintained. The typical example of blended learning at SLIS is the combination of technology-based materials and face-to-face sessions used together to present content. The faculty decided in 2007 based on student feedback to our initial online course offerings, to continue with a blended approach, and incorporate more synchronous technologies into our course delivery (such as MIV), rather than evolve to an entirely asynchronous model. Currently, SLIS is experimenting *Marratech* to offer synchronous online sessions with CLSC 551 Organization of Information, LSC555 Information Systems in Libraries and Information Centers, and CLSC 606 Cataloging and Classification. Developing new delivery formats and exploring the integration of new

technologies for teaching and learning are in the SLIS *Working Plan* which guides future development of distance delivery formats for SLIS courses over the next three years.

Survey results from students and alumni in 2004 and 2008 demonstrate that SLIS Web-based courses have been improved (Table II.16).

Table II.16. Comparison of the 2004 and 2008 Survey Results on SLIS Web-based courses

	Student survey	Alumni survey
2004	3.2	3.88
2008	5.03	4.33

Note: 6-point scale where 1= strongly disagree and 6= strongly agree

In addition to the efforts to address student needs for flexibility, as the percentage of part-time students continues to rise within the SLIS student body, SLIS also piloted a weekend college approach for the school library media track. The launch occurred in spring, 2007 and was designed to ensure that any student pursuing the school library media track would be able to complete the entirety of the degree participating in courses within the track attending classes only on weekends. This approach was piloted to determine the level of student acceptance, whether this approach would serve SLIS's school library media students, and to shift the time students spent in class to days that would not conflict with work schedules. The initial pilot was well received and students' provided positive feedback on the pilot. This format is currently being offered

and further enhances SLIS's flexible course delivery to accommodate the needs of part-time, working adults.

Ensuring consistency in teaching and learning:

In spring 2008, the SLIS faculty identified sample outcomes measures for core courses to assess the achievement of course and program objectives. In fall 2008 the Curriculum Committee approved core course review procedure and process (Appendix II.a) to guide the review of core courses. These reviews will be completed by December 2008, with revisions to be implemented in spring 2009. Outcomes measures for the core courses will then be collected and analyzed to determine if the measures are appropriate.

In order to ensure consistent teaching and learning across course delivery formats and class locations, the Curriculum Committee will implement a course chair system for the core courses in spring 2009. The course chair, a lead teaching faculty member, will work with all instructors for the core courses to ensure the relevancy and currency of the course content, mentor new instructors, coordinate the delivery of the course at all sites, and monitor student learning. Appendix II.j illustrates the workflow of a course chair system and a responsible body for each core course. The Curriculum Committee will revise and update the policy for systematic curriculum and program evaluation in fall 2009 as part of the SLIS *Working Plan* milestones.

SLIS has offered workshops on teaching pedagogy, course management technologies, (such as LiveText and Sakai, and *Marratech* Training), and outcomes assessment (the spring of 2008) for full-time and adjunct faculty. Workshop like these will be offered

whenever appropriate to enable faculty members to make use of latest technologies in teaching.

The school has adapted and uploaded the School's adjunct faculty handbook to a Web site to guide and support their teaching. Additional resources for adjunct faculty are available at <http://slis.cua.edu/people/adjunctresources.cfm>. The site includes detailed class teaching procedures, such as a syllabus template, classroom location, grading, technical support, library system, course evaluation, examinations, guidelines for canceling class, information about weather and student support services.

Outcomes Measures of Learning:

The SLIS curriculum requires students to take a comprehensive examination. The examination is held on the CUA campus in fall, spring and summer semesters, over two days specifically reserved on the University's academic calendar for just this purpose. The examination is entirely a written examination; there are five questions each day, from which a student selects two to answer. Examination questions are devised by a faculty committee and edited and finalized by the entire SLIS faculty.

Two faculty members grade each question. If the two graders determine that a student's answer does not pass, a second round of reading occurs, during which the marginal answers are reviewed by the entire faculty and a vote is taken after discussion of the answer. Students who do not pass the examination have one more opportunity to retake the examination. To help students prepare a comprehensive exam, the school offers a workshop each semester and comprehensive exam documents online at

<http://slis.cua.edu/courses/comps/index.cfm>.

The pass-fail ratio of comprehensive exam results provides another data point to demonstrate consistent teaching and learning across the School’s multiple forms of course delivery and class locations. As shown in Table II.17., the average ratio of passing the comprehensive exam is 90%. To measure the comprehensive exam based on SLIS Program Objectives, the comprehensive evaluation rubric has been developed and piloted during fall of 2008 (Appendix II.k). It is expected that comprehensive examination rubric would be shared with students to help them understand the purposes of the comprehensive examination and prepare for the examination. In addition, the school monitors a comprehensive exam results to improve student performance on the exam. Details of analysis of questions and answering patterns of comprehensive examination are available on site.

Table II.17 Comprehensive Exam Pass Results

	Sum 2005	Fall 2005	Spr 2006	Sum 2006	Fall 2006	Spr 2007	Sum 2007	Fall 2007	Spr 2008	Sur 2008
No. of Examinees	33	22	38	36	26	50	41	28	42	20
No. of Passes	29	17	34	34	22	44	39	26	40	19
Percentage of Passes	87.9	77.3	89.5	94.4	84.6	88.0	95.1	92.9	95.2	95

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.*

Curriculum Review Based on Student Outcomes

The curriculum committee establishes the milestones for achieving student learning outcomes and these milestones are detailed in the *Working Plan*. The Curriculum Committee determines the milestones for the School by reviewing the results from the various outcome measures in use in SLIS. The *Working Plan* details the areas of focus for student learning outcomes assessment for the curriculum over the next three years. Appendix II.l highlights actions and plans of the curriculum committee from the *Working Plan*.

Curriculum Review and Plan:

The SLIS curriculum is reviewed systematically to ensure its quality and responsiveness to changes in the LIS field and society in general. The review is performed on a three-year cycle, as stated in the SLIS *Working Plan*: core courses review during 2008, mid-level courses review during 2009 – 2010 and upper courses review during 2010 – 2011. Throughout the three-year span, the faculty continually reviews the entirety of the SLIS curriculum, identifies needed improvements and develops measures to address the needed improvements.

In fall 2008, four subcommittees of the Curriculum Committee reviewed the four core course for their objectives, content and use of technologies. The objective was to offer core courses that cover appropriate topics and latest development, make strategic use of technologies, and have valid outcomes measures to help the School assess student learning. In addition, the subcommittees identified sample outcomes measures for each core course. Appendix II.k highlights core course and curriculum review plan during 2008 – 2011.

Curriculum Updates

The SLIS curriculum has been updated in terms of course description and prerequisites. In spring and fall 2008, the Curriculum Committee reviewed and updated course descriptions and prerequisites (Appendix II.m), based on students' achievements and course relationships. In fall 2008, the Curriculum Committee approved a new course numbering system to show coherent relationship of course content and sequential relationship (see [Tables II.3-II.6](#)). This new numbering system will be implemented from fall 2009.

Input from SLIS Constituents:

SLIS continually seeks input and feedback from constituents in order to review and evaluate the curriculum. One source of input from students comes from course evaluation administered at the end of the term for each course. If the course is offered online, the evaluation is done online. If the course is offered in a classroom, the evaluation is done on paper during the time frame specified by the University for distributing the course evaluation. Table II.18 compares the overall course evaluation among CUA courses, SLIS on-campus courses and SLIS off-campus courses. As shown, SLIS course evaluation averages higher than CUA course evaluation.

Table II.18 Overall Course Evaluation, 2006-2008

Year/Semester	CUA average	SLIS On-Campus Average	SLIS Off-Campus Average
2006 Sp.	8	8	8.6

2006 Sum.	8.5	8.7	8.9
2006 Fall	7.9	8.1	8.3
2007 Sp.	7.9	7.9	8
2007 Sum.	8.2	8.5	8.5
2007 Fall	7.9	8.4	8.2
2008 Sp.	7.8	8.2	8.6
2008 Sum.	8.6	8.7	n/a
MEAN	8.1	8.3	8.4

Note: 10 point scale where 1 = lowest and 10 = highest

The Committee seeks feedback from students, alumni, and employers to determine how well SLIS achieves its program objectives. Surveys of students and alumni in spring 2008 found that the SLIS curriculum was perceived very positively, and the scores had improved in all aspects compared to the survey results in 2004 (see Appendices II,n; II.o; and II,p). It is worth noting that students' perception of practicum and the computing resources available in the School was very high. The Strategic Planning Committee will reflect on the survey findings and recommend actions to the faculty. Curriculum-related action items will be reviewed by the Curriculum Committee and incorporated into the *SLIS Working Plan*. SLIS will survey students, alumni and employers every three years to ensure our curriculum is responsive to the needs of our constituents and to the needs of a changing society.

Technological Assessment of Curriculum: The Curriculum Committee obtained results from the surveys (student, alumni, and employer) regarding technological education and resources for learning. As shown in Table II.19 perception on SLIS support on technology has been improved. Also, the 2008 Employer survey shows a positive result that more than half of the survey participants perceived that SLIS graduates especially well/adequately prepared for using information systems and technologies. Surveys and reports available on site.

Table II.19 Survey Results on Technological Assessment for Curriculum

Question (Year)	Student	Alumni
Computing resources in Marist Hall are appropriate for my learning (2004)	3.86	3.46
Computing resources in Marist Hall are appropriate for my learning (2008)	5.27	4.93
The SLIS curriculum provides/provided me with a solid understanding of information technology issues in the LIS field (2008)	4.66	4.61

Note: 6 point scale where 1= strongly disagree and 6= strongly agree

In 2008, the Technology Committee also surveyed students, alumni, and other stakeholders, to assess that the technology needs for learning and practice were being met. The entire survey findings will be examined to assess the effectiveness of the technology education within the SLIS curriculum. Since technology is highly important to information professionals in the 21st century, the School will conduct a technology survey of students and faculty annually to monitor its progress in this particular area.

Summary

The School’s curriculum is designed for students to obtain the core competencies identified by the faculty as critical to the field of library and information science. The competencies drive the development of our program objectives, which reflect the ALA Accreditation Standard on Mission, Goals, and Objectives. The program objectives, in turn, guide the development and review of our curriculum. Current courses contribute to

program objectives to a large extent. They also show strong compliance with the Curriculum Standard of the American Library Association.

Our education is characterized by a strong grounding in the theory and practice of the LIS field, engagement with the rich cultural and human resources of the Washington metropolitan area, and the creative use of information technology. Students are required to take four core courses to have a solid foundation for careers in the field of library and information science. They have a rich array of mid-level and advanced courses to help them develop specialization in school media or law librarianship. They also have other courses to further their knowledge of a variety of information environments and library functions. In addition, they have rich opportunities in the Washington Metropolitan area and Virginia to obtain professional experience before graduation. Outstanding practitioners from a variety of information environments and institutions work with our full-time faculty members to bring practical experience and latest developments to students. Some of them serve as adjunct faculty members, while others visit us periodically to share their research and latest initiatives. Full-time faculty members also offer a number of special topics courses to cover hot topics and new trends.

Students can take courses at a number of locations. Most courses are taught on site, but the School is offering more blended courses to make learning possible for students who are not able to be on campus often. The faculty is mindful of the need to ensure consistency in course contents and expectations of student learning. Course evaluation and survey results are being used to strengthen such consistency.

The School's Working Plan identifies milestones in the curriculum area for the next three years. We will continue to assess and develop our curriculum to ensure we are responsive to technological and societal changes.

Sources of Evidence

II.1. SLIS *Working Plan*

II.2 Competency Development Report

II.3 Advising Handbook and Advising Checklist

II.4 Information sheets for courses of study

II.5 Three-year course plan

II.6 Technology workshop Report

II.7 Technology Strategic Plan

II.8 Documents of Track and Course of Studies

II.9 School Library Media Track candidate information

II.10 Advising procedures and forms for students, Advising Q&A document

II.11 Practicum information

II.12 Curriculum Committee meeting agenda and minutes

: II.13 Analysis of Course Delivery by Formats from Summer 2004 to Fall 2008

II.14 Core Course Revision Procedure Document

II.15 Report on the review of core courses and subsequent changes to ensure consistency in the delivery of education at all sites

II.16 Summary of comps results and analysis of answering patterns

II.17 Student Survey Report

II.18 Alumni Survey Report

II.19 Employer Survey Report

II.20 Technology Survey Report

Chapter III: Faculty

Introduction

The School of Library and Information Science (SLIS) is composed of a dean, assistant dean, and nine full-time faculty positions (two are currently vacant), and a group of dedicated adjunct faculty members who work together to sustain and develop the school's program. SLIS experienced high turnover between 2003 and 2007. Fortunately, since June 2006, five (5) new full-time faculty members with excellent educational credentials, rich experience in the field of library and information science, and a strong technology background have been hired.

Faculty categories at The Catholic University of America (CUA) are described in the university's *Faculty Handbook*. Table III-1 shows the faculty categories and terms of appointment applicable to SLIS which are equivalent in all schools of the university.

Table III-1: Faculty Categories and Terms of Appointment

Faculty Category	Tenured/Untenured/Contract	Terms of Appointment
Lecturer	Untenured	Appointed by the Dean Teaching responsibilities only For one term (e.g. , semester) or longer May not vote Not an officer of the School
Adjunct	Untenured	Part-time service One year contract Ranked position (i.e., assistant, associate) Additional services provided beyond teaching (defined by the contract) Credentials reviewed periodically by School's CAP and CUA Academic Senate
Assistant Professor	Probationary for tenure	Term appointment Voting member of School Officer of the School
Associate Professor	Tenured	Continuous appointment Voting member of School and university's Academic Senate Officer of the School

Ordinary Professor (Highest rank)	Tenured	Continuous appointment Voting member of School and university's Academic Senate Officer of the School
Clinical Professor	Contract (untenured)	Term appointments Ranked position (assistant, associate or Clinical Professor ranks)

Table III-2 provides data on the faculty positions in SLIS. The table shows the total number of faculty positions in SLIS, the number of filled positions, and the number of positions at each rank.

Table III-2. Full-time Faculty Ranks

Faculty Rank	Total Number of Faculty in Rank
Assistant professor	5 (one vacancy)
Assistant clinical professor	2 (one vacancy)
Associate clinical professor	1
Ordinary professor	2
Assistant adjunct professor	1
TOTAL FACULTY POSITIONS	11
CURRENT FILLED POSITIONS	9

The school is currently recruiting one full-time tenure-track faculty member and one clinical assistant professor in school library media to ensure that the school has sufficient depth and breadth in these areas. When hiring is complete, the school will have a faculty of nine (9) full-time members, an assistant dean, and the dean (see Table III-2). The *SLIS Working Plan* (Appendix III.a) details the steps that the program is taking now and will take over the next three years to attract, retain, develop, and promote faculty. This chapter will review what the school has done to date and how the planning process addresses

faculty support and development to ensure that research, teaching, and service are sustained and flourish.

Since the previous accreditation in 2006, SLIS has remained relatively constant in the size of the student body and the program offered. The SLIS student body comprises 219 students, slightly fewer than the school had during the last accreditation visit in 2006 (the student body was 248 at that time). Although the number of students has decreased slightly, the number of SLIS faculty has continued to grow in order to ensure that SLIS has sufficient faculty to achieve the program's goals and objectives. As Table III-2 shows, the program's faculty is expanding while the student body has decreased. This development has contributed to SLIS faculty's ability to increase the percentage of courses taught by full-time faculty and supported program and curriculum revision and improvement.

As the faculty ranks have grown, so has the diversity of backgrounds and abilities the faculty provide. This chapter provides evidence of how SLIS is developing its faculty to ensure that its program maintains currency with internal and external trends and continues to meet its program objectives. This chapter also provides information on the school's efforts with continuous planning and assessment, providing faculty support toward their goal of successfully achieving promotion and tenure and ensuring that student satisfaction remains high and increases; that stakeholders are involved systematically and consistently in all of its planning, revision, and new initiatives; and that there are sufficient faculty members to develop learning outcome measures and institute student learning outcome measures.

III.1.1. The school has a faculty capable of accomplishing program objectives.

SLIS faculty members have demonstrated leadership and the capacity to accomplish the school's program objectives in the last three years through their research and teaching activities. In addition, the faculty has provided additional evidence of their capability to achieve the program objectives through

- **Comprehensive planning.** The comprehensive planning process began in 2007 with a retreat that is part of an ongoing planning process and will be repeated on a yearly basis.
- **Revision of the school's core values, vision, mission, goals, and objectives.** The faculty has participated in the revision of the school's vision, mission, and core values and the refining of the school's program objectives, a process that is repeated every year according to the school's *Working Plan* (Appendix III.a)
- **Developing the SLIS competencies.** The faculty conducted research, analyzed the competencies of several professional associations as the basis for creating the SLIS core competencies as the desired educational outcomes and used them as the basis to develop the program objectives. The competencies also serve as additional criteria for measurement, accountability, and continuous improvement.
- **Creating the program objectives.** The faculty has created the latest set of program objectives, which are measurable and form the basis for planning and assessment.
- **Creating the core course chair approach.** The faculty has created a course chair approach for the four (4) core courses in SLIS to ensure consistency and quality in the development, revision, and delivery of the four core courses. The course chair

approach is woven into the SLIS *Working Plan* to ensure that there is an ongoing planning process to maintain, improve, and evaluate the quality of SLIS's four, core courses.

- **Developing the school's *Working Plan*.** The faculty has participated in devising the School's *Working Plan* (Appendix III.a), which covers the entire program and includes yearly milestones for the three-year period covered (2008–2011).
- **Leading the school's accreditation efforts.** The faculty lead the accreditation committees and share responsibility with SLIS's stakeholders for developing the program presentation for the reaccreditation visit in 2009.

III.1.2 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.

To ensure that there are sufficient faculty numbers to realize the program objectives and provide a quality education, the number of SLIS full-time faculty positions has grown.

The addition of new faculty members ensures that there are a sufficient number of full-time faculty members, with a sufficient variety of specialties, to achieve the SLIS program objectives. Table III-3 shows the date of appointment of each of the SLIS full-time faculty, their rank, their start date at SLIS, their degrees, and their areas of research and teaching. SLIS faculty members have advanced degrees from a variety of academic institutions, and their educational attainment and scholarly contributions qualifies them for appointment to the graduate faculty of the Catholic University of America. As Table III-3 shows, SLIS has faculty who are experienced and cover a wide range of research and teaching areas which demonstrates they are capable of accomplishing the school's program objectives. Further, Table III-3 also demonstrates that the SLIS faculty have

sufficient diversity in their educational backgrounds and research interests to carry out the major share of the teaching, research, and service activities required for a program, wherever and however it is delivered.

Table III-3. SLIS Full-Time Faculty Appointments, Degrees and Areas of Interest for Research and Teaching

Faculty Member	Rank	Start Date	Highest Degree, School, Year	Areas of Research and Teaching Interests
1. Dr. Renate Chancellor	Clinical Assistant Professor	2009	PhD, Information Studies, University of California, Los Angeles, 2008	Reference Law Diversity Intellectual freedom
2. Dr. Youngok Choi	Assistant Professor	2006	PhD, Information Science, University of Pittsburgh, 2000	Digital libraries Organization of information User behavior Human computer interaction Visual information searching and retrieval
3. Dr. Mary Edsall Choquette	Assistant Professor	2005	PhD, Dance, Temple University, 2003	Archives Preservation Cultural heritage Arts Special Collections Art and Museum Libraries
4. Dr. Ingrid Hsieh-Yee	Ordinary Professor	1990	PhD, School of Library and Information Studies, University of Wisconsin–Madison, 1990	Organization of information User behavior Research methods
5. Dr. Kimberly Kelley	Ordinary Professor	2007	PhD, College of Education, University of Maryland, College Park, 1998	Collection development Intellectual property Administration College and

				<p>university libraries Information technology in libraries</p> <p>Distance education</p>
6. Dr. Bill Kules	Assistant Professor	2006	PhD, Computer Science, University of Maryland, College Park, May 2006	<p>Human computer interaction User behavior Information systems analysis and design - User interface design and evaluation - Programming languages</p> <p>- Information technology (IT) project management</p>
7. Dr. Joan Lussky	Assistant Professor	2006	PhD, College of Information Science and Technology, Drexel University, 2005	<p>Organization of information Research methods Database management Sociology of scientific knowledge Subject headings, taxonomy and thesauri Scholarly communication Content analysis</p> <p>Classification theory and research</p>
8. Mr. David Shumaker	Clinical Associate Professor	2006	MS, Graduate School of Management and Technology, University of Maryland University College, 2003	<p>Special libraries Libraries in society Management Information sources and services</p> <p>Reference/research</p>
9. Mr. Timothy Steelman	Adjunct Assistant Professor	2007	MSLS, The Catholic University of America, 2003	<p>Media services Technology School library media Multimedia production and design</p> <p>Administration</p>

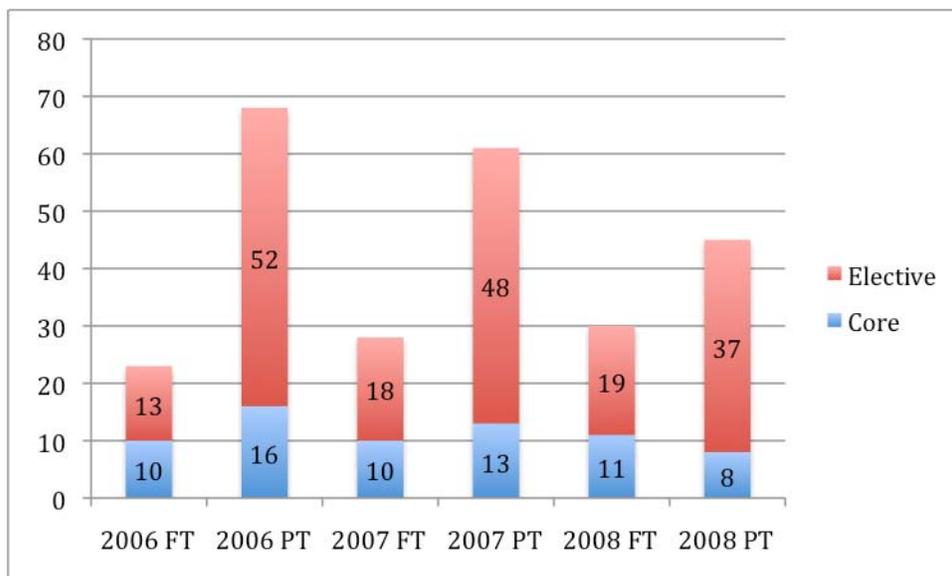
III.1.3. Faculty are sufficient in number and in diversity of specialties to carry out the major share of the teaching, research, and service activities required for a program, wherever and however delivered

Table III-3 provides evidence that the SLIS faculty is sufficient in number and diversity of research and teaching areas to carry out the major share of the teaching, research and service activities required for a program wherever or however delivered.

There is additional evidence that there are sufficient faculty to carry out the major share of teaching, research and service through SLIS’s efforts to increase the number of faculty teaching, performing service and conducting research within SLIS. As a result of these efforts, the percentage of courses taught by SLIS’s full-time faculty continues to rise.

Table III-4 shows the current teaching distribution among the SLIS full-time and part-time faculty.

Table III-4: Full-Time and Part-time Faculty Teaching Distributions for Core and Elective Courses in SLIS



As Table III-4 demonstrates, the SLIS full-time faculty is continually increasing the proportion of the SLIS courses they teach, and, as the proportion continues to grow, this provides additional evidence that the faculty is sufficient in number and areas of specialty to deliver the SLIS curriculum effectively and thereby achieve the program objectives. As SLIS hires additional faculty, the trend toward a greater proportion of courses taught by the full-time faculty will continue.

In order to provide additional evidence that SLIS possesses a faculty with the necessary competencies to achieve the SLIS program objectives, Table III-5 shows how the SLIS faculty members are sufficient in number and diversity to successfully achieve the SLIS program objectives and also develop, deliver, and assess the curriculum effectively.

Through a comprehensive recruitment process, SLIS has identified and hired faculty who can provide more depth and breadth in all areas of the curriculum. Tables III-5 and III-6 show the SLIS program objectives, the areas of specialty of each of the SLIS full-time faculty, and how their areas of expertise contribute toward meeting the school’s program objectives.

Table III-5: SLIS Full-time Faculty and Their Alignment to SLIS Program Objectives

Program Objective	SLIS Full-Time Faculty Members
1. Are skilled in organizing, disseminating, managing, and preserving information.	Dr. Youngok Choi, Dr. Mary Edsall Choquette, Dr. Ingrid Hsieh-Yee, Dr. Bill Kules, Dr. Joan Lussky, Mr. Timothy Steelman
2. Are skilled in the use of information technologies and articulate the role of information technology in facilitating information management.	Dr. Youngok Choi, Dr. Ingrid Hsieh-Yee, Dr. Bill Kules, Dr. Joan Lussky, Mr. Timothy Steelman
3. Demonstrate a commitment to the philosophy, principles, and legal and ethical	Dr. Renate Chancellor, Dr. Mary Edsall Choquette, Dr. Kimberly Kelley, Dr. Joan

responsibilities of the field.	Lussky, Mr. David Shumaker
4. Are capable of serving information seekers in a global society.	Dr. Renate Chancellor, Dr. Youngok Choi, Dr. Mary Edsall Choquette, Dr. Ingrid Hsieh-Yee, Dr. Kimberly Kelley, Dr. Bill Kules, Dr. David Shumaker
5. Appreciate education and service as integral to the role of the information professional in society.	Dr. Renate Chancellor, Dr. Youngok Choi, Dr. Mary Edsall Choquette, Dr. Ingrid Hsieh-Yee, Dr. Kimberly Kelley, Dr. Joan Lussky, Mr. David Shumaker
6. Interpret and apply research results from library and information science and related fields.	Dr. Renate Chancellor, Dr. Youngok Choi, Dr. Mary Edsall Choquette, Dr. Ingrid Hsieh-Yee, Dr. Kimberly Kelley, Dr. Bill Kules, Dr. Joan Lussky, Mr. David Shumaker
7. Articulate the economic, political, cultural, and social importance of the information profession.	Dr. Renate Chancellor, Dr. Youngok Choi, Dr. Mary Edsall Choquette, Dr. Ingrid Hsieh-Yee, Dr. Kimberly Kelley, Mr. David Shumaker
8. Are dedicated to professional growth, continuous learning, and applying new knowledge to improve information systems and services to meet the needs of information users in society.	Dr. Renate Chancellor, Dr. Youngok Choi, Dr. Mary Edsall Choquette, Dr. Ingrid Hsieh-Yee, Dr. Kimberly Kelley, Dr. Bill Kules, Dr. Joan Lussky, Dr. David Shumaker

In addition, the achievement of the SLIS program objectives is accomplished through the full-time faculty's ability to teach sufficient breadth and depth of courses to accomplish the curriculum, and to achieve the program's goals and objectives. Table III-6 presents the full-time faculty's teaching responsibilities from 2005–2008 as evidence of their ability to successfully achieve the SLIS program objectives through the breadth and depth of their teaching. As Table III-6 shows, the full-time faculty members provide sufficient breadth and depth to teach the entirety of the core courses, LSC 551, 553, 555, and 557, as well as cover a wide variety of electives to provide a well developed curriculum that achieves the SLIS program objectives.

Table III-6: Full-Time Faculty Classes Taught by SLIS Competency 2005–2008

SLIS Competency	Fall 2005	Spring 2006	Fall 2006	Spring 2007	Fall 2007	Spring 2008	Fall 2008
Professional Identity	Dr. Gardner (557)	Dr. Gardner (557)	Dr. Gardner (557)	Dr. Gardner (557)	Mr. Shumaker	Mr. Shumaker	Mr. Shumaker

		Wallace (557)			(557)	(557)	(557)
Management	Mr. Shumaker (607)	Dr. Tang (745)		Mr. Shumaker (607, 876)	Mr. Shumaker (607) Lusky (745)	Mr. Shumaker (876)	
Services	Dr. Choquette (553, 630) Gardner (813) Pierce (553) Tang (727)	Dr. Choquette (553, 559)	Dr. Choquette (553)	Dr. Choquette (879)	Dr. Choquette (879) Shumaker (553)	Dr. Choquette (559, 879) Lusky (553)	Dr. Choquette (879) Shumaker (553)
Resources	Dr. Choquette (630) Wallace (630)	Dr. Pierce (608) Wallace (630)	Dr. Choquette (630)	Dr. Choquette (630)	Dr. Choquette (561)	Dr. Kelley (608)	Dr. Choquette (609, 630)
Information Organization	Dr. Hsieh-Yee (606, 713) Dr. Lusky (551)	Dr. Hsieh-Yee (606, 610) Dr. Lusky (551, 606)	Dr. Choi (551) Dr. Hsieh-Yee (606, 713) Dr. Lusky (551)	Dr. Choi (551) Dr. Hsieh-Yee (606, 610, 896) Dr. Lusky (551, 606)	Dr. Choi (551, 715) Dr. Hsieh-Yee (606) Dr. Lusky (896)	Dr. Choi (551) Dr. Hsieh-Yee (713, 606) Dr. Lusky (606)	Dr. Hsieh-Yee (551, 606) Dr. Lusky (551, 606)
Information Technology	Dr. Shin (555, 740) Mr. Shumaker (555)	Dr. Tang (555)	Dr. Choi (712) Dr. Kules (877) Mr. Shumaker (555)	Dr. Choi (712, 896) Dr. Kules (555) Mr. Shumaker (555)	Dr. Kules (555)	Dr. Kules (555) Mr. Steelman (776)	Dr. Choi (712) Dr. Kules (555) Dr. Lusky (740) Mr. Steelman (776)

NOTES for Table:

Drs Lusky and Wallace were full-time visiting professors in fall 2005.

Dr. Lusky was appointed full-time assistant professor in fall 2006.

Mr. Shumaker was Information Specialist in Residence in fall 2005, and was appointed full-time clinical associate professor in fall 2006.

Mr. Steelman was appointed assistant dean in spring 2008.

Dr. Shin resigned in Dec. 2005

Dr. Tang resigned in May 2006,

Dr. Pierce retired in Jan. 2007

Dr. Gardner resigned from SLIS in summer 2007.

III.1.4. *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 the program.

SLIS is fortunate to be located in a major metropolitan area that possesses a rich variety of libraries and information professionals that represent every sector of the information profession. Accordingly, SLIS avails itself of the talent available to supplement and deepen its curriculum and offerings on behalf of its students and in service to the

profession. Table III-7 lists SLIS part-time faculty names and the program objectives that their particular skills and background enable them to provide effective teaching and professional skill and knowledge on behalf of SLIS's students. As the table illustrates, there are several part-time faculty who are capable of contributing to each of the program objectives enhancing, broadening and deepening SLIS's ability to effectively achieve its program objectives and continually improve the curriculum and program. The part-time faculty members' curricula vitae provide further detail on their skills, expertise, and contributions.

Table III-7. SLIS Part-time Faculty and Their Alignment to the SLIS Program Objectives

Program Objective	SLIS Part-time Faculty Members
1. Are skilled in organizing, disseminating, managing, and preserving information.	Bateman, Briscoe, Fessler, Joffrion, King, Lammay, Leadbitter, McElrath, Newman, O'Byrne, Pierce, Provenzano, Putnam, Ray, Ritter, Rouse, Sampson
2. Are skilled in the use of information technologies and articulate the role of information technology in facilitating information management.	Bateman, Briscoe, Clay, Crump, Delfino, Evans, Fessler, Freiband, Ganjalizadeh, Gillispie, Hines, Hock, Huffman, Hulse, King, Lammay, Leadbitter, McElrath, O'Byrne, Putnam, Ray, Ritter, Rosenstein, Ritter, Ross, Rouse, Shaffer, Stewart, Trott, Warner, Washington, Weeks
3. Demonstrate a commitment to the philosophy, principles, and legal and ethical responsibilities of the field.	Abramowitz, Boettcher, Dessy, Evans, Freiband, Giltrud, Gunn, Hines, Joffrion, King, Lammay, McElrath, Newman, O'Byrne, Ritter, Ross, Sampson, Shaffer
4. Are capable of serving information seekers in a global society.	Bateman, Boettcher, Freiband, Gillispie, Giltrud, Gunn, Hines, Lammay, McElrath, Newman, O'Byrne, Ritter, Sampson, Trott, Warner, Washington, Weeks
5. Appreciate education and service as integral to the role of the information	Bateman, Clay, Evans, Freiband, Giltrud, Gunn, Hines, Huffman, Joffrion, King,

professional in society.

6. Interpret and apply research results from library and information science and related fields.

7. Articulate the economic, political, cultural, and social importance of the information profession.

8. Are dedicated to professional growth, continuous learning, and applying new knowledge to improve information systems and services to meet the needs of information users in society.

Lammay, Leadbitter, McElrath, Newman, O'Byrne, Ritter, Sampson, Shaffer, Trott, Washington, Weeks,

Abramowitz, Bateman, Boettcher, Briscoe, Clay, Crump, Delfino, Dessy, Evans, Fessler, Freiband, Gillispie, Giltrud, Gunn, Hines, Huffman, Hulse, Joffrion, Lammay, Leadbitter, McElrath, O'Byrne, Putnam, Ray, Ritter, Rouse, Sampson, Shaffer, Trott, Washington, Weeks

Clay, Evans, Freiband, Hines, Joffrion, King, Lammay, O'Byrne, Ritter, Ross, Sampson, Shaffer

Bateman, Boettcher, Briscoe, Clay, Crump, Delfino, Dessy, Evans, Fessler, Freiband, Ganjalizadeh, Gillispie, Giltrud, Gunn, Hines, Hock, Huffman, Hulse, Joffrion, King, Lammay, Leadbitter, McElrath, Newman, O'Byrne, Provenzano, Putnam, Ray, Ritter, Ross, Rouse, Sampson, Shaffer, Stewart, Trott, Warner, Weeks

In addition, 10 of SLIS's part-time faculty members have served SLIS continuously for more than five years. Table III-8 provides a list of the SLIS part-time faculty members, their position, and their areas of specialty to show how their backgrounds and experiences contribute toward achieving the school's curriculum and program objectives. The level of professional achievement among SLIS's part-time faculty is further evidence of the ability of SLIS's faculty to achieve the program's objectives and the enrichment the part-time faculty provide to the program.

Table III-8. SLIS Part-time Faculty 2008–2009: Current Positions and Areas of Specialty

Name	Current Position	Area(s) of Specialty
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Ms. Lynda Abramovitz	Assistant Attorney General, Office of Attorney General, Washington, D.C.	Legal literature
Ms. Judith Bateman	Retired Assistant Professor, SLIS, CUA	Organization of information Science and technology information Information literacy Web-based instruction End-user behavior
Ms. Jennifer Boettcher	Business Bibliographer, Georgetown University, Washington, D.C.	Business information Reference
Ellie Briscoe	Manager, Technical Services/Circulation Systems, National Geographic Society, Washington, D.C.	Technical services
Mr. Edwin Clay	Director, Fairfax County Public Library	Public libraries Management Libraries and information in society
Ms. Linda Crump	Retired	K-12 schools School library media
Mr. Eric Delfino	Assistant to the Director, Technology Policy Directorate, Library of Congress	Technology and Information Systems History of the book
Mr. Blane Dessy	Director, Library Staff, U.S. Department of Justice	Legal research Management
Ms. Patricia Evans	Research Technology Librarian, Supreme Court of the United States	Federal library resources Management Legal research
Ms. Vera Fessler	Associate Director, Fairfax County Public Library, Fairfax, Virginia	Cataloging Technical services Collection development Organization of information Managing information technology
Ms. Susan Freiband	Professor, Graduate School of Information Science and Technologies, University of Puerto Rico	Collection development Reference Intellectual freedom International librarianship Library education

Dr. Saiid Ganjalizadeh	Assistant Director, Instructional Technology, Academic Technology, CUA	Distance education Technology Information systems in libraries
Mr. James Gillispie	Head, Access Services and Government Publications/Maps/Law Library, Johns Hopkins University, Baltimore, Maryland	Government information Reference
Ms. Marianne Giltrud	Access Services Librarian, CUA Libraries	Information sources and services Reference Library instruction
Mr. Kevin Gunn	Coordinator, Religious Studies, Philosophy, Canon Law, and Humanities Libraries, CUA	Humanities information Reference Library instruction
Ms. Stephanie Hines	Librarian, The Potomac School, McLean, Virginia	School library media
Mr. Randolph Hock	Owner, Online Strategies, Inc.	Information sources and Web design Internet searching
Ms. Karen Huffman	Manager of Knowledge Initiatives, National Geographic Society, Washington, D.C.	Library automation and project management Digital libraries Information technology Content management systems
Mr. Bruce Hulse	Director of Information Services, Washington Research Library Consortium, Washington, D.C.	College and university libraries
Ms. Elizabeth Joffiron	Senior Program Officer, Preservation and Access, National Endowment for the Humanities (NEH)	Archives management
Ms. Karen King	Library Director, Darden Graduate Business School, The University of Virginia (UVA)	Technical services
Ms. Beverly Lammay	Legislative Liaison to General Assembly, Henrico County Schools, Virginia	Practicum
Ms. Elizabeth	Head Librarian, Georgetown	School library media practicum

Leadbitter Mr. Douglas McElrath	Day School, Washington, D.C. Curator, Marylandia and Rare Books–National Trust for Historical Preservation Library, University of Maryland, College Park	Special collections
Ms. Wilda Newman	Information Resources Manager, Knowledge Associate Resources, LLC, Columbia, Maryland	Knowledge management
Ms. Barbara O’Byrne	Elementary Library Media Specialist, Loudoun County Public Schools	K–6 schools School library media
Mr. Sydney Pierce	Retired	Collection development
Mr. Joseph Provenzano	Training Manager/Curriculum Developer, Office of Technology, Washington College of Law, American University, Washington, D.C.	Multimedia design and development Database design School library media
Mr. Nathan Putnam	Catalog Librarian, George Mason University, Fairfax, Virginia	Music bibliography Cataloging
Mr. Tom Ray	Collection Management Coordinator, The Library of Virginia, Richmond, Virginia	Cataloging and classification Collection development
Ms. Kimberly Ritter	Consultant, Macklin Library Media	K–12 schools Media for children Media for adolescents School library media
Mr. Bruce Rosenstein	Reference Librarian, <i>USA Today</i> , Washington, D.C.	Special libraries Reference
Ms. Abigail Ross	Information Resources Manager, Keller & Heckman, LLP	Law librarianship Legal research Reference
Ms. Lenore Rouse	Curator, Rare Books and Special Collections, CUA	Rare book librarianship Cataloging Special collections
Ms. Sara	Head of Reference, Georgetown	Legal literature

Sampson	University Law Library, Washington, D.C.	Reference
Ms. Roberta Shaffer	Executive Director, FLICC/FEDLINK, Library of Congress, Washington, D.C.	Legal research and literature Competitive intelligence Management
Mr. Raymond Stewart	Director of Academic Technology Infrastructure, The Potomac School, McLean, Virginia	School library media Technology in libraries Media services
Mr. Barry J. Trott	Senior Library Services Director, Williamsburg Regional Library, Williamsburg, Virginia	Libraries and information in society
Mr. Alphonse Vinh	Reference Librarian, National Public Radio, Washington, D.C.	Public libraries Management Information sources and services Humanities information Reference
Ms. Dorothy Warner	Instruction Librarian and Government Documents Librarian, Rider University Libraries	Children's literature Media for children Government documents
Mr. Tom Washington	Head Librarian, The Potomac School, McLean, Virginia	School library media K-12 education Media for adolescents
Ms. Joan Weeks	Senior Instructional Librarian, Instructional Design and Training Division, Library of Congress, Washington, D.C.	Information literacy Online information retrieval Reference
Ms. Janet Woody	Manager, Tuckahoe Area Library, Henrico County, Virginia	Public libraries Library management Information systems in libraries

As Table III-8 demonstrates, the quality of SLIS's part-time faculty is high, they enrich the quality and diversity of the program, and their contribution is important to the quality of education within SLIS. Their engagement with SLIS also provides another means for the school to collaborate with professionals in the field and gain continuous feedback

about the school's success in serving its stakeholders while identifying opportunities for improvement.

Appendix III-b provides a listing of the courses taught by SLIS part-time faculty members and demonstrates how their teaching role within the school serves to widen, deepen, and enhance the courses and program that SLIS is able to offer to its students.

Part-time faculty members do not merely teach in SLIS, they are partners in the school's efforts to deliver a relevant and high-quality education and to achieve its program objectives. The part-time faculty plays an essential role in the development, evaluation, and revision of the curriculum. SLIS has a semiannual full faculty meeting, usually held on a Saturday, to engage the SLIS part-time faculty in planning, curriculum development, delivery, and assessment. The meetings are also webcast (available at <http://slis.cua.edu/accreditation>). As members of the SLIS community and stakeholders in the school's future, part-time faculty members are partners with the school in the delivery of a quality education that is beneficial to full-time faculty, students, and stakeholders.

SLIS part-time faculty members also provide a wide variety of experience and the perspective of both practitioners and experts in their particular fields. The SLIS faculty is especially eager to engage and develop part-time faculty because of the school's focus on master's-level education and because of the importance of establishing strong ties with professionals in the region to maintain and establish practicum sites, identify future employment opportunities, and provide external views of the SLIS program.

Through the part-time faculty, SLIS develops important relationships with its campus, community, region, and the library and information science field. Most SLIS part-time faculty members teach one to three courses per year and attend the semiannual faculty meetings, where the school solicits their feedback and engages them in planning. In addition, SLIS offers opportunities in support of their continuing education needs as a faculty member in the school.

The part-time faculty, and their formal relationship with the School, is governed by the *Faculty Handbook* which is also available on the CUA Web site at:

<http://provost.cua.edu>. The *Handbook* details the ranks of the part-time faculty and provides the requirements for attaining each rank as a member of the faculty at CUA. Section II-B-6 in the *Handbook* provides the specific definition of each category of part-time faculty which includes lecturer, and three ranks of assistant, associate and full for part-time faculty members. The relationship of faculty with the school, and the duties and terms of appointment that accompany the rank for a faculty member are detailed in the *Handbook* and provided in Table III.1. The School's Committee on Promotion and Tenure (CAP) reviews the credentials for each faculty member to determine his/her rank as assistant, associate or full adjunct professor. Further, the requirements for adjunct status are greater than for lecturer and require the faculty member to provide additional support to the school beyond teaching one or two classes on behalf of the school. The mechanism for appointment and promotion is detailed in the *Handbook* and guides the School's relationship with our part-time faculty.

In 2007, SLIS reviewed and revised its part-time faculty handbook to ensure it was up-to-date, accurate and addressed suggested changes suggested by the part-time faculty.

Rather than publish it in paper format, SLIS decided instead to publish it as a Web site for part-time faculty to ensure it was dynamic and readily accessible to part-time faculty member regardless of his/her location. The web-based faculty handbook is available at <http://slis.cua.edu/people/part-timeresources.cfm>. The part-time faculty received a draft of the revised online handbook, were asked to comment on the content and provide their suggested revisions, and after that process, the online handbook was revised and finalized. The revised, final version was discussed at the fall, 2007 full faculty meeting.

Part-time faculty training occurs as part of the SLIS co-curricular offerings available through the Lab Manager, who provides workshops and one-on-one training for part-time faculty through the workshop series or upon request. Additionally, as part of each full faculty meeting, which occurs twice per year, there is a training activity planned in conjunction with the meeting for part-time faculty. The most recent training courses include: 1) using the virtual lecture hall in Blackboard, 2) basic Blackboard training, and for fall, 2008 and, 3) Marratech training. SLIS's *Working Plan* also includes milestones for enhancing the part-time faculty training program over the next three years.

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.

Focus on Teaching, Research, and Service

Each faculty hire within SLIS is considered a means to continually enhance the capabilities of the current faculty by expanding and deepening the areas of research,

teaching, and service. Additionally, recent faculty hires have provided cross-disciplinary opportunities and contribute toward SLIS's efforts to have multidisciplinary influences on research and teaching in library and information science and help the field contribute to other areas of inquiry. Table III-3 (above) provides the name of each faculty member, his or her date of appointment, and individual areas of specialty to demonstrate how SLIS is expanding its faculty diversity and level of cross-disciplinary inquiry.

The most recent hires have expanded the school's breadth and depth of research and teaching capabilities in law, diversity studies, computer science and related technologies, research methods, management, and archives and special collections. Two faculty hires (Drs. Choquette and Kules) demonstrate SLIS's commitment to engaging other disciplinary areas of inquiry in library and information science; two hires deepen and enhance capabilities in research and diversity studies in the SLIS curriculum (Drs. Lussky and Chancellor). Throughout the hiring and appointment process, the faculty hiring committees are focused on expanding SLIS's capabilities to further the teaching, research, and service opportunities for current and incoming faculty. The recent hires contribute to the stimulating research and teaching environment in SLIS and have contributed to the school's ability to achieve its program objectives.

There is also institutional support available for the SLIS faculty to encourage innovation, stimulate research and advance teaching. Types of available support include

- **The SLIS Faculty Training Opportunities.** Detailed in the *Working Plan*, there are faculty development activities each year on behalf of the SLIS full-time and part-time faculty.

- **Strategic Investment in Technology.** The SLIS Technology Strategic Plan, and the plans for enhancing the Information Commons, include continuous enhancements to the SLIS technology infrastructure to improve research and teaching support, facilities, and software for SLIS faculty.
- **Strategic Enhancements to the SLIS Information Commons** (discussed in-depth in Chapter VI: Facilities, p. 0). The efforts by the dean and the school's Technology Committee to develop and expand the Information Commons to faculty teaching, and research innovation has created further opportunities for faculty to engage with students, each other, other departments within the institution, and other researchers in the field. The funded strategic enhancement request for the Information Commons in 2007 provided additional support for the technologies and assistance that the Information Commons can provide SLIS faculty to encourage and foster innovation in research and teaching.
- **The Annual SLIS Research Symposium.** This year's symposium is entitled: "Bridging the Spectrum: A Symposium on Scholarship and Practice in Library and Information Science." The purpose of the annual symposium is to provide a knowledge-sharing forum and meeting place for practitioners, students, and faculty in library and information sciences and services to foster unexpected connections across the spectrum of the information professions. Faculty members have the opportunity to highlight their work, present to a large, diverse audience and establish new research connections with colleagues at the university and in the region. The goal of these types of events is to create connections, foster inquiry, develop future researchers among the SLIS students, introduce the

students to practitioners and researchers across the library and information science spectrum, and provide the faculty an opportunity to develop research and teaching agendas.

- **The University Grants-in-Aid to CUA faculty.** The Grants-in-Aid program promotes innovation in teaching and research. The available funds, awarded competitively, provide support for faculty research or teaching projects, including related travel. SLIS faculty members have competed for, and won, several of these grants in support of their research (see Table III-10).
- **Services provided by the CUA Office of Sponsored Programs (OSP).** (See <http://sponsoredprograms.cua.edu/>.) The Office of Sponsored Programs provides support for grant writing and grant administration once a faculty member has successfully obtained a grant. The OSP provides valuable support in developing, submitting, and administering grants in support of CUA's faculty.
- **Assistance from the Office of Technology Transfer.** (See <http://sponsoredprograms.cua.edu/>.) Managed through the Office of Sponsored Programs, the Office of Technology Transfer manages all activities and legal filings associated with patents and other discoveries generated by the CUA faculty.
- **Funding for the SLIS research assistant program.** SLIS provides each faculty member funding for a research assistant to support faculty research or teaching innovation.
- **Innovative course development funding.** SLIS provides funding for innovative design or redesign of SLIS courses to support faculty innovation in teaching.

Most recently, SLIS has funded the conversion of LSC 606: Cataloging and Classification to a blended format by funding a course designer and an editor to work with the faculty team revising the course.

- **Training through the SLIS faculty development program**, which includes
 - Semi-annual faculty development workshops
 - Regular meetings and workshops for SLIS faculty on relevant professional development (previous presentations have featured information on grants and contracts, Sakai, and outcomes assessment)
- **The colloquia series in SLIS** that provides periodic meetings on topics in the field from within and beyond the LIS field on behalf of the SLIS faculty or at the request of SLIS faculty members.

Table III.9 provides information on SLIS faculty application for the available CUA Grants-in-Aid program and their success in obtaining these grants to support their research.

Table III-9. Faculty Grants from the CUA Grants-in-Aid Program 2005–2008

Name	Number of Grants-in-Aid
Dr. Youngok Choi	2
Dr. Mary Edsall Choquette	2
Dr. Ingrid Hsieh-Yee	1
Dr. William Kules	1
Dr. Joan Lussky	0
Mr. David Shumaker	0

Further, as a means to continually improve SLIS’s capability to meet its goals and program objectives, all faculty hiring committees review the program objectives and select prospective faculty for interviews who reflect the needs of the school.

Faculty commitment to service is in evidence in SLIS. With a small faculty, it is important to engage them in service activities and balance those activities with their research and teaching obligations. SLIS faculty members are all contributing their time and energy to help the school achieve its goals and program objectives, as well as contribute to the greater needs of the university and professional community. As Tables III-10 and III-11 show, the SLIS faculty is engaged in service work at the school, within the university, and in the library and information science field.

Table III-10. SLIS Full-time Faculty Service for the School, the University, and the Field

Faculty Name	Total Number of Committee Memberships for SLIS	University- wide	Field-based
Dr. Youngok Choi	9	1	4
Dr. Mary Edsall Choquette	7	3	3
Dr. Ingrid Hsieh-Yee	10	4	5
Dr. Kimberly Kelley	16	9	3
Dr. Bill Kules	7	3	3
Dr. Joan Lussky	6	2	2
Dr. David Shumaker	11	7	3
Mr. Tim Steelman	14	1	0

Table III-11 Faculty Research and Curriculum-Planning Involving Researchers in Other Disciplines and Practitioners

<p>Choi, Youngok</p> <ul style="list-style-type: none">• Program Committee for the 8th ACM/IEEE Joint Conference on Digital Libraries (http://www.jcdl2008.org/), Pittsburgh, PA, U.S.A, June 16-20, 2008• Program Committee for the 7th ACM/IEEE Joint Conference on Digital Libraries (http://www.jcdl2007.org/), Vancouver, British Columbia, Canada, June 18-23, 2007• Program Committee for the 11th International Conference on Asian Digital Libraries (http://icadl2008.org/), Bali, Indonesia, December 02-05, 2008• Program Committee for the 10th International Conference on Asian Digital Libraries (http://icadl2007.vista.gov.vn/), Hanoi, Vietnam, December 10-13, 2007
<p>Choquette, Mary Edsall</p> <ul style="list-style-type: none">• Grant proposal development with faculty in Dance Dept. of Temple University and Florida International University. June 2008- A project to digitize and create and interactive archival research product from the (defunct) publication, IMPULSE!• Public History Forum participant, GWU, March 2007• Revision of the Religious Archives Institute with CUA archives staff, May 2008-
<p>Hsieh-Yee, Ingrid</p> <ul style="list-style-type: none">• Research collaboration: collaborated with LIS practitioners and faculty at other LIS programs on cataloging and metadata education, federated search, framework for creating digital collections, subject access through LCSH and table of contents, subject searches for images, FAST headings, analysis of the performance of Google Scholar and Academic Search Premier, and analysis of user tags and LC metadata assigned to LC photo collections. More than 20 papers and presentations have resulted from these collaborative efforts since 2005.• Future metadata education: she worked closely with the Library of Congress and the Association of Library Collections and Technical Services on the future of cataloging and metadata education. Her collaboration with practitioners and educators in this area result in several conference presentations, papers, and the building of the Metadata Education and Research Information Commons (MERIC). Her contribution is cited in the latest Library of Congress response to the LC Working Group's report, "On the Record," about the future direction of cataloging and metadata education (2008).• Engagement through professional organizations: She served as chairs of several special interest groups of the American Society for Information Science and Technology (ASIST) and the Association for Library and Information Science Education (ALISE). These leadership positions provide great opportunities to work closely with LIS practitioners to bring latest developments and projects to the intended audience of ASIST and ALISE.• Guest speakers: Dr. Hsieh-Yee actively engages information professionals in the Washington Metropolitan area by inviting them to be guest speakers or taking

students to libraries, museums and archives for site visits. For instance, 20 experts in metadata applications and project management gave presentations to a recent course on Organization of Internet Resources (LSC 715). My purposes are to balance theory and practice and to include local information professionals in the life of the School.

- Program planning for SLIS: worked closely in 2007 with the Association of Library Collection and Technical Services to bring its preconference on cataloging education to the Catholic University of America. Over the years I have helped organize many programs for SLIS, including the Digital Library Lecture Series.
- CUA Institutional Repository: Chairs the CUA Scholarly Communication Project and our first initiative is to build a digital repository for the CUA Community (Digital Scholarship@CUA). Works closely with CUA librarians, an archivist, administrators and faculty on this project.

Kelley, Kim

- Distance Education Committee
- Middle States Committee
- Health informatics degree with Nursing
- Knowledge management track in the MSM with Metro College (under discussion)
- Digital art with A&S, Larry Poos
- Papal exhibit with the University Archives
- Preservation initiative with LoC
- IMLS grant with DCPS
- Co-chair 557
- Colloquium committee
- Symposium committee chair

Kules, Bill

- "Faceted Search Interfaces for Library Catalogs" An interdisciplinary project involving colleagues from University of North Carolina at Chapel Hill, University of Maryland at College Park, and North Carolina State University
- Review of LSC 555, Information Systems in Libraries and Information Center. Working with LIS practitioners with expertise in information systems, database management, online retrieval, and archives to review and revise this core course.
- LIS practitioners are guest lecturers and clients for real-world student projects. Guests include library administrator, archivist, director of information systems, electronic services librarian and others.

Lusky, Joan

- Present a paper at a panel at ASIST 08 on women leaders in LIS. The papers will be published in some peer-reviewed journal.

Shumaker, Dave

- Special Libraries Association Research Grant, “Models of Embedded Librarianship”, awarded January 2008. (Co-investigator, Mary Talley, Librarian/Management Consultant)
- LSC 557, Libraries and Information in Society, guest panelists on librarians and public policy.
- LSC 607, Management, guest panelists on library management.
- LSC 553, Information Sources and Services, guest panelists on the future of reference and public services.
- Advisory Committee on Law Librarianship. 2008-

Steelman, Tim

- Co-principal investigator for IMLS grant
- Development of CLSC/LSC772, 776 and, most recently, 606.
- Development of lesson plans and rubrics for 772 and 776.
- Process of developing lesson plans and rubrics for other courses as part of the AASL accreditation review documentation.
- Co-chair of 555

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.

Recruiting a Diverse Faculty

The Catholic University of America is an Affirmative Action/Equal Opportunity Institution and has explicit policies regarding recruitment of faculty from diverse backgrounds. These equal employment policies and procedures are available at <http://eoe.cua.edu/policies/> and <http://eoe.cua.edu/Procedures/>. In the Office of Human Resources Web page (<http://humanresources.cua.edu/positions/hiring.cfm>), the hiring policy explicitly states, “The Catholic University of America is an Affirmative Action/Equal Opportunity institution and welcomes applications from women, minorities, Vietnam-Era veterans, and people with disabilities.” The school follows the university’s personnel policies and procedures with regard to appointments and promotion of faculty

and includes the mandatory statement, “The Catholic University of America is an Affirmative Action/Equal Opportunity Employer” in advertisements for open faculty positions.

SLIS follows the university’s procedures for hiring new faculty which are published on the Provost’s Web site, provided to all new faculty hires, and coordinated between the Provost’s Office and the Office of Human Resources and each school. Hiring procedures are regularized across the university and are governed by the university’s *Faculty Handbook*. The personnel policies and procedures for appointment and promotion are explicitly stated and available to every faculty member at CUA. The procedures are explicit, monitored by the school’s CAP and the Dean’s Office, and coordinated with the Provost’s Office to ensure they are explicit and equitable for all SLIS faculty.

SLIS has been successful in attracting and retaining a diverse faculty. Table III.12 provides the current diversity of SLIS’s faculty.

Table III-12: Current SLIS Full-time Faculty Diversity in Total Percentages

Gender	Age	Ethnicity
63% female	41-45- 37.5%	African American – 12.5%
37% male	46-50 – 25%	Asian – 25%
	51-55 – 37.5%	Caucasian – 62.5%

SLIS continually strives to identify, recruit, mentor, and retain faculty who are multicultural, multiethnic, and multilingual. The SLIS *Diversity Action Plan*, submitted with the previous Program Presentation in 2005, was an important first step in codifying that effort. The school has been in compliance with its *Diversity Action Plan*, which ensures we remain diligent in choosing appropriate advertising venues, choosing members for committees, and maintaining procedures that are supportive of increasing

and enhancing the current faculty diversity. To ensure that SLIS continues to make progress, the *Diversity Action Plan* is slated for review in the *Working Plan* by the SLIS faculty, the Advisory Committee, and the SLIS Alumni Board. The *Diversity Action Plan* is monitored by the SLIS Strategic Planning Committee to ensure we are continually improving our efforts and seeking new opportunities to foster diversity within SLIS's faculty ranks.

The SLIS faculty also demonstrates diversity in their educational and specialty areas. Two of the SLIS full-time faculty come from other, related fields of study (computer science and the humanities) and contribute their unique knowledge to the formation of the program objectives, curriculum and research agenda in SLIS. The diversity of fields within the SLIS faculty is another piece of evidence of the school's commitment to providing varying viewpoints and fostering collaboration to further the development of new knowledge in the SLIS field toward developing and renewing the SLIS program objectives. The faculty is eclectic and engaged in a variety of research that demonstrates SLIS's engagement with other fields and the faculty's commitment to applying other fields of knowledge to the creation of new knowledge in SLIS. Tables III-3 and III-5 demonstrate the diversity of the SLIS faculty and how they contribute toward achieving the program objectives.

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

Faculty Qualifications

Competence in Designated Specialty Areas

Each SLIS faculty member teaches in the areas that are directly tied to his or her area of research and specialization. Table III- 3 presents the areas of specialty, research, and teaching of the SLIS faculty. Table III-13 provides information on each full-time faculty member and the courses he or she has offered over the last three years. As Table III-12 demonstrates, the SLIS faculty is teaching in areas where they have a wealth of experience and expertise. The SLIS faculty are competent and able to teach in their designated teaching areas.

Table III-13. Faculty Teaching Assignments in SLIS

Faculty	Research Interests	Courses Taught
Dr. Youngok Choi	Digital libraries Organization of information User behavior Human computer interaction Visual information searching and retrieval	LSC 551: Organization of Information LSC 712: Foundations of Digital Libraries LSC 715: Organization of Internet Resources LSC 896: Independent Study
Dr. Mary Edsall Choquette	Archives Preservation Cultural heritage Arts Special collections Art and museum libraries	LSC 553: Information Systems in Libraries and Information Centers LSC 559: Storytelling LSC 561: Oral History LSC 630: Archives Management LSC 843: Art and Museum Librarianship LSC 879: Special Topics LSC 896: Independent Study
Dr. Ingrid Hsieh-Yee	Organization of information User behavior Research methods	LSC 551: Organization of information LSC 606: Cataloging and Classification LSC 610: Internet Searches and Web Design LSC 710: Searching, authoring, and teaching Internet resources LSC 713: Advanced Cataloging LSC 715: Organization of Internet resources LSC 727: On-line information retrieval

		LSC 728: Advanced on-line information retrieval
Dr. Kimberly Kelley	Collection development Intellectual property Administration College and university libraries Information technology in libraries Distance education	LSC 608: Collection Development CLSC 884: Intellectual Property in Libraries and Information Centers
Dr. Bill Kules	Human computer interaction User behavior Information systems analysis and design -- User interface design and evaluation -- Programming languages -- Information technology (IT) project management	LSC 555: Information Systems in Libraries and Information Centers LSC 877: User interface design and evaluation LSC 718: Programming for Web Applications LSC 896: Independent study
Dr. Joan Lussky	Organization of information Research methods Database management Sociology of scientific knowledge Subject headings, taxonomy, and thesauri Scholarly communication Content analysis Classification theory and research	LSC 551: Organization of Information LSC 553: Information Sources and Services LSC 606: Cataloging and Classification LSC 740: Database Management LSC 745: Research Methods in Library and Information Science
Dr. David Shumaker	Special libraries Libraries in society Management Information sources and services Reference/research	LSC 553: Information Sources and Services LSC 555: Information Systems in Libraries and Information Centers LSC 557: Libraries and Information in Society LSC 607: Management LSC 876: (Special Topic: Marketing)
Mr. Timothy C. Steelman	Media services Technology	LSC 772: Media Services LSC 776: Design and Production of Multimedia

	School library media Multimedia production and design Administration	LSC 606: Cataloging and Classification
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Technological Awareness

The SLIS faculty developed the SLIS competencies and program objectives. In both cases, they have an area dedicated to technological awareness and its role in library and information science education. Further, as the curriculum chapter details (chapter II), the faculty has reviewed the curriculum to ensure the curriculum reflects the appropriate technological areas necessary for educating the next generation of library professionals. Each faculty member integrates the use of technology into his/her teaching as relevant and appropriate. In addition, technology plays a critical role in the research agendas of all of SLIS's faculty.

Some examples of the technological awareness of SLIS's faculty includes

- All SLIS faculty teach using the university's learning management system, Blackboard. The dean arranged for additional Blackboard training and Sakai training for the faculty. The lab manager for SLIS also provides one-on-one training for faculty in any technology area that the faculty requests.
- The school is now a member of NITLE (<http://www.nitle.org>), an organization that provides myriad technology training opportunities for faculty in a host of areas relevant to the SLIS faculty. Most recently, NITLE provided training in using Marratech, a multipoint interactive video (MIV) application that the SLIS

faculty is piloting as a potential addition to SLIS's blended course delivery. Every faculty member incorporates leading-edge technology, as relevant, in his or her course. In addition, the faculty is using data collected from pilot efforts to refine planning for SLIS's courses in a blended format. As part of this initiative, the dean's office is providing support in the form of a course developer to offer assistance and education to the faculty member engaged in course conversion.

- SLIS faculty has launched a program to utilize flat panel displays as a means to share oral history research projects.
- SLIS faculty lead the school's Technology Committee and ensure that the needs of SLIS faculty are considered and addressed in a systematic fashion. Recent faculty surveys of technology needs indicate a high degree of need and integration throughout the SLIS curriculum and for faculty research needs also.

The SLIS faculty curriculum vitae provide information on SLIS faculty technology capabilities. With the newer hires in the school, SLIS has an enhanced level of technological awareness and a heightened interest in research that analyzes technologies role within LIS and related fields. The faculty demonstrate they have the ability to conduct curriculum planning and assessment in the technology area. One manifestation of the new awareness is the school's Technology Committee and its role in ensuring that faculty are continually engaged and made aware of technology additions in the Information Commons for research or for the classroom.

Active Participation in Organizations

Table III-14 shows the active participation of SLIS faculty in appropriate organizations that enrich the program and contribute to the faculty's achievement of the program's objectives. SLIS faculty are actively engaged in the profession and constantly expanding and deepening their professional engagement in support of their research, teaching and service.

Table for III.14 Faculty Participation in Professional Organization: including positions held and involvement in program planning

<p>Choi, Youngok</p> <ul style="list-style-type: none">• Joint Conference on Digital Libraries Program Committee member• ALISE Service Award Committee member• International Conference on Asian Digital Libraries Program Committee member
<p>Choquette, Mary Edsall</p> <ul style="list-style-type: none">• Editorial Board: <i>Rare Books, Manuscripts, and Cultural heritage</i>, published by ALA/RBMS, 2005-present• SLIS School Representative to ALISE, 2006-present• Convener, ALISE Preservation SIG, 2007-present• Involvement in RBM publication planning
<p>Hsieh-Yee, Ingrid</p> <ul style="list-style-type: none">• Metadata Education and Research Information Center (MERIC) Advisory Board, Co-Chair (with Sherry Vellucci), 2005-2007. Chair, 2008-• National Information Standards Organization (NISO). Advisory Board, Revision of "IMLS Framework of Guidance for Building Good Digital Collections," 2007.• National Center for Education Statistics. Technical Review Panel. 2008• Institute of Museum and Library Services. Grant reviewer. National Leadership Grant program, 2005.• American Library Association: Facilitator for "What They Don't Teach in Library School: Competencies, Education and Employer Expectations for a Career in Cataloging," an Association for Library Collections and Technical Services Preconference, June 22, 2007 in Washington, D.C. Also a local liaison for bringing this program to the Catholic University of America.• American Society for Information Science & Technology.<ul style="list-style-type: none">○ Chair-Elect, SIG Education. American Society for Information Science and Technology. 2007-2008. Chair 2008-2009.○ Reviewer, Conference program panel submissions and poster submissions, 2005, 2006

- Committee on Information Science Education. 1999-2006.
- Association for Library and Information Science Education.
 - Assisted Technical Services SIG Convener in organizing a program, “Building a Metadata Education and Research Community through MERIC (Metadata Education and Research Information Commons): Demo and Stakeholder Input” for the 2008 ALISE conference.
 - Technical Services SIG, Convener, 2004-2005. Organized a program on “Electronic Resources Management: Current Practices, Employer Expectations, and Teaching Strategies” for the 2005 conference in Boston, Massachusetts.

Kelley, Kim

- Member, LAMA Human Resources Committee
- Chair, Military Continuing Education Committee, UCEA
- Member, EDUCAUSE program planning committee 2009
- Member. Catholic Research Resources Association
- Member, ALA
- Member, ALISE
- Member EDUCAUSE
- Member LITA
- Member, search committee for new Director of Library Media Services, DCPS

Kules, Bill

- Program Chair, Second Workshop on Human-Computer Interaction and Information Retrieval (HCIR 2008)
- Member, Program Committee, ACM/IEEE Joint Conference on Digital Libraries (JCDL 2008)
- Member, Program Committee, ACM SIGCHI 2007 Workshop on Exploratory Search Evaluation
- Member, Program committee, SIGIR 2006 Workshop on Evaluating Exploratory Search Systems, August 2006

Lussky, Joan

- American Society for Information Science and Technology (ASIST). Chair of SIG-Classification Research Workshop, 2007, 2008
- Student liaison for the ASIST Potomac Valley Chapter, 2006-08

Shumaker, Dave

- Special Libraries Association:
 - Member, Public Relations Advisory Council, 2008-
 - Program Committee Member, Knowledge Management Division. 2007-
 - Program Committee Chair, Knowledge Management Division, 2006-07
 - Mentoring Committee Chair, Washington DC Chapter, 2006-
 - Co-Chair, Leadership & Management Division, Knowledge Management Section, 2005-2006

- Planned and moderated a panel on “Knowledge Management in Seattle”, with speakers from Microsoft, Boeing Commercial Airplanes, and PACCAR, Special Libraries Association Annual Conference, June 2008.
- Planned and moderated the program “Knowledge Management Breakfast Roundtable”, Special Libraries Association Annual Conference, June 2007 and June 2008.
- Program Committee, Knowledge Management Division, 2006-07 (chair); member 2007-
- Professional Development & Continuing Education Chair, Leadership & Management Division (2003-2005)

Steelman, Tim

- Maryland Distance Learning Association
 - Board Member, July, 2007 to Present
 - President, July, 2006-July, 2007
 - President-elect (Board Member), July, 2005-July, 2006
 - Awards Committee Chair, 2006
 - Awards Committee Member, 2005
 - Program Committee Member, 2005
- Association of Independent Maryland Schools
 - Librarians Committee Chair, 2004-2007
 - Fall Conference Committee, 2004-2007
 - School Evaluation Committee, 2005

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

Faculty Accomplishments

In addition to the expertise they bring to the classroom, SLIS faculty members have contributed to the body of knowledge in information and library science through their scholarship. Table III-15 summarizes the total number of full-time faculty publications and papers accomplished during just the last three years.

Table F-15. Number of Publications and Papers by Full-time Faculty, 2005–2008

Name	Articles	Conference Papers or Presentations	Book Chapters	Books	Grants
Dr. Young Choi	2	6			3
Dr. Mary Edsall Choquette	2	17	1	1	4
Dr. Ingrid Hsieh-Yee	6	17	1	1	4
Dr. Kimberly Kelley	2	20	2	1	4
Dr. William Kules	1	3			1
Dr. Joan Lussky	1				
Mr. David Shumaker					1
Mr. Timothy Steelman		1			

Each year, SLIS submits an annual report, as required by CUA’s *Faculty Handbook*, to provide an overview of the school’s accomplishments and evidence of SLIS’s faculty support of the university’s *Strategic Plan*. In the report, the dean details the scholarly accomplishments of the faculty. The scholarly accomplishments of the SLIS faculty for the fiscal year 2007–2008 include the following:

Peer Reviewed/High Impact Articles

1. Choi, Young, Hsieh-Yee, Ingrid, and Kules, Bill. 2007. Retrieval effectiveness of TOC and LCSH. *Proceedings of the 7th ACM/IEEE Joint Conference on Digital Libraries*, pp. 103–104. Vancouver, British Columbia, Canada. June 18–23, 2007.
2. Choi, Youngok and Rasmussen, Edie. September 2006. What is needed to educate future digital librarians: A study of current practice and staffing patterns in academic and research libraries. *D-Lib Magazine* (<http://www.dlib.org/dlib/september06/choi/09choi.html>)(Invited paper).
3. Choquette, Mary and Elmore, Marcus. 2006, 2007. *Dance: Resources for College Libraries: A Core List for the Undergraduate Curriculum*.
4. Choquette, Mary. October 2007. Towards hybridism in curricula-based cultural heritage information management education. *Proceedings of the ICHIM07*. Edited by Jennifer Trant and David Bearman. Toronto: Archives and Museum Informatics.
5. Choquette, Mary. January 2007. Performative metaphor in dancing, writing, and psychotherapy. *Dance Research Journal* 37/2: 25–37.
6. Hsieh-Yee, Ingrid. 2007. Educating cataloging professionals in a changing information environment. *Journal of Education for Library and Information Science* 49(2): 93–106.
7. Hsieh-Yee with the NISO Working Group. 2007. *NISO Framework for Guidelines for Building Good Digital Collections*. 3rd ed. Baltimore, MD: National Information Standards Organization.

8. Hsieh-Yee, Ingrid, Tang, Rong, and Zhang, Shanyun. 2007. User perceptions of a federated search system." *IEEE Technical Committee on Digital Libraries Bulletin* Summer 2007, vol. 3, issue 2 (<http://www.ieee-tcdl.org>).
9. Kules, William and Shneiderman, Ben. March 2008. Users can change their web search tactics: Design guidelines for categorized overviews. *Information Processing & Management*, Volume 44, Issue 2: 463–484.
10. Lussky, Joan. 2008. Employer demands for cataloger and cataloger-like librarians and implications for LIS. *Journal of Education for Library and Information Science* 49(2): 116–127.
11. Mitchell, Vanessa, and Hsieh-Yee, Ingrid. 2007. Converting Ulrich's subject headings to FAST headings: A feasibility study. *Cataloging & Classification Quarterly* 45 (1): 59–85.
12. Shumaker, D., Tyler, L. June 2007. Embedded library services: An initial inquiry into practices for their development, management, and delivery. Contributed Paper, Special Libraries Association Annual Conference. Available <http://www.sla.org/pdfs/sla2007/ShumakerEmbeddedLibSvcs.pdf>.
13. Tang, Rong, Hsieh-Yee, Ingrid, and Zhang, Shanyun. 2007. User perceptions of MetaLib combined search: An investigation of how users make sense of federated searching. *Internet Reference Services Quarterly* 12 (12): 211–236.
14. Vellucci, Sherry, and Hsieh-Yee, Ingrid. 2007. They didn't teach me that in library school! Building a digital teaching commons to enhance metadata teaching, learning and research. *Proceedings of the National Conference of the*

Association of College and Research Libraries, pp. 26–31. Baltimore, MD, March–April 2007.

15. Vellucci, Sherry L., Hsieh-Yee, Ingrid, and Moen, William E. 2007. The Metadata Education and Research Information Commons (MERIC): A collaborative teaching and research initiative. *Education for Information* 25 (3&4): 169–178.

Presentations

Collectively, the SLIS faculty also gave approximately 30 presentations at academic conferences in 2007–2008.

Grants

1. Choi, Youngok and Hsieh-Yee, Ingrid. “Comparing LCSH, TOC, and FAST: Subject Representation Options for Science and Humanities Materials.” Grantor?? (\$2,000, received in fall 2006, project continues in 2007 and 2008).
2. Choi, Youngok. “Analyzing image searching on the Web: How do undergraduates search and use visual information?” OCLC/ALISE LISRG funded project (\$15,000).
3. Choi, Youngok. “Analyzing image searching on the Web: How do undergraduates search and use visual information?” Grant-in-aid, Catholic University of America (\$2,000).
4. Choquette, Mary. Biography research project: “Robert Ellis Dunn: A democratic artist in a post-modern world.” Grant-in-aid, Catholic University of America (\$1,000).

5. Shumaker, David. "Models of Embedded Librarianship." Special Libraries Association Research Grant, awarded January 2008. (Co-investigator, Mary Talley Garcia.) (\$25,000).

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.

The faculty curriculum vitae provide evidence of the faculty members' substantial and pertinent body of relevant experience, their current and previous academic planning and evaluation experience, and the diversity of disciplines represented on the faculty of SLIS. The characteristics of the SLIS faculty are also provided in Table III.3. In addition, Tables III.5 and III.8 provide information on the specialized knowledge of the full and part-time faculty which provides additional evidence that they possess the necessary specialized knowledge to successfully cover the program content.

The SLIS faculty has demonstrated their capacity for academic planning and evaluation as discussed in Chapter I: Mission, Goals and Objectives concerning the program's planning efforts, and Chapter II: Curriculum regarding the faculty's leadership in the curriculum planning efforts described in this Program Presentation. In addition,

SLIS faculty members have both practical and formal experience in academic planning and evaluation. Dr. Hsieh-Yee has been involved with academic planning since her arrival at SLIS in 1990, including participating in several school strategic planning initiatives and two previous successful accreditation program presentations. Before his arrival at SLIS, Dr. Kules owned his own programming company, in which he was responsible for management, planning, and accountability. Dr. Kelley has her PhD in higher education planning and leadership and 20 years of professional experience in planning, outcomes assessment, distance education planning as a specialty, and accreditation, and Dr. Choquette was engaged in regular planning in her previous professional positions. Dr. Choi comes to SLIS with previous faculty experience including expertise in student learning outcomes assessment. In her previous position, Dr. Choi was also a member of the Faculty Assembly and served on an Advisory Board and program committee for the new joint master's degree program in human-computer interaction.

SLIS faculty members continually demonstrate their leadership and planning skills by leading the school's committees and participating in the school's planning activities. Table III-16 shows the leadership and planning ability that faculty provide.

Table III-16. Faculty Leadership on SLIS Committees

Name	Committee Chairmanship
Dr. Young Choi	Co-chair Standard II: Curriculum Chapter, Program Presentation
Dr. Mary Edsall Choquette	Co-chair Standard I: Mission Chapter, Program Presentation
Dr. Ingrid Hsieh-Yee	Advisory Committee

	Accreditation Steering Committee
	Failing Grades Committee
	Co-chair Standard II: Curriculum Chapter, Program Presentation
	Co-chair Standard III: Faculty Chapter, Program Presentation
Dr. Kimberly Kelley	Co-chair Standard I: Mission Chapter, Program Presentation
	Co-chair Standard III: Faculty Chapter, Program Presentation
	Chair, Faculty Committee
	Chair, Curriculum Committee
	Chair, Strategic Planning Committee
Dr. William Kules	Chair, Technology Steering Committee
	Co-chair Standard VI: Facilities, Program Presentation
Dr. Joan Lussky	Chair, SLIS Awards Committee
	Chair, Standard IV: Student Chapter, Program Presentation
Dr. David Shumaker	Chair, Admissions Committee
	Co-chair, Standard VI: Facilities, Program Presentation
	Chair, SLIS Web Committee
Mr. Timothy Steelman	Co-Chair, AASL Accreditation Committee

The faculty engages in all levels and aspects of planning in SLIS. The program's vision, mission, goals and objectives were developed by the faculty. The school has a *Working Plan* that the SLIS faculty developed, revised, and finalized. The annual retreat and continuous planning that takes place within SLIS ensures that faculty members are constantly engaged in planning and continuous improvement. In addition, the SLIS Strategic Planning Committee, which is composed of SLIS faculty and the Dean, ensures

that planning continues on a regular basis and accountability measures are reviewed and regular updates are adopted and vetted by SLIS's stakeholders.

The SLIS faculty members have an annual planning retreat, a weekly meeting for the Faculty and Curriculum Committees, and a quarterly meeting for the school's Accreditation Committees. The school's planning efforts have been very active to demonstrate the school's capability to conduct successful, continuous planning and to provide the Committee on Accreditation with evidence of the faculty's expertise and commitment to planning for the school for the shorter and longer term.

In addition, the faculty vitae and the tables in this chapter which provide evidence of the faculty's substantial and pertinent body of relevant experience. Table III.11 shows how the faculty develops and sustains relationships with faculty of other disciplines within the school, CUA and in the LIS field.

Faculty Qualifications

Faculty Collaborative Activities

The collaborative activities of the SLIS faculty are provided in Table III-14, which shows each faculty member's current collaborative activities that span disciplines and demonstrate a diversity and breadth of specialties.

Faculty Expertise and Ability to Address Special Topics

No new courses were regularized from 2003 to 2008, so independent studies and special topic courses are provided here to illustrate the range of expertise of the current faculty. The SLIS *Working Plan* calls for the faculty to revise the four, core courses as the first

formal revision process for the SLIS curriculum within the current *Working Plan*. Therefore, with that process underway, new courses have been offered as special topics, typically in the summer semester. Once the core and upper-level course review is complete, the *Working Plan* calls for the faculty to review the special topic and independent studies courses to determine whether they merit additional attention and should go through the new course/program review process utilized by SLIS.

As shown in Table III-17, the faculty is able to successfully deliver the core curriculum and the program’s electives, as well as regularly offer new courses, such as special topics courses, that address emerging trends and needs of the field and their research interests.

Table II-17. List of Independent Study Topics Supervised by SLIS Faculty

Faculty	Semester/Topic
Dr. Youngok Choi	Spring 2007 New Information Technology Management for Users at Academic Libraries Fall 2008 The Future of Bibliographic Control
Dr. Mary Edsall Choquette	Spring 2007 Advanced Topics in Art Librarianship Spring 2007 Information Literacy/User Education on the Web Spring 2007 Oral History Summer 2007 Music and Dance Bibliography Fall 2007 Music Biblio/Discography
Dr. Ingrid Hsieh-Yee	Summer 2003 Feasibility of Using FAST on Ulrich's Directory
Dr. Bill Kules	Fall 2006 Implementing Faceted Search Interfaces with PHP Spring 2007 Programming in C# Spring 2008 JavaScript and Ajax Programming
Dr. Joan Lussky	Fall 2007 Cataloging: Current and Potential, Future Practice Spring 2007 Subject Analysis: Traditional and Alternative
Mr. Dave Shumaker	Spring 2007 Embedded Librarians: Information Professionals

	as Knowledge Analysts Fall 2007 "Friends of the Library" Groups and Library Marketing
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In addition, as Chapter II: Curriculum details, the SLIS faculty is constantly developing new courses to respond to SLIS's stakeholders, employers, and current and prospective students. Through constant innovation, the SLIS curriculum is revised, updated and refreshed. SLIS courses, courses of study, and tracks review processes ensures every course, course of study, or new track receives consideration and has the potential to move from a special topics course to a permanent course or track in the SLIS program.

Table III-18. SLIS Special Topics Courses from 2004 to 2008

Semester	Course Number	Title (Topic)	Instructor
Summer 2004	CLSC 878	Entrepreneurial Librarianship	Clay, Edwin
Spring 2005	LSC 874	Electronic Records Management	Wallace, David
Summer 2005	CLSC 874	Intellectual Freedom	Gardner, Carrie
Spring 2006	CLSC 874	Entrepreneurial Librarianship	Clay, Edwin
Summer 2006	LSC 874	Knowledge Management	Newman, Wilda
Summer 2006	CLSC 874	Managing Digital Projects	Delfino, Erik
Fall 2006	LSC 875	Ethics	Almagno, Stephen
Fall 2006	LSC 877	User Interface Design & Evaluation	Kules, Bill
Spring 2007	LSC 876	Marketing Lib & Info Services	Shumaker, David
Spring 2007	LSC 877	User Interface Design	Kules, Bill

		& Evaluation	
Spring 2007	LSC 879	Archives Fieldwork	Choquette, Mary
Summer 2007	LSC 874	Knowledge Management	Newman, Wilda
Summer 2007	LSC 875	Developing Electronic Collections	Kraft, Ned
Fall 2007	LSC 879	(No topic listed)	Choquette, Mary
Fall 2007	CLSC 874	Competitive Intelligence	Shaffer, Roberta
Spring 2008	LSC 879	Archives Fieldwork	Choquette, Mary
Spring 2008	LSC 876	Marketing Libraries and Information Services	Shumaker, David
Summer 2008	LSC 874	Knowledge Management	Newman, Wilda
Summer 2008	LSC 875	Developing Electronic Collections	Kraft, Ned
Fall 2008	LSC 875	Comparative and International Librarianship focusing on Latin America and the Caribbean	Freiband, Susan

SLIS faculty is constantly innovating. Chapter II: Curriculum provides evidence of faculty innovation and expertise by providing information on SLIS faculty's new topics and experimentation with emerging formats. The curriculum chapter provides evidence of SLIS faculty innovation through independent study, special topics courses, through offering special institutes, i.e., special topics courses offered in a compressed format to serve as a continuing education opportunity for practitioners and as a means for SLIS's students to be exposed to the rich regional resources available in Washington, D.C.,

through blended formats and by providing alternative course offering schedules such as the weekend college format for the school library media track.

In addition to experimenting with compressed formats, the SLIS faculty has also been consistently experimenting with alternative formats, in particular, offering courses in a blended format. The evolution to more blended courses comes at the request of SLIS students who express a desire for greater flexibility, from the SLIS Advisory Committee members, and in response to SLIS survey results. Chapter II: Curriculum details the current status of SLIS's efforts and innovative activities concerning blended formats.

Faculty Nurture an Intellectual Environment that enhances the accomplishment of the program objectives

According to the school's program objectives (detailed in depth in Chapter I: Mission, Goals, and Objectives, faculty members take responsibility for ensuring that they nurture an intellectual environment that contributes to the successful achievement of the program's objectives. In addition to the activities of the faculty detailed in this chapter regarding the program's objectives, additional activities include

- **An annual research symposium** to ensure that students' research interests are nurtured and a forum is provided for student research to be developed and presented in a professional setting
- **A rich colloquium series** to provide an environment that nurtures student intellectual growth and fosters cross-discipline understanding and communication
- **Educational opportunities** for faculty and students to gain further knowledge and skill in the application of technology to the delivery of the curriculum

- **The Information Commons**, which provides a nurturing environment where students can broaden and deepen their engagement with cutting-edge technologies

The SLIS student survey indicates that student perception of their educational experience and interaction with faculty is extremely positive. As Table III-19 demonstrates, student opinions have become progressively more positive regarding their educational experience and interaction with faculty in the last four years. These survey data, in conjunction with the alumni and employer survey responses, provide further evidence that SLIS provides a nurturing environment that helps to realize its program objectives and supports the intellectual stimulation of its students and faculty.

Table III-19. 2008 SLIS Student Survey Responses Regarding SLIS Faculty and Comparison of 2004 and 2008 Average Mean Scores

Statement	Disagree	Agree	N/A	Average Score (2004/2008)
1. Instruction in the four core courses provides a solid foundation.	14.6%	77.2%	6.3%	-----/4.64
2. The quality of instruction is above average.	13.9%	78.4%	3.2%	3.94/4.68
3. Faculty and students interact well in most of my courses.	2.5%	91.1%	1.9%	4.51/5.18
4. Full-time faculty members have a good knowledge of their subject areas.	3.1%	83%	9.5%	4.73/5.45
5. Adjunct faculty members have a good knowledge of their subject areas.	4.4%	84.2%	7.6%	4.48/5.30
6. The faculty is very responsive to requests for help.	5.7%	87.4%	2.5%	-----/5.15

7. The advisement and assistance from my advisor is very good. 24.1% 58.2% 12.7% 3.69/4.56

III.6.5 These characteristics apply to faculty regardless of forms or locations of delivery of programs.

Faculty characteristics are consistent across all forms and locations of delivery. To ensure this is the case, the school has several policies that support consistency across all forms and locations for delivery of the program. First, every full-time faculty member is required to teach off-campus at least once each academic year. This ensures that students at every site have contact with a full-time faculty member, particularly in the core courses where we consider consistency to be important for a quality educational foundation for elective course preparation. Second, the faculty devised the course chair model which designates a full-time faculty member as the coordinator for each of the core courses to provide part-time faculty mentoring, ensure it occurs consistently, and the delivery of the course is equivalent regardless of location or format.

SLIS has two (2) off-campus coordinators, one at the Library of Congress and one in Richmond, Virginia to serve faculty teaching in Virginia. The liaisons ensure consistent access to technology and classroom support needs, coordinate providing support for faculty at these sites and ensure the delivery of courses at every SLIS site is consistently high quality.

Part-time faculty performance is also monitored by the Dean's Office and in the event a faculty member is underperforming (as evidenced on student evaluations), the Dean mentors the faculty member either through the course chair if it is a faculty member

teaching the core courses, or one-on-one if the faculty member is teaching an elective course.

Also, every semester SLIS does a survey of faculty at off-campus sites to ensure their teaching facilities are supportive of their needs and as a basis for determining how to improve any inadequacies reported or change teaching location in the event the problem is not solvable. Further, SLIS has semi-annual faculty meetings to hear faculty views and concerns and encourages part-time faculty to participate in SLIS's training sessions. SLIS ensures that part-time have the same opportunities to improve their practice as full-time faculty.

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.

Faculty Assignments

The Catholic University of America has a *Faculty Handbook* (<http://provost.cua.edu/handbook>). Part III of the handbook describes faculty obligations and conditions of service. The school's policies on faculty workload are consistent with those of the university and follow the requirements set forth in the *Faculty Handbook*.

Teaching assignments usually follow faculty preferences within their specialties and research interests, as demonstrated in Tables III-13 and III-14. Every SLIS faculty member is expected to share in teaching core courses and basic electives important to the

program. The course chair program matches the faculty member's area of competency and specialty with his/her responsibilities for the core courses. Table II-20 shows the current match of faculty specialty and course chair responsibility. The match between faculty teaching assignments and program needs is clear.

Table III.20. Faculty Specialties and Core Course Chair Responsibilities

Faculty Name	Specialty Area	Course Chair Responsibility
Dr. Chancellor	Reference Law Diversity Intellectual freedom	557: Libraries and Information in Society
Dr. Choi	Digital libraries Organization of information User behavior Human computer interaction Visual information searching and retrieval	551: Organization of Information
Dr. Choquette	Archives Preservation Cultural heritage Arts Special Collections Art and Museum Libraries	553: Information Sources and Services 557: Libraries and Information in Society
Dr. Hsieh-Yee	Organization of information User behavior Research methods	551: Organization of Information
Dr. Kelley	Collection development Intellectual property Administration College and university libraries Information technology in libraries Distance education	557: Libraries and Information in Society
Dr. Kules	Human computer interaction User behavior Information systems analysis and design - User interface design and evaluation - Programming languages - Information technology (IT)	555: Information Systems in Libraries and Information Centers

	project management	
Dr. Lussky	Organization of information Research methods Database management Sociology of scientific knowledge Subject headings, taxonomy and thesauri Scholarly communication Content analysis Classification theory and research	551: Organization of Information 553: Information Sources and Services
Mr. Shumaker	Special libraries Libraries in society Management Information sources and services Reference/research	557: Libraries and Information in Society 553: Information Sources and Services
Mr. Steelman	Media services Technology School library media Multimedia production and design Administration	555: Information Systems in Libraries and Information Centers

Full-time faculty members typically teach in the regular academic year (fall and spring semesters). Summer teaching is optional for full-time faculty, since summer sessions are dedicated to research for full-time tenure-track faculty. If faculty members teach in the summer, it is considered overload teaching and they are paid an additional salary.

The typical teaching load for full-time faculty is five courses per year. The dean reduced the teaching load from five courses to four in AY 2007–2008 to help faculty prepare for the Committee on Accreditation, develop their research agendas, provide additional time for course development and delivery and to ensure faculty had sufficient time for student counseling and to develop programs of study. Course releases are given to accommodate sabbatical, research via buy-out, or other forms of leave. Course release is also provided for newly hired faculty to assist them to develop their skills as researchers, teachers and

advisors. Table III-20 presents teaching loads for full-time faculty during 2006–2008.

Table III-21. Faculty Teaching Courses by Semester

Faculty	2006 Fall	2007 Spring	2007 Fall	2008 Spring	2008 Fall	Summer teaching
Dr. Youngok Choi	551	551 712	551 551 715	LSC 551	LSC712	
Dr. Mary Edsall Choquette	LSC 553 (Sec. 1) LSC 553 (Sec. 2) LSC 630	LSC 630 LSC 879	LSC 561 LSC 879	LSC 559 LSC 879	LSC 609 LSC 630 LSC 879	LSC 843 (2007, 2008)
Dr. Ingrid Hsieh-Yee	LSC 606 (Sec. 1) LSC 606 (Sec. 2) LSC 713	CLSC 606 LSC 713	LSC 606	CLSC 606 LSC 713	LSC 551 LSC 606	LSC 715 (2008)
Dr. Kimberly Kelley			*	LSC 606		LSC 884 (2008)
Dr. Bill Kules	**	LSC 555 LSC 877	LSC 555	LSC 555	LSC 555 LSC 718	LSC 555 (2008)
Dr. Joan Lussky	LSC 551	LSC 606 LSC 740	LSC 745	LSC 553 LSC 606	LSC 740 LSC 745	LSC 740 (2006) LSC 606 (2007) LSC 553 (2008)
Mr. David Shumaker	555 607	876	553 557 607	557 876	553 557	553 (2007) 555 (2006) 557 (2008)
Mr. Timothy Steelman***	772		772	776	606, 776	

+ Does not include independent study courses

* Dean Kelley joined SLIS in August 2007.

* Dr. Kules was hired during the summer of 2006 after all fall course scheduling was completed, so he supervised one Independent study during fall 2006.

*** Mr. Steelman was an adjunct faculty member before joining SLIS in December 2007.

Table III-21 provides evidence that newer faculty, Dr. Choi, Dr. Kules, Dr. Lussky and Mr. Shumaker were receiving course reductions to assist them to establish themselves in SLIS and provide sufficient time for student counseling, research, professional development and institutional and professional service.

The school has milestones in the *Working Plan* that link faculty assignments to the overall planning process for the school to ensure that faculty teaching assignments are linked to the curricular planning process. SLIS is also developing future milestones related to faculty workload in the *Working Plan* and will continually review, revisit, and revise faculty workload as necessary to enhance the quality of instruction and in compliance with the university's policies. Faculty workload is an area for policy development for fall, 2008. The *Working Plan* requires that the curriculum revision process be continuous and provide accountability through achievement of the milestones in the *Working Plan*.

One approach for faculty workload in the *Working Plan* is the 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. For example, mentorship of part-time faculty is required of the course chairs for the core courses. The school has milestones in the *Working Plan* designed to improve faculty hiring and mentoring and ensure that the school continues to foster a close, collaborative tie between the full-time and part-time faculty. The course chair, mentioned earlier in this chapter, is a new initiative that demonstrates SLIS efforts to continually develop and engage the full-time and part-time faculty in support of program objectives.

All faculty carry different committee and administrative responsibilities and institutional and professional services (Table III-14).

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 SLIS full and part time faculty is subject to review and performance evaluation as set forth in the CUA *Faculty Handbook*. The consistent application of evaluation measures for SLIS's faculty ensures that these characteristics apply to SLIS's faculty regardless of format or location. In addition, SLIS's full-time faculty are all required to teach at SLIS's off-campus sites to ensure students at every site receive the same high level of quality in their educational experience and are exposed to both full-time and part-time faculty to ensure a well-rounded, quality educational experience. As Table III-19 showed, SLIS's full-time faculty are increasing the number of classes they teach through blended formats, and every full-time SLIS faculty member teaches off campus at least once per year. Through the combination of blended formats, the weekend college model, compressed institute formats, and off-campus teaching, every SLIS student is exposed to both the full-time and part-time faculty who are committed to engaging with students regardless of their location and in support of their education.

Faculty Evaluation

The competence of the faculty is constantly monitored. Teaching effectiveness constitutes one element of the annual performance review of the faculty through the Faculty Activity Report (FAR), which is reviewed by the dean and the school's Committee on Appointment and Promotion (CAP) and with the faculty member.

Second, each faculty member, by school and university policy, receives his/her student evaluations each semester. The results of the student evaluation and comparative data from the school and university are provided to faculty members to assist them to evaluate their performance in teaching. The evaluations, including qualitative comments, are anonymous and, after faculty review, are reviewed by the dean with the faculty member.

Faculty members conduct an analysis of their student evaluations each year and provide a goal statement to the dean that addresses the feedback from the student evaluations.

Analysis of the student teaching evaluations is part of the tenure process as well. The SLIS program has a set of individualized questions that supplement those asked across the university, which are included on the form used for the university and school based questions. The addition of specialized questions for SLIS provide tailored feedback to the SLIS faculty on their teaching.

The processes in place are designed to develop and assist faculty members to evaluate themselves and to continually improve their practice. The evaluations, combined with the faculty member's annual self-review and statement of goals for the upcoming year, ensure a continual review process that ensures competence in the classroom. All full-time faculty members submit annual Faculty Activity Reports (FARs) to reflect their achievement in teaching, research, and service during the year (reports available on-site). Four tenure-track faculty members are at various stages of the tenure process and are reviewed according to customized timetables developed by the Provost's Office to assess their progress toward tenure. A clinical professor is reviewed every two years for teaching and service. Dean Kelley is responsible for annual faculty reviews while the

SLIS Committee on Appointments and Promotions is responsible for the reviews of tenure-track faculty and the clinical professor.

The committee consists of two senior tenured faculty members, Drs. Kim Kelley and Ingrid Hsieh-Yee. Dr. Hsieh-Yee has served on the committee since 1991 (in the early 1990s, untenured faculty members were able to serve on the Committee on Appointments and Promotions). Dr. Kelley has served on the committee since she joined SLIS in fall 2007. The Committee on Appointments and Promotions follows evaluation procedures, standards, and criteria set forth in the *CUA Faculty Handbook* (<http://provost.cua.edu/handbook/>). For contract renewal, faculty members under review complete a standard form (Form I-R, Recommendation for Term Reappointment) and provide evidence of achievement in teaching, research, and service. The review within SLIS is completed within two months of submission of a review package, and the result is sent to the provost for further review. The provost informs the faculty of the decision to renew or not renew a contract.

For tenure review, faculty members complete a standard form (Form I-T, Recommendation for Appointment with Continuous Tenure) and provide evidence of achievement in teaching, research, and service. Evaluation criteria and a sample invitation to external reviewers to assess the achievement of a faculty member under review are included in the *CUA Faculty Handbook*. If the result of the review is positive, the case is sent to the Academic Senate Committees on Appointments and Promotions for further review. If the Senate committee supports the case, it is sent to the entire Academic Senate for review. If the Senate passes the case, it is sent to the provost, the president, and the Board of Trustees for approval. If a faculty member is not satisfied with the

outcome of tenure review, he or she may appeal to the provost for a second review.

Appeals are granted only on procedural grounds.

SLIS full-time faculty members consist of one senior tenured professor, four tenure-track faculty members, and one clinical faculty member. The progress of nontenured faculty members is summarized in the following table:

Table III-22. Progress of Tenure Review for SLIS Faculty

Faculty	Status	Scheduled Tenure Review
Dr. Youngok Choi	Assistant Professor Passed 2nd year review in December 2007	Fall 2012
Dr. Mary Edsall Choquette	Assistant Professor Passed 2nd year review in December 2006; 4 th year review due in spring 2009	Fall 2010
Dr. Bill Kules	Assistant Professor Passed 2nd year review in December 2007	Fall 2012
Dr. Joan Lussky	Assistant Professor Passed 2nd year review in December 2007	Fall 2012
Mr. David Shumaker	Clinical Associate Professor Passed 2nd year review in December 2007	NA

To assist faculty in achieving their goals and objectives, Dean Kelley has asked each faculty member to submit annual goals and objectives starting with the normal review cycle which occurred in spring 2008. Faculty goals, submitted on March 1, 2008, are provided as on-site documents for review. Dean Kelley also meets with each faculty member monthly to discuss their teaching, research, and service and to monitor their progress toward their goals of the year.

SLIS uses standard evaluation forms to assess faculty teaching. Because of the low participation rate for online evaluations, the school began using paper evaluation forms again in fall 2007; however, faculty members may decide whether to use online or paper

evaluations.. The results are stored at the Center for Planning and Information Technology. Dean Kelley uses the evaluation results to help faculty members identify areas that need improvement.

To ensure that it is meeting its program objectives, SLIS includes regular surveys of its current students, alumni, and employers in the metropolitan area in the evaluation process. These data are obtained on a regular basis and, in conjunction with other forms of data such as feedback from the SLIS Advisory Committee, form a continuous flow of information that helps SLIS to understand how its students think about the SLIS faculty and the program.

The evaluation processes are detailed in the *Faculty Handbook* and provide a systematic evaluation process that assists SLIS to meet its program objectives and to ensure the quality of teaching, research, and service within the school.

Sources of Evidence

III.1.The Faculty Activity Reports

III.2. SLIS' Committee on Appointment and Promotion -- Terms of reference, membership, and procedures

III.3. Appointment, Promotion, and Re-appointment forms

III. 4. Faculty goals, 2008

III.5. Standards and procedures for tenure and promotion

III,.6. The *Faculty Handbook* policies and procedures governing CUA faculty

III.7. The faculty contract

- III. 8. Curriculum vitae of full-time and part-time faculty
- III. 9. SLIS hiring process
- III.10. A review of the current workload of the SLIS faculty.
- III.11. Course schedules from 2005–2008
- III.12. The Equal Employment Opportunity (EEO) policies of the university
(<http://eeo.cua.edu>)
- III.13. The Web page of the provost detailing the policies for faculty
- III.14. The university’s statement on nondiscrimination in hiring
- III.15 Advertisements for the most recent hires of full-time faculty
- III.16. Quantitative summaries of required course evaluations
- III.17. Reports of the annual SLIS student survey
- III.18. The SLIS *Technology Strategic Plan*
- III.19. Technology survey of SLIS students and alumni
- III.20. SLIS faculty technology survey of needs and enhancements
- III.21. CUA plan to upgrade the teaching facilities of the university
- III.22. Minutes of the semi-annual full faculty meetings and annual faculty retreats
- III.23. Minutes of the SLIS advisory committee
- III.24. The full faculty meeting agendas/webcast of the event
- III.25. School workload memo/policy and summary of its application
- III.26. Faculty “course chair” program

III.27. Student advising procedures and advising forms

III.28. Curriculum committee meeting minutes

III.29. Survey of faculty at off-campus sites (semester reports)

Standard IV: Students

SLIS provides a unique, nurturing educational environment for our students, reflective of our core values of collaboration, community, innovation and excellence, by facilitating meaningful conversations within the classroom with our consistently small class sizes and outside of the classroom through our personalized advising, support services, and vast array of practicum opportunities. In addition, outside speakers hosted in our Information Commons, events coordinated by our student organizations, and the promotion of events held by local chapters of professional organizations provide supplementary professional interaction to encourage the professional growth and development of our students. Academic training paired with real-world experience provides our students with the opportunity to fully develop their scholarship and training.

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.

SLIS values its constituents and strives to formulate its recruitment, admission, financial aid, and other academic and administrative policies for students that are consistent with our mission and program goals and objectives. Toward this aim, the school has integrated the periodic and systematic review of its current policies into the the school's *Working Plan* to ensure policies and administrative procedures have regular and systematic review, to ensure they are consistent with the School's mission, goals and program objectives, and that they reflect the needs of our stakeholders.

Recruitment

SLIS seeks to recruit students who will thrive in a personalized program that is small and student-centric. Toward this aim, SLIS has maintained a consistent recruitment approach to achieve a student body of between 200 to 250 over the history of the school. Our consistent approach to the student body size is one avenue we employ to ensure a student

centric program with a high level of interaction. Further, as stakeholders have indicated the need for greater flexibility, and the percentage of our students who are part-time has gradually increased, SLIS has experimented with alternative formats to ensure the program is evolving and responsive to its constituents and prospective students. Our emphasis for distance education technologies has been on synchronous technologies as they are compatible with our mission and program objectives because they are the most “high touch” of the available technologies utilized for distance education delivery.

The recruitment process is led by the Assistant Dean with the support of the School’s recruitment committee. Through the planning efforts of the school’s recruitment committee, SLIS has developed a standardized approach to recruitment that includes

- A planning process to develop the schedule of open houses throughout the year at SLIS and at our off campus sites where we lease space and provide regular course offerings toward the degree
- Participation in the university recruitment events that occur twice per year on campus
- Active participation in the regional library conferences and career events to continually meet, discuss, and respond to the needs of our constituents throughout the metropolitan area

In order to recruit a diverse student base, faculty and staff distribute printed program literature to prospective students, utilize the School’s Web site to provide information useful to prospective and new students, and work with local chapters of national organizations. In addition to published literature, faculty and staff visit various professional associations and job fairs, speak at professional meetings, and visit libraries in their efforts to recruit a diverse student body that is prepared for graduate study.

Evidence of the success of SLIS’s efforts to continually increase the diversity of its student body includes SLIS’s recent attainment of an Institute of Museum and Library Services (IMLS) grant in summer 2007 that helps educate and mentor new school librarians serving in the District of Columbia Public Schools (DCPS) that focuses on urban school librarianship. A description of the grant is available at <http://publicaffairs.cua.edu/Releases/2007//07SLISgrant.cfm> and <http://www.ims.gov>. As of the spring of 2008, SLIS had 10 students participating in this program. The IMLS grant is part of our effort to provide specialized support and mentoring for an ethnically diverse group of students.

To further ensure we are meeting constituent needs for the workforce, SLIS has instituted a cohort in Loudoun County, VA in collaboration with the Loudoun County Public Schools. This initiative supports Loudoun County’s needs for school library media specialists for the 21st century.

SLIS updates its recruitment materials on an annual basis. The recruitment committee has devised a marketing plan for the school as a means to continually improve, and evaluate our recruitment process and policies.

SLIS relies primarily on face-to-face events to recruit new students and the administrative staff takes an active role in the recruitment process. The close contact with prospective students is one way we can educate them about SLIS's program and help them to determine if this type of program is the best "fit" for their needs. It is also compatible with our approach which lends itself to a high level of student contact in our recruitment process and subsequently, in our program delivery. As a general rule, current students, alumni, and faculty in the program participate in the recruitment events to give prospective students a sense of our program and to help them understand our program offerings. SLIS is constantly innovating in its program delivery to respond to the needs of its constituents. This interactive, evolving approach is one of the ways SLIS refines and improves its recruitment processes and finds better ways to serve its constituents.

SLIS continues to implement as well as revise our current recruitment policies to continually improve our ability to achieve our mission and program objectives. The SLIS Recruitment Committee regularly reviews and refines the School's current recruitment policies in consultation with the SLIS faculty, especially with regard to minority recruitment, implementing a recruitment policy that is both sustainable and meaningful, through the SLIS marketing plan. As noted in the *Working Plan*, starting in spring 2008 and continuing on a yearly basis, the recruitment committee will assess the current market demographics and activities, carry out an environmental scan of other LIS programs and identify new audiences for the SLIS program.

Future efforts to enhance and improve the SLIS recruitment efforts outlined in the *Working Plan*, include:

- Outline planned activities, timelines and advertising opportunities.
- Evaluate current and future delivery modalities to ensure accessibility to our student base.
- Work with other academic departments at CUA on collaborative advertising and marketing of joint degree programs.
- Annually review recruiting efforts from the previous year and adjust the plan accordingly.
- Review and revise administrative brochures and publications to ensure accuracy and impact.

The stated outcome measures are:

- Faculty recruitment results in hiring one diverse faculty member
- Recruitment plan increases diversity in the SLIS program by at least one student per year.
- A marketing plan created and approved by SLIS stakeholders.

Evidence that SLIS has been following its recruitment policy includes its development of a marketing plan for consideration by constituents, past recruitment efforts including those held at the Library of Congress; Loudoun County, Virginia; Fairfax County, Virginia; St. Charles Borromeo Church and at the school; material distributed; and advertisements placed on the radio, online and in relevant publication channels like the *CUA Gazette*, the *Library Journal* and local professional listservers.

Admissions

SLIS's admissions policies are aligned with and support our mission and program objectives. As stated in the *Working Plan*, SLIS has undertaken the task of reviewing all of its academic and administrative policies, including admissions, to ensure currency and accuracy within each and consistency across all SLIS and CUA policies, including consistency with the mission of the University and the School. The SLIS Strategic Planning Committee reviews and revises SLIS policies, gaining approval of revisions through the Faculty Committee and implementing changes on an annual basis. The stated outcome measure is the plan for SLIS policy development and revision. Our current admission policies is consistent with our program objectives and mission because it allows for a multiplicity of supporting data, both qualitative and quantitative, to base our decisions upon including: three references, a personal statement drafted by the applicant, grade point average (GPA), Graduation Record Examination, and undergraduate school transcripts. In this way, consistent with our student-centric program, we do not merely look at a student's GPA and score on a standard entrance exam, but make our decision using a more holistic approach: their past performance, their stated goals, the recommendations of their references. In addition, in cases where there is some question of the student's capacity for success at SLIS, we will ask the student to come in for an interview and offer them an opportunity to experiment with the program by participating on our non-degree seeking option. Evidence of our existing admission policies is available in [Appendices IV.a, IV.b, and IV.c](#) plus an anonymous exemplar of an admissions folder (which will be available onsite).

Financial Aid

SLIS provides student scholarship information to prospective and current students via the SLIS Web page and the SLIS listserv. The Dean and the Assistant Dean, with the assistance of the SLIS Website Management Team, began reviewing and updating the School's existing public information and promotional materials in the spring 2008 and on an ongoing basis. The outcome measure for this effort is that scholarship information posted on the school's Website and listserv is current and accurate and regularly reviewed and updated to ensure it provides students with the most current information.

Over one hundred students every academic year since 2006 have received some type of financial aid ([Appendix IV.d](#)). The aid came from a variety of sources including: the IMLS grant, in partnership with the District of Columbia Public Library System; Graduate Library Professional (GLP) work/study program; and various merit-based CUA

scholarships. In addition to this, SLIS maintains numerous cooperative agreements to support constituent needs for library professionals in the 21st century with local organizations such as the Library of Congress, George Washington University Library, the public libraries in the seven counties surrounding the District of Columbia and the public schools in Loudon County, Virginia. Links to information on our school's website regarding these types of financial aid are available in [Appendix IV.e](#).

Job Placement

SLIS continues to develop its job placement support for current students and alumni of the program. The Assistant Dean has responsibility to enhance the School's student placement support, as outlined in the *Working Plan*, which includes offering workshops on the job search process, continuing to post job opportunities on the SLIS listserv, and coordinating efforts with the CUA Career Services and Alumni Affairs offices to assist SLIS students in securing professional employment. Below is an overview of our recent career day panels. In 2009, SLIS is offering its first career fair, in collaboration with the CUA Career Services Office and AGLISS, to provide an opportunity for students to learn about job opportunities and to network with prospective employers and professionals in support of SLIS's job placement efforts.

Table IV.1. Career Panels Hosted by SLIS Student Groups (2006-2008)

Organization and Event Date	Event Description
Association of Graduate Library and Information Science Students Annual Career Day, 4/5/06	Featured 9 local-area practitioners sharing insights into their unique jobs and how to prepare for them.
CUA-Special Library Association Annual Career Day, 3/27/07	Featured 6 local-area practitioners sharing insights into their unique jobs and how to prepare for them.
CUA-American Society for Information Science and Technology Annual Career Day, 4/ 17/08	Featured 8 local area practitioners sharing insights into their unique jobs and how to prepare for them.

The Student Body Composition

SLIS monitors the composition of its student body, watching for opportunities to foster learning environments that complement the School's mission, goals and program objectives. Our admission criterion ensures a student body with the potential for meaningful engagement with the subject discipline.

The students attending SLIS come from all over the world. Table IV.2 shows that in the fall of 2007, the program attracted students from China, Germany, France, India and South Korea.

Table IV.2 ALISE Country of Origin Data on SLIS Student Enrollment, Fall 2007

Total International Students	China	Germany	France	India	South Korea
5	1	1	1	1	1

The majority of the School's students are residents of the District of Columbia and the two surrounding states of Virginia and Maryland as noted in the table below.

Table IV.3 ALISE Geographic Data on SLIS Enrollment, Fall 2007

Total	In District of Columbia	Out of District of Columbia
224	42	182

Table IV.4 shows that students span a range of ethnic backgrounds, including Asian American, African American and Hispanic American.

Table IV.4 ALISE Ethnicity Data on SLIS Enrollment, Fall 2007

Total	Asian American	African American	Hispanic American	White	Foreign	Unknown
224	7	20	12	145	5	35

The ethnic diversity of our students has increased over the last five years and has kept pace with the make-up of the other graduate and undergraduate students on campus. See Table IV.5. which provides a comparison of SLIS's student body and those of other, similar programs at CUA.

Table IV. 5 Ethnicity of SLIS as it compares to all CUA graduate students and CUA undergraduate students

Fall 2003 through Fall 2008

Fall 2003	Undergraduate	Graduate	Law	Total	Library Science
Foreign	57	253	15	325	4
African American	197	131	58	386	19
Native American	1	3	5	9	
Asian American	95	54	73	222	5
Hispanic American	103	64	45	212	4
White/Caucasian	1,978	1,219	660	3,857	157
Unknown	328	265	136	729	28
Total	2,759	1,989	992	5,740	217

Fall 2004	Undergraduate	Graduate	Law	Total	Library Science
Foreign	59	242	9	310	1
African American	212	118	41	371	15

Native American	2	2	4	8	
Asian American	91	48	76	215	4
Hispanic American	133	64	50	247	6
White/Caucasian	2,053	1,266	571	3,890	184
Unknown	360	383	197	940	41
Total	2,910	2,123	948	5,981	251

Fall 2005	Undergraduate	Graduate	Law	Total	Library Science
Foreign	66	226	12	304	3
African American	219	114	33	366	17
Native American	3	2	3	8	
Asian American	93	53	73	219	4
Hispanic American	167	76	50	293	8
White/Caucasian	2,045	1,231	576	3,852	179
Unknown	460	416	212	1,088	40
Total	3,053	2,118	959	6,130	251

Fall 2006	Undergraduate	Graduate	Law	Total	Library Science
Foreign	80	230	10	320	3
African American	182	146	41	369	18
Native American	5	1	2	8	
Asian American	96	67	67	230	2
Hispanic American	179	76	45	300	7
White/Caucasian	2,107	1,175	554	3,836	178
Unknown	474	423	188	1,085	40
Total	3,123	2,118	907	6,148	248

Fall 2007	Undergraduate	Graduate	Law	Total	Library Science
Foreign	90	251	9	350	5
African American	173	179	42	394	20
Native American	7	2	5	14	
Asian American	107	95	68	270	7
Hispanic American	193	87	44	324	12
White/Caucasian	2,256	1,211	589	4,056	145
Unknown	500	378	154	1,032	35
Total	3,326	2,203	911	6,440	224

Fall 2008	Undergraduate	Graduate	Law	Total	Library Science
Foreign	100	267	5	372	5
African American	158	177	47	382	20
Native American	9	3	6	18	
Asian American	105	98	85	288	11
Hispanic American	226	91	39	356	6
White/Caucasian	2,282	1,107	544	3,933	127

Unknown	589	580	187	1,356		47
Total	3,469	2,323	913	6,705		216

While the majority of our students range in age from twenty-five to thirty-nine years old.

Table IV.6 ALISE Age Data on SLIS Student Enrollment, Fall 2007

Total	20 – 24	25 – 29	30 – 34	35 – 39	40 – 44	45 – 49	50 – 54	> 54
224	26	63	37	34	20	23	14	7

Between 2002 and 2007, the majority of SLIS’ students have been between the ages of 21 to 40 (see [Appendix IV.f](#)) and enrolled as part-time students (see [Appendix IV.f](#) and [Appendix IV.g](#)). The School’s enrollment, during this same period, has represented 5% of the total undergraduate and graduate enrollment at CUA and 11% of the total graduate enrollment (see [Appendix IV.f](#)).

SLIS has maintained a healthy percentage of admissions to applications since 2003. Table IV.7 notes that in 2003 81% of the applicants were admitted while in 2008 85% of the applicants were admitted. For further detail please consult [Appendix IV.h](#).

Table IV.7 Percentage of admissions to SLIS program compared to applicants by year.

Year	2003	2004	2005	2006	2007	2008
Percentage	81%	77%	78%	85%	72%	85%

Learning Environment at SLIS

Evidence of the School’s success in fostering a learning environment consistent with the our mission, goals and objectives can be seen in the number of students passing the SLIS comprehensive examination and subsequently graduating, as well as the results of SLIS’ recent student and alumni surveys. Since the 2002 – 2003 school years, the School has graduated an average of 77 students per year, roughly one third (1/3rd) of the students enrolled at any one time (see [Appendix IV.i](#)).

According to the results of the latest student survey, completed in 2008:

SLIS students are especially interested in the following subject areas within LIS

- User services
- Collection development
- Information organization
- Information systems
- Youth services
- Archives

- Web content management.

The results indicate that ninety percent (90%) of the student respondents *agree* that the SLIS curriculum covers their individual subject interests. Refer to the SLIS Student Survey results for further details and supporting evidence ([found in Chapter II, section 4](#)).

Similarly to the student survey, the results of the latest alumni survey show that four-fifths of the respondents *agree* that SLIS' core courses gave them a solid foundation in LIS; their overall education at SLIS was good; and their Master of Science in Library Science (MSLS) degree well prepared them for their current career. The majority of the alumni who responded to the survey currently work in academic, public, government, school or law libraries.

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.

The SLIS Web site is the primary service point for public information. Since fall 2006, and with increasing consistency after the formulation of the SLIS Website Management Team in the fall of 2007, the school has undertaken a process of reviewing, rewriting and standardizing the SLIS policies, documents and Web pages to ease and enhance information access for all of our stakeholders. The Website Management Team is made up of Assistant Dean Tim Steelman, faculty member Dave Shumaker, and the student Web Content Manager. The Team is responsible for making sure that School policies and documents are accurately reflected on the Web page. The Team welcomes suggestions from the faculty on an ongoing basis and performs an annual review, as specified in the *Working Plan*, making sure the SLIS Web pages are reviewed regularly

for accuracy and currency, and all necessary changes are incorporated in a timely manner.

Evidence of our efforts to meaningfully review the school's webpage include the fall 2007 Web page survey of students in regard to their opinions on the School's Web page, and the subsequent redesign, based on feedback, of the webpage to respond to user feedback and provide more information, grouped in a more useful manner. (See the [Physical Resources and Facilities Chapter VI for more details on this survey.](#))

SLIS's policies and relevant information is available on the School Web page (<http://slis.cua.edu>). The site includes information on:

- The School's mission, vision and program goals.
- Current course syllabi, descriptions and schedules.
- Faculty Web pages (<http://slis.cua.edu/directory>) that contain each member's profile and individual faculty pages.
- Information for prospective students on admission requirements and financial aid options.
- Documents to help students build coherent programs of study, including information on the track available within the SLIS program: the school library media track and and law course of study, the generalist program of study and areas of concentration beyond a generalist program of study.
- General information on graduate education at SLIS, including guidelines on student assessment.
- Details on how students can incorporate a practicum or internship into their program of study, as well as information on current job, practicum and internship opportunities.
- Orientation material for new students, invitations to the SLIS orientation session and a video of a pervious orientation session (the Jan. 14, 2008, session is available at: <http://slis.cua.edu/people/news.cfm>).
- Guides for using the university's computer system, including information on the class registration system and getting help from the campus computer center.
- Student comprehensive exam orientation material, including links to the video tapes of the orientation sessions and past comprehensive exam questions.

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 applied consistently well-documented. There are two stages for every graduate student at the University: The first stage is through the CUA Graduate Student Admissions office and involves receiving the application; creating a folder containing the applicants application and supporting documentation; and generating an itemized list of the documents in the folder and the date they were received. The second stage of the process occurs at the School and involves the evaluation of the applicant. SLIS engages in a consistent process to ensure fairness in all admissions decisions and compliance with all University standards regarding admissions to ensure the whole student is evaluated in each admissions decision. Through the checks and balances provided in the dual process, prospective students are assured of consistently applied and well documented applications processes.

The SLIS Admissions Committee has a policy statement that explains how to evaluate each applicant, taking into account the totality of the individual. The policy, available in [Appendix IV.j](#), guides the evaluator through the process of assessing the applicant's potential for success at SLIS. The evaluation is based on the applicant's scores on the graduate entrance exam, cumulative undergraduate grade point average, patterns of achievement in undergraduate studies, the strength of their references, the strength of their personal statement and evidence of achievement within their personal history. The results of the evaluation are recorded on a worksheet which captures the comments and recommendation of each of the two committee members who review the applicant as well as the date of review and the name of the reviewer.

The admissions process is consistent and ensures that students admitted to the program have an earned bachelor's degree from an accredited institution. The consistency in the process is demonstrated through:

- The summary and analysis of admissions decisions, including number of applications and number of students admitted ([Appendix.IV.h](#)).
- The information and application material on the School Web page and in the Graduate Announcements, available in the SLIS admission information in [Appendix IV.a](#); CUA admission information, found in [Appendix IV.b](#); and admission requirements, available in [Appendix IV.c](#) and,
- The admissions information, including an anonymous exemplar of an admissions folder (available as evidence onsite in SLIS), as mentioned in section IV.1, Admissions.

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.

Constructing Coherent Programs of Study

SLIS provides strong support for students to construct coherent programs of study that meets their needs, aspirations and goals. This outcome is met by first, having a coherent curriculum that accommodates the needs of our students and second, communicating the curriculum to the students in a clear and consistent manner. The school has been quite active in this regard, as highlighted below, and will continue to review and revise our curriculum toward this end as part of the milestones outlined in the *SLIS Working Plan*.

Constructing Coherent Programs of Study: SLIS Curriculum

Since the fall 2007 semester, the faculty has made significant strides in curricular program review and revision. The faculty mapped all courses to the SLIS program goals and objectives (the document is available in the [Curriculum Chapter, section II.3](#)) and

will continue to examine course offerings and their relationships, as outlined in the SLIS *Working Plan*.

During the 2007-2008 academic year the faculty has been revising the core courses, specifically: aligning learning objectives for each course with our program objective, employing measurable outcomes in each course; and developing a "course chair" approach to managing the overview of each core course (to be explained below). In addition, we have revised the course description for all the courses in our catalog, revised the prerequisites for each of the courses in our catalog, and revised the number of our courses to create a numbering classification system that sorts the courses in a way that explicitly communicates their subject content. The faculty has also constructed an information sheet on the law librarianship course of study as well as the generalist course of study, and has loaded these on our website along with an information sheet on our school library media track of study. Underway, and detailed in our *Working Plan*, is the review of our mid- and upper-level courses. (See Curriculum Chapter for a fuller description for all of these activities.)

To further ensure consistency in teaching and learning outcomes, the faculty has implemented a course "chair" system for the core courses. Two to three full-time faculty work together to examine the effectiveness of each core course in achieving their delineated outcomes, coordinate with the faculty teaching these courses to ensure consistent learning objectives, and reevaluate and revise the core courses as outlined in the SLIS *Working Plan*. (Student involvement is solicited at key steps in the reevaluation and revision cycle.) The core course revision process, detailed in Chapter II: Curriculum outlines our process and how we ensure consistent stakeholder feedback.

Constructing Coherent Programs of Study: Meeting the Needs of Students

SLIS continues to strive to meet the multiplicity of needs among our students. We offer our classes at various locations, times, and in both the face-to-face and blended delivery format. We surveyed the students, in the fall of 2007, for their preferences on class times and class offerings and in response adjusted our course schedule and offerings. We currently teach the majority of our classes with the support of Sakai and/or BlackBoard, online course management systems. Some of our courses are offered in a blended format: using Blackboard or Sakai for course delivery combined with face-to-face meetings scattered throughout the semester. A summary of courses offered at off-campus sites and online courses—including the blended courses and our ongoing planning process in regard to course delivery—is available in [Chapter II, section 6](#).

To accommodate the career goals of the students we have reviewed the professional standards of numerous professional organizations to update our current program objectives which consequently impact the learning objectives of our courses. For example, the Dean and Assistant Dean reassessed the school library media track to ensure, among other things, its compliance with the American Association of School

Librarians (AASL). Details about the SLIS programs tracks and the career path information sheets are provided in the [Curriculum Chapter, section II.4](#).

Constructing Coherent Programs of Study: Meeting the Technology Needs of Students

The school has implemented a systematic process for assessing the incoming students' knowledge and ability with regard to technology and then providing resources and support to fill any gaps that may exist. The Technology Committee has already developed a baseline of technology requirements for our incoming students (further details are available in Chapter VI). In spring 2009, the committee will develop diagnostic assessment mechanisms, enhance the existing baseline technology workshop offerings, and add a formal technology prerequisite for our LSC 555 core course and incorporate this into the student advising handbook. Then in fall 2009, the Technology Committee will make provisions to deliver educational resources on technology concepts and skills via online means for self-guided learning. The committee will ensure by spring 2010 that the baseline technology workshops are offered throughout the D.C. and Virginia areas on a regular basis and the initiative entire will be evaluated sometime in 2011.

Outcome measures of this initiative are the technology survey, diagnostic assessment data, workshop surveys, and workshop schedules and enrollment.

Constructing Coherent Programs of Study: Communicating Program Information to our Students

In the 2007 – 2008 academic years, the faculty revised its student advising policies and procedures. The faculty assessed and evaluated the state of the SLIS student advisement process and developed a student advising handbook to help faculty keep track of advisees' progress and development in the SLIS program. Upon acceptance to the School and the University, the Assistant Dean assigns each student an advisor. The assignment matches, as closely as possible, the student's expressed interests and background with the professional background of the faculty member, while maintaining an equitable advising workload among the faculty.

Within the faculty/student advising relationship, students are tracked through their individual programs through the use of the student advising handbook and the career path information sheets, which are currently under revision for implementation in spring, 2009. The student advising handbook includes information on the degree requirements, a checklist of actions for a new student to "get in the system," information on the courses within the school library media track, the generalist course of study and the law librarianship Course of Study. In addition, the handbook includes worksheets that help the student and advisee monitor the student's progress through the program. A copy of the recently updated advising handbook is provided in the [Curriculum Chapter, section II.4](#).

In addition to the advising process, the students gain information about the program through website as described above in section, IV.2.

Students Receive Evaluation of Their Achievement

Student achievement is evaluated with different assessment instruments administered in each class. Per the requirements of the University Provost, the SLIS faculty adopted the course syllabus template for use in creating course syllabi. Within this structure there are areas of the syllabus that address student evaluation and learning outcomes. Each syllabus documents the assessments that will be used throughout the semester. In addition, the University requires the faculty follows a specific grading system of A – F, based upon a 4.0 scale of achievement.

Student achievement in the program is evaluated through the SLIS comprehensive exam. This year the faculty developed a systematic rubric instrument for evaluating student achievement on the SLIS comprehensive examination. The rubric directly correlates to the SLIS competency statements as well as the School goals and objectives, ensures more consistency in grading by the faculty, provides a better method for assisting students to prepare for the comprehensive examination, and provides valuable feedback to those students who may fail the exam. As part of our outcomes assessment efforts, data of achievement on our comprehensive exam is compiled and analyzed after each exam by the school’s curriculum committee and is used for improving the examination and as a means for program improvement. ([data available in Chapter II, section 6.](#))

Outside of the classroom arena, student achievement is recognized through awards and scholarships, such as the Rovelstad Scholarship, the Student of the Year Award and nomination to the profession’s honor society, Beta Phi Mu. The Howard and Mathilde Rovelstad Scholarship is the highest honor bestowed upon students at SLIS. It recognizes students with high grade point averages, exceptional faculty assessment, proven potential for success with LIS and a commitment to the profession (<http://slis.cua.edu/finaid/rovelstad.cfm>). The Student of the Year Award is given to the student who distinguishes himself or herself among all students as having achieved academic success and demonstrated the potential to make a positive impact within the LIS field.

Recipients of the Rovelstad Scholarship and Student of the Year are shown below in Tables IV.8 and IV.9.

Table IV.8 Howard and Mathilde Rovelstad Scholarship Recipients (established in 2005)

Year	Recipient
2008 – 2009	Ms. Carmen Boston

2007 – 2008	Ms. Nora Daly
2006 – 2007	Ms. Rebecca Cooper
2005 – 2006	Ms. Stephanie Salmon

Table IV.9 SLIS Student of the Year Award recipients 2002 – 2008 (sampling of recipients)

Year	Recipient
2008	Ms. Nora Daly
2007	Mr. Mark Brzozwski Ms. Tiffany Smith
2006	Ms. Lauren Chase
2005	Ms. Stephanie Salmon
2004	Ms. Mara McGarry
2003	Ms. Mari-Jana Phelps
2002	Ms. Bev Lammay

Nomination to membership in Beta Phi Mu is decided by the entire full-time faculty. The faculty typically selects a percentage of those students with the highest grade point average for membership.

Students Access Guidance and Counseling

SLIS offers our students guidance through regularly scheduled office hours, by appointment, and by phone and e-mail correspondence. Advising is provided exclusively by full-time faculty at SLIS to ensure consistency and quality of advising of SLIS students. Virtual chat sessions and Blackboard sites are also used by some faculty members to help students and to answer questions. The current trial of Marratech software for Web conferencing has proven very successful in helping faculty work more closely with students in a virtual environment. The School has recently provided formal training in Marratech to help faculty better utilize the software for collaboration and advisement.

The full-time academic faculty member assigned to each graduate student on admission to the program becomes the student's primary advisor. In addition, SLIS has other avenues for advising that occur on a regular basis and include:

- A course instructor will provide academic advice to students related to the specific course and specialization
- A full- or part-time faculty member will provide advice in his or her area of specialization
- A research supervisor for an independent study, special project, collaborative research project, or a paid assistantship, will provide advice on methodology and project management
- SLIS students also may receive advising from site supervisors in the field during internships and practica.

Students Access Guidance and Counseling: Opportunities Outside of SLIS

The University provides a variety of counseling services. The Academic Tutoring and Learning Assistance Service (available at <http://counseling.cua.edu/atlas/>) provides instructional assistance. Psychological counseling is available through the CUA Counseling Center (available at <http://counseling.cua.edu/services/> and <http://counseling.cua.edu/about/helpafriend.cfm>). CUA further provides help with educational accommodations through the office of Disability Support Services (<http://disabilitysupport.cua.edu/>).

Other options for students to enhance their experience at SLIS include taking part in the Graduate Library Pre-Professional (GLP) program (<http://slis.cua.edu/finaid/glp.cfm>); a practicum or fieldwork experience (<http://slis.cua.edu/courses/practicum/index.cfm>); or internships, which are advertised on our listserv at (<http://slis.cua.edu/tech/listserv.cfm>). Independent study opportunities are available to all students and are offered by all full-time faculty members as an alternative course option to gain specialized experience and/or conduct specific relative research. For further information on these types of learning experiences see Chapter II: Curriculum.

One of the common goals of these unique learning opportunities is for the student to gain exposure to the professional field, thereby introducing them to career paths and possible future professional positions. Individual faculty members additionally coordinate student participation in the various professional associations related to work in libraries, archives and other information environments, such as American Library Association, American Society for Information Science and Technology, Art Libraries of North America, Special Library Association and Society of American Archivists. Additionally, CUA provides numerous kinds of career counseling and training through the Office of Career Services (<http://careers.cua.edu/>).

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.*

Student Organizations

SLIS provides opportunities for our students to gain meaningful leadership experiences and engage with the discipline by supporting three existing student organizations and the planning for one or two more organizations.

All SLIS students are automatically members of the Association of Graduate Library and Information Science Students (AGLISS), the School’s student organization (<http://studentorg.cua.edu/agliss/constitution.cfm>). The association’s goal is to provide social and professional opportunities for the students. It also serves as the voice of SLIS students to the School faculty and staff as well as to the Graduate Student Association (GSA) of CUA.

SLIS also maintains a student chapter of the Special Libraries Association (SLA) and the American Society for Information Science and Technology (ASIST), both of which interact with the local professional chapters of SLA and ASIST, respectively, and to a lesser extent, the national chapters. The School is in the process of inaugurating a student chapter of the Society of American Archivists (SAA). These organizations give the students opportunities to develop leadership skills and meaningful engagement with the LIS field beyond the boundaries of a formal classroom setting. Students are additionally encouraged to attend professional meetings and even participate by making presentations in these venues.

The SLIS program is fortunate to have exceptionally committed faculty members serving as faculty advisors to these student groups. Dave Shumaker, a long-standing member of the District of Columbia Chapter (DC)-SLA and national SLA, serves as the faculty advisor to CUA-SLA. Joan Lussky, a long-time member of Potomac Valley Chapter (PVC)-ASIST and national ASIST, serves as the faculty advisor for CUA-ASIST and AGLISS. Mary Edsall Choquette, a long-standing member of SAA, is working on the inaugural student chapter of SAA.

Table IV.10 shows recent student activities.

Table IV.10 SLIS Student Groups’ Recent Activities

Student Group, Date and Event	Description of Activity
-------------------------------	-------------------------

AGLISS (9/11/07): Welcome to Dean Kelley	Informal meet-and-greet for students and the new Dean.
AGLISS (10/26/07): Snacks for comprehensive exams	Provided goodie bags and moral support for students taking comprehensive exams.
ASIST (11/7/07): “Bringing it Home: Highlights from the ASIS&T National Meeting”	Five members of PVC-ASIST shared the presentations they gave at the ASIST ’07 conference.
ASIST (4/17/08): “Annual Career Day: The Other Librarians”	Featured 8 local area practitioners sharing insights into their unique jobs and how to prepare for them
SLA (9/17/07): “What is a special library?”	Incoming DC/SLA president Susan Fournier and Diane Schnurppusch, DC/SLA President Elect, spoke on special librarianship.
SLA (10/29/07): “Dine-Around”	Networking “Dine Around” at Guapo’s Restaurant, Washington, DC.
SLA (11/6/07): “Special librarianship at The Freedom Forum”	Sage Hulsebus, CUA alumna and librarian at The Freedom Forum, spoke on special librarianship.
SLA (2/12/08): Tour of National Library of Medicine	Tour for SLIS students by a professional of the National Library of Medicine.
SLA (3/14/08): “Dine-Around”	Networking “Dine Around” at Guapo’s Restaurant, Washington, DC.
SLA (4/25/08): “Visit the Walters”	Visit to Walters Art Museum, Baltimore.

Student Participation in School Committees

As Table IV.11 shows, SLIS students regularly serve on SLIS committees, including the Accreditation Committees, Technology Committee and Failing Grades Committee, as well as university-wide committees and working groups.

Table IV. 11 SLIS Students Most Recently Serving on SLIS Committees

SLIS Committee	Student Member
SLIS Dean Search Committee 2007	Mark Brzozwski
SLIS Curriculum Standard	Kristin Eliason
SLIS Facilities Standard Committee	Sue Ann Orsini
SLIS Student Standard Committee	Meghan Gates
SLIS Student Standard Committee	Linda Todd
SLIS Student Standard Committee	Sarah New
SLIS Failing Grades Committee	Sarah New
SLIS Technology Committee	Colleen Candrl

To provide students with additional channels for participation and communication, the Dean and/or Assistant Dean, starting in 2008, meet with the AGLISS student group and Alumni Board on a regular basis to support the organizations and obtain feedback on the SLIS program. Evidence of this activity will be meetings attended and feedback obtained and shared.

Student Research Involvement

SLIS students participate in professional research presentations. These often are an offspring of research papers and/or projects begun in the classroom and enhanced or further developed for professional presentation. The School will be hosting a research symposium in January 2009 in order to promote student engagement in research of their own, in collaboration with others and of the faculty. This will be an annual event at SLIS, as specified in the *Working Plan*. Table IV.12 provides some samples of students participating in professional meetings/conferences.

Table IV. 12 Sampling of Recent Student Participation in Professional Meetings or Conferences

Student	Conference and Paper Topic
Rebecca Cooper	<i>Art Libraries Society of North America Annual Conference 2007</i> > Original research on social tagging and works of art. http://www.arlisna.org/news/conferences/2007/proceedings/ses_15-cooper.pdf
Cathey Dugan	<i>Jewish Library Association Conference 2007</i> > Organizing a collection of papers for the Holocaust Museum http://slis.cua.edu/people/video.cfm
Tiffany Smith	<i>American Society for Information Science & Technology 2007</i> > Original research on the categories of use regarding social tags http://dlist.sir.arizona.edu/2061/
Laura Tyler	<i>Special Libraries Association Annual Conference 2007</i> > Original research on embedded library services http://www.sla.org/pdfs/sla2007/ShumakerEmbedddedLibSvcs.pdf

V.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.*

The SLIS faculty regularly gathers feedback from students, and from student achievement, in order to improve its teaching and program development. Learning outcomes are measured by reviewing results of course assessments, and achievement of program objectives is assessed by stakeholder surveys, end-of-semester course evaluations and outcomes analysis of the comprehensive exams.

The faculty improves their teaching by analyzing student achievement within individual courses. This is an organic process of reviewing the learning objectives for each assessment and comparing these to the composite of student submissions for each assessment. Faculty also improves their teaching by analyzing how the students evaluate their course at the end of the semester. Evidence that this process is effective includes the positive student and alumni survey data and the milestones in the *Working Plan* that emanate from the feedback SLIS receives and uses for program improvement.

The faculty assesses the overall effectiveness of the program by looking at the pass/fail rate of the students on the SLIS comprehensive exams and stakeholder feedback from the SLIS surveys and SLIS advisory groups, including student groups such as AGLISS. These data provide SLIS with valuable feedback on how well the students are able to

articulate the core concepts of this program. Since 2005, students have boasted a 90% pass rate. Since 2007, that rate has improved to 95%. The student and alumni surveys also demonstrate that students consider the program effective and 82.9% of survey respondents rank the overall quality of the SLIS program as very good. Further discussion and documentation is provided in Chapter II: [Curriculum](#).

As mentioned in the *Working Plan*, we will continue to reevaluate the SLIS curriculum with student feedback from course evaluations, SLIS advisory groups, and surveys of students and alumni.

The School has executed, and will continue to execute, stakeholder surveys in its ongoing efforts to improve the SLIS program as part of the *Working Plan* milestones. The surveys are discussed in Chapter I: [Mission, Goals and Objectives](#) and include:

- Student exit survey, executed in May 2008 and every three years;
- Alumni survey, executed in May 2008 and every three years;
- Employer survey, executed in June 2008 and every three years thereafter.

Other initiatives of the SLIS Curriculum Committee with regard to feedback and evaluation are discussed in Chapter III: [Curriculum](#).

Sources of Evidence

IV.1 The *Graduate Announcements* available at <http://announcements.cua.edu/2008-2009/graduate/>

IV.2 Master's program overview available at: <http://slis.cua.edu/MSinLS>

IV.3. The SLIS *Working Plan*

IV.4. SLIS Forms and Policies available at: <http://slis.cua.edu/forms>

IV. 5. Admissions policies for The Catholic University of America available at: <http://admissions.cua.edu/>

IV.6. Law librarianship course of study information available at: <http://slis.cua.edu/MSinLS/law.cfm>

IV.7. Generalist course of study information available at: <http://slis.cua.edu/MSinLS/generalist.cfm>

IV.8. The school library media track information available at: <http://slis.cua.edu/MSinLS/school.cfm>

IV.9. The Schedule of Classes available at: <http://slis.cua.edu/courses/schedules.cfm>

IV.10. The SLIS Course Catalog available at: <http://slis.cua.edu/courses/courses.cfm>

IV.11. The Comprehensive examination analysis document

IV.12. Student practicum orientation session webcasts available at: <http://slis.cua.edu/courses/practicum/index.cfm>

IV.13. Student comprehensive examination documents available at <http://slis.cua.edu/courses/comps/index.cfm>

IV.14. Career services resources from SLIS available at: <http://slis.cua.edu/people/career.cfm>

IV.15. SLIS Vision, Mission, Goals and Objectives available at: <http://slis.cua.edu/about/mission.cfm>

IV.16. The SLIS Academic Policy Handbook available at: <http://slis.cua.edu/MSinLS/handbook.cfm>

Chapter V: Administration and Financial Support

Introduction

The School of Library and Information Science (SLIS) is one of the twelve (12) schools of the university that form the core of the academic affairs division of the university. The school is led by the dean who reports directly to the provost and has the responsibility for establishing the administrative, fiscal, and academic policies for the school within the framework of the university's policies and procedures that are standardized across all the schools of the university. The SLIS faculty works under the same contract system and receives the same level of support for research, scholarship and compensation as their colleagues in other schools and departments within the university. Standardization in faculty and staff salaries and other forms of compensation and support is monitored by the dean and provost and a consistent approach is maintained to ensure equitable practices for SLIS faculty and staff.

SLIS has received consistent fiscal support from the university through its university provided budget and additionally in the form of tuition revenue sharing for programs SLIS has developed and maintains. SLIS is encouraged to be entrepreneurial and its efforts are rewarded by university cost sharing through tuition revenues that provides additional fiscal support opportunities for the school. The recent organizational re-alignment of the school with the university libraries provides additional fiscal and human resource support to ensure SLIS's future funding needs are met.

Within the last year, additional, new opportunities for research support have been launched under the auspices of the university provost. A new cost sharing model for

indirect cost recovery from grants and contracts was instituted to provide additional support to faculty at CUA. The fiscal situation in SLIS is stable and with the recent organizational changes aligning the school and the libraries, the school has new fiscal support to ensure it can achieve its program objectives.

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.

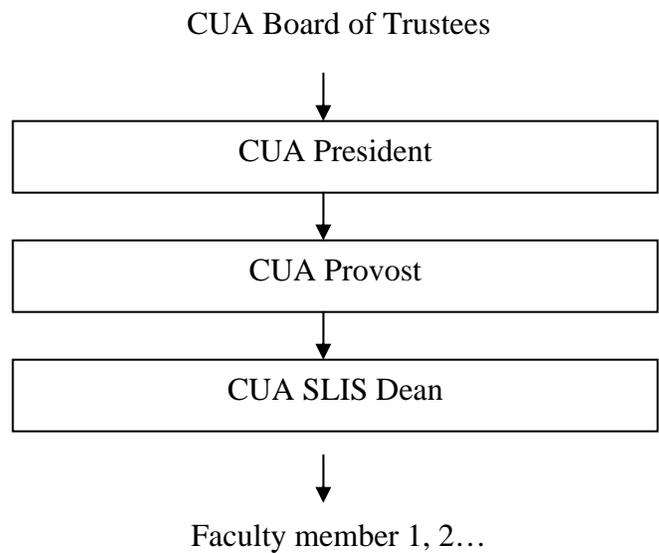
The School of Library and Information Science (SLIS) is one of the twelve (12) distinct Schools within the Catholic University of America (CUA). The school is closely aligned with the campus in matters pertaining to the policies governing faculty, staff, and students to ensure equal opportunity and equitable employment, admissions, and academic practices. SLIS acts in compliance with CUA policies and enforces them equitably when dealing with SLIS faculty, staff, and students in all matters pertaining to their relationship with the school and the university. SLIS is 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 *Graduate Announcements* lists SLIS as one of the “Schools of the University,” providing evidence of SLIS’s autonomy and stature within the university. Further, the school is also listed as a school of the university in the annual publication of the *CUA Fact Book*.

SLIS, as one of the 12 schools of the university, (Appendix V-a) is guided by the decisions and policies of the university, the provost, and the Academic Senate and its committees.

The dean is a voting member of the Academic Senate along with the other members of the Senate, who are selected from their academic units according to the size of the faculty population. SLIS is eligible to have the Dean, and one faculty member, with voting privileges on the Academic Senate.

The administrative head of the school, Dr. Kimberly Kelley, reports to the provost, Dr. James Brennan. The provost, in turn, reports to the university president, the Very Reverend David O’Connell. The president reports to the chancellor and the Board of Trustees. The chancellor of the university is the Archbishop of Washington, the Most Reverend Donald W. Wuerl, S.T.D.

Figure V-1: The organizational reporting structure of SLIS within CUA



Within the university's policy parameters, SLIS has a high degree of autonomy. The policy parameters for SLIS do not differ significantly from other schools within CUA or university practice nationwide.

All CUA graduate programs make curricular decisions within the respective school. The Graduate School establishes the minimum standards for graduate degrees and the university confers the graduate degree. The school has the autonomy to determine the required courses, required skill sets, and other degree requirements that exceed the required minimums. The Graduate Board and the university's Academic Senate must approve new degree offerings and major program changes. The School develops its own curriculum through a consultative process involving full-time and part-time faculty, students, advisory committees for the school, employers and alumni, and makes curriculum recommendations to the School's curriculum committee which is comprised entirely of SLIS faculty.

New faculty appointments, promotions, and tenure decisions are made by the Board of Trustees on the recommendation of the president and provost. These normally flow from the school's recommendations. The process for appointment, promotion, and review is provided in the university's *Faculty Handbook*, which is available to the entirety of the faculty at the university via the provost's Web page (<http://provost.cua.edu>) and is distributed when new faculty join the university as part of the orientation process.

Once the Office of Graduate Admissions has evaluated student application materials, the completed files are forwarded to the School. The School determines the student selection process through its admissions committee for the School. The School's staff works

closely with University enrollment staff. The School's admissions standard of a 3.0 GPA is determined within SLIS.

The school determines whom to appoint to graduate assistantships; the provost determines the level of scholarship support and how many assistantships the school is allocated each year.

Administratively, SLIS is a member of a campus community and abides by the policies set by the university's administration. Within the university policy framework, SLIS has significant autonomy and fiscal support to achieve its goals and program objectives.

V.I.1 The parent institution provides the resources and administrative support needed for the attainment of program objectives.

The university provides resources and support to the school to achieve its financial, administrative, and program objectives through a university-wide budget process. The University's Budget Committee determines the budgeting priorities (the provost is a member of this committee) and determines the strategic priorities for the year. Funding for select strategic initiatives within the division of academic affairs occurs through a competitive strategic funding request process through the Dean's Council which is managed by the Provost as the academic affairs representative to the Budget Committee. The base budget for the school is allocated from tuition revenues. Money for any new initiatives for the school is made through a competitive funding request to the Provost through the Dean's Council. The availability of funds is based on whether the funding request is one of the strategic priorities of the university as detailed in the university's strategic plan.

The tuition revenues for SLIS have remained relatively constant throughout its history. Table V-1 provides the enrollments for SLIS for the previous three years. Tuition revenues account for the majority of the university's budget. Therefore, the school's stable financial base is partially attributable to the level of continuing enrollments in the school. As Table V-1 shows, the enrollments are stable and have been stable for the history of the school. Current enrollment patterns provide further evidence that the enrollment base is sufficient to provide sufficient financial support for the foreseeable future.

Table V-1: SLIS Total Enrollments 2004 - 2007

Year	Part-Time Enrollments	Full-Time Enrollments	Totals
2004	213	36	249
2005	223	25	248
2006	220	36	256
2007	192	32	224

In addition, the university provides financial support by giving the schools flexibility in their discount rate to ensure they are competitive with rates at other, public and private institutions in the metropolitan area. Within CUA, SLIS has a comparable discount rate with other, similar schools at the institution. Table V-2 shows the current discounting rate for similar schools at CUA. The level of discounting contributes to SLIS's financial stability and Table V-2 demonstrates it is on par with its sister schools within the institution.

**Table V-2: MASTER'S LEVEL TUITION AND FEE DISCOUNT: NACUBO
METHODOLOGY
SELECTED SCHOOLS
AY0405 through AY0809**

Master's	AY0405	AY0506	AY0607	AY0708	AY0809 prelim.
Architecture and Planning	10.34%	9.51%	11.50%	12.12%	8.97%
Library and Information Science	10.26%	10.66%	10.44%	12.58%	11.40%
Nursing	39.23%	38.31%	38.32%	34.77%	22.38%
Social Service	9.09%	9.61%	9.40%	10.37%	14.47%

The school is fiscally responsible and prioritizes its use of funds. The *Working Plan* provides the mechanism to prioritize initiatives and maximize the impact of funds spent by the school. As importantly, the university supports innovation and entrepreneurship and allows the school to generate funds through new, off-campus, and summer program offerings to supplement the CUA allocation for resources and support. This flexibility accorded the school has allowed it to target critical needs, incorporate quality controls, and provide support for attainment of the school’s mission, goals, and objectives.

The financial collaboration between the school and the university has kept the school fiscally secure. The school has successfully managed to achieve its program objectives, and establish and retain a stable funding base.

At the same time, the fiscal situation has been negatively affected because of the conditional accreditation status of the school. Understandably, the school has experienced a decrease in new enrollments. The university administration has assisted the school financially so that it is able to improve its facilities, technology infrastructure, and hire new faculty. The financial assistance provided by the university helps to offset the

financial cost of the decrease in new enrollments. The most recent financial support from the university is detailed below in Table V-3.

Table V-3: Recent Financial Support from the University Administration at CUA

Initiative	In-Kind or Financial Support
Strategic Technology Planning and Improvement Grant	\$93,000 (one time)
Upgrades to the SLIS computer laboratory machines	\$25,000 (every two years)
Upgrades to the SLIS wireless infrastructure in Marist Hall	\$25,000 (irregular; as needed)
Upgrades for SLIS computer software licenses	\$32,000 (as requested; as needed)

Efforts within the school will continue, as outlined in the *SLIS Working Plan*, to continually refine and develop the school’s financial resources. Such initiatives include, identifying new opportunities for extramural support, developing new programs, and through the collaboration of the libraries and school, continually enhancing the school’s finances to achieve its program objectives. The recent alignment of the school and the libraries has bolstered the school’s facilities, financial and staff support significantly and contributes toward achievement of the school’s program objectives.

Table V-4 provides a summary of the actual expenditures for SLIS for the previous four years.

Table V-4: SLIS MSLS Summary of Actual Expenditures 2004 – April 30, 2008

Fiscal Year	2004 – 2005	2005 – 2006	2006 – 2007	2007 – 2008
Salaries and wages	\$936,099.82	1,003,401.85	1,039,193.60	1,061,517.81
Operating expenses	\$520,181.51	\$421,536.71	\$412,606.79	\$255,268.28
TOTAL	\$1,456,281.33	\$1,424,938.56	\$1,451,800.39	\$1,316,786.09

EXPENDITURES

* in 2007/2008 the previous Dean left, the Assistant Dean position was vacant, and one faculty position was vacated; these positions and their related expense savings account for the decrease in expenses for FY 2008.

As Table V-4 demonstrates, SLIS has a stable financial base. The reduction in expenses for 2004 – 2008 is due to staff and faculty turnover and is not a permanent decrease in expenditures. During the period of 2004 – 2008 faculty and staff salaries rose five percent (5%) on average per year. The fluctuation in expenses occurred primarily in operating expenses and is attributable to the turnover in the administrative leadership positions (dean and assistant dean).

Most expenditures for the school are initiated by the dean and the periods where the school has been without a dean have seen decreases in expenditures, which were temporary. Further, the recent one-time funds provided to the school for strategic technology improvements have decreased the need for expenditures from the school's budget for technology items, a major expense that was reduced through the influx of strategic funds from the university.

The estimated in-kind support from the libraries is provided in Table V-5 and demonstrates that SLIS is receiving new, additional financial support from the university to achieve its program objectives.

Table V-5. Estimated In-Kind Library Support from the CUA Libraries

Type of Support	Amount
Salaries and Wages	\$35,000
Operating Expenses	\$25,000

TOTAL

\$60,000

The university provides several types of administrative support on behalf of the school. The provost's office provides assistance with hiring new faculty and coordinates budgetary matters for all schools of the university. The Office of Human Resources provides support to the school as does the registrar for scheduling of SLIS's classes throughout the university and for matters pertaining to student records and graduation. SLIS staff and faculty interface with the university's administrative offices on a daily basis and receive significant support. Chapter VI: Facilities, provides further detail on the level and kind of support provided to SLIS.

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.

Representation on Advisory and Policy-making Bodies

SLIS faculty members are equal members of the CUA faculty with the same rights, privileges, and obligations as any other member of the university faculty. All faculty members, including SLIS faculty members, are afforded ample opportunity to participate on the advisory and policy bodies of the institution. Table V-6 provides specific examples

of faculty involvement on governance and major decision-making bodies at the university

The extent of SLIS faculty involvement on committees within the university serves to ensure that SLIS is represented fully across the university in many decision-making venues

Table V-6: SLIS Full-time Faculty Service on Governance Bodies of the University

Faculty Name	Governance Bodies
Dr. Mary Edsall Choquette	Dean Search Committee
Dr. Ingrid Hsieh-Yee	Academic Senate Academic Senate, Committee on Appointments and Promotions, 2005–2008 Academic Senate Library Committee, 2007 (interim chair), 2008–present (member) Dean Search Committee
Dr. Kimberly Kelley	Academic Senate Senate Computing Committee (member) Distance Education Task Force (chair) Senate Library Committee (member) Committee on Appointment and Promotion Graduate Board (member) Dean’s Council Academic Management Group Middle States Committee on Experiential and Distance Learning
Dr. Joan Lussky	Faculty Grievance Committee
Mr. Tim Steelman	Middle States Committee on Student

The School of Library and Information Science (SLIS)

Decisions concerning the MSLS program are made in the faculty and in other, relevant committee meetings within the school. Decisions are typically reached through discussion and consensus building. Formal decisions are made on the basis of a majority vote. Faculty committees often meet as “committees of the whole.”

Standing Committees

The school has 16 standing committees and SLIS faculty and administrators serve on several 12 external committees that serve the mission of the university. The standing committees are provided in Appendix V.b.

The standing committees respond to the requirements of university policy; the planning needs of the school; the school’s responsibility to serve its students, faculty, and staff; and the school’s need to respond appropriately to the concerns of the Committee on Accreditation (COA) of the American Library Association (ALA).

The SLIS Advisory Committee

The program has a standing committee that engages with SLIS’s internal and external stakeholders for planning and program development on a regular basis. The SLIS Advisory Committee plays a pivotal role in ensuring that the SLIS program is constantly reviewed, updated, enhanced and evaluated. The Advisory Committee serves as a means both to obtain internal and external stakeholder engagement toward bettering the SLIS program and to ensure that the school is responsive to its stakeholders.

The Advisory Committee was selected to represent the views and obtain the input of practitioners, stakeholders, and academicians within the Washington, D.C., metropolitan area. The school's practice is to circulate drafts of all external and internal planning documents to the members and request comment and feedback. The Advisory Committee provides formal feedback on the program's current and future plans and planning processes. The school hosts the Advisory Committee members and solicits formal input from them during the scheduled meetings of the group. The Advisory Committee meets quarterly at the school, and members may participate via telephone or multipoint interactive video. In between formal meetings, the Advisory Committee communicates informally by telephone and via electronic mail.

The Advisory Committee Members are

Mr. Sam Clay, Fairfax County Public Library

Ms. Maralita Freeny, District of Columbia Public Library

Ms. Marianne Giltrud, Board of Alumni Representative

Dr. Ingrid Hsieh-Yee, SLIS

Dr. Kimberly Kelley, CUA SLIS

Ms. Zia Mafaher, CUA Center for Planning and Information Technology

Mr. Deanne Marcum, Library of Congress

Mr. Diane Schnurppusch, Defense Technical Information Center

Mr. Jack Siggins, George Washington University

Mr. Timothy Steelman, CUA SLIS

Chapter IV: Students provides information on SLIS student representation and

engagement in university-based student organizations. As that chapter indicates, students in SLIS are equitably represented in the Graduate Student Association (GSA) of the university and have equal opportunities to participate on the institution's advisory and policy-making bodies.

SLIS staff members have the same responsibilities, opportunities, and access as other similar schools at CUA. Staff members have a special *Handbook* that details their rights, responsibilities, and role in university governance. The *Handbook* is available at <http://policies.cua.edu/Employment/index.cfm>. The rights, responsibilities, and opportunities are consistent across all staff of the university and supported and enforced in SLIS as well.

Administrative Relationships with the University

The school is involved in collaboration across the university and works regularly with other academic and support units within the university community. The recent organizational alignment of the school and the libraries supports further opportunities for enhancing the intellectual environment within the school and encourages deeper engagement in the life of the parent institution. The units that SLIS collaborates with include

- University Libraries
- Department of Media Studies
- Center for Policy and Information Technology
- Office of Grants and Contracts
- Office of Communications

- Office of the Registrar
- The Columbus School of Law
- The Department of Education
- The six academic departments with which SLIS has joint degree programs:
 - Music
 - Law
 - English
 - Biology
 - Religious and Theological Studies
 - History

The SLIS faculty is represented on the university’s academic senate and engages in governance, leadership, and service across the university and within the field as shown in Table V-7.

Table V-7. SLIS Full-time Faculty Service for the School, the University, and the Field

Faculty Name	Total Number of Committee Memberships for SLIS	University-wide	Field-based
Dr. Youngok Choi	9	1	4
Dr. Mary Edsall Choquette	7	3	3
Dr. Ingrid Hsieh-Yee	10	4	5
Dr. Kimberly Kelley	16	9	3
Dr. Bill Kules	7	3	3
Dr. Joan Lussky	6	2	2
Dr. David Shumaker	11	7	3

with the university libraries, administrative relationships with the librarians have been formalized and new opportunities for contributing to the life of the institution have arisen.

The SLIS faculty has a particularly high level of collaboration with the Department of Education at CUA because of SLIS's school library media track within the MSLS degree and the reporting requirements associated with certification in the District of Columbia for that track. The department of education leads the teacher education initiatives for the university. Most notably, the Department Chair for education is the chair of the Teacher Education Council of which SLIS is a member.

In addition, the dean sits on several committees engaged in developing new degree program proposals on behalf of the university. These include programs under consideration, such as the proposed undergraduate degree program in digital art and the collaborative master's degree program in health informatics with the School of Nursing. The dean has also been actively engaged with several initiatives for the campus, including

- Serving as a member of the Classroom Technology Task Force to provide recommendations for improving technology support for CUA's classrooms.
- Chairing the university's Distance Education Task Force, which provided a white paper to the provost for the development of distance education policy and recommendations for next steps.
- Serving as a member of the university's Middle States Committee on general education.

- Serving as a member of the Committee on Retention to develop a plan for supporting retention efforts at the undergraduate level.

In addition, SLIS faculty members have been rapidly increasing their collaborative work with other departments and schools as part of their efforts to increase and enhance partnerships for scholarship and teaching and foster cross-disciplinary collaboration and understanding. These efforts currently include the collaboration of SLIS faculty with the faculty of the Department of Media Studies in support of an ongoing research project; the university archivists to revise and deliver the school's Religious Archives Institute; and the university libraries to establish the first institutional repository for the university to enhance and develop digital scholarship. One SLIS faculty member has also collaborated with faculty from several departments to successfully advocate for the purchase of an eye tracker, which has led to collaborative research use of the eye tracker across several departments and schools. Table V-6 provides information on collaborations that support SLIS's efforts to continually develop its collaborative relationships.

As the dean's role has expanded on campus as associate provost for university libraries, the school's administrative relationships with other units on campus have expanded as well. As a result of the organizational change, SLIS is uniquely positioned to become more actively engaged within other units on campus in numerous ways. The synergy has already become clear in the development of the institution's approach to a digital repository and collaboration on administrative matters. In addition, the organizational change has revived and enhanced the reputation of the school and has expanded its opportunities for future collaboration as well.

V.3 The executive officer of a program has a title, salary, status, and authority comparable to heads of similar units in the parent institution. In addition to academic qualifications comparable of 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 accomplishments of its program objectives; that environment also encourages faculty and student interaction with other academic units and promotes the socialization of students in the field.

Program Leadership

The executive officer for the SLIS program is Associate Provost and Dean Kimberly Kelley. The financial data, provided in the sources of evidence on-site in SLIS, demonstrate that Dr. Kelley has a title, salary, status, and authority that are comparable to similar units within the parent institution. Dr. Kelley is the fourth (4th) highest paid individual among the university's deans per the provost's office salary data. As the data show, the dean is above the mean for the university's deans. She is also comparable in stature, role, and salary to any dean of a school of library and information science in the country. Due to her recent promotion, Dr. Kelley is now also a member of the provost's leadership team thereby increasing her involvement with the academic administration of the university.

V.3.1, 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.

Dr. Kelley was appointed to her position in August 2007. She came to CUA after an extensive search by a university provost–appointed committee that included both internal and external representatives of the university. The university was seeking a person with strong leadership skills and sufficient administrative and managerial skill to manage the school effectively who could lead the school in a consistent and collegial manner that was supportive of the faculty and the university’s mission and vision. While three candidates were judged to be highly capable, Dr. Kelley was selected as the best individual to lead the school, develop the faculty’s potential, and take the school to the next level through innovation and leadership within the school, throughout the university, and within the library and information science field.

Before becoming dean, Dr. Kelley was the vice provost and dean, Academic Resources and Services (which included Information and Library Services, Course Development and Design, the Center for Intellectual Property, and Career Services) at University of Maryland University College (UMUC). Dr. Kelley held the position for 16 years and during that time developed a stellar reputation as an administrator and leader in the field. In addition to her knowledge and expertise of the field as a long-time practitioner, her leadership in founding the Center for Intellectual Property is one of her crowning achievements. Her accomplishments at UMUC included founding the university’s virtual library, establishing a statewide virtual library for Maryland, developing and delivering courses and programs at UMUC, and pursuing her research interests in intellectual

property and distance education technologies and their application to student information-seeking behavior.

Dr. Kelley is a deeply committed professional who is knowledgeable about the profession as a leader in her field, an experienced educator, and an expert in distance education. Her qualities were the right qualities for CUA at the time they sought a new leader for the school. It was important to find both a professionally knowledgeable individual who could understand the needs of the field and was experienced in planning, as well as someone deeply committed to library and information science education and faculty development support. Dr. Kelley embodied those qualities, and as a result she was selected to lead the school and take it to the next level in achieving its program objectives and fulfilling its mission in support of the university's mission.

Dr. Kelley went through the tenure process at CUA when she was appointed as dean. Her academic and teaching credentials were thoroughly reviewed as part of this process. Upon a recommendation of the Academic Senate, the provost, and the president, the Board of Trustees determined that Dr. Kelley was eligible for faculty rank and merited tenure at the university and therefore assigned her the rank of ordinary professor, the equivalent of a full professor at similar institutions.

Dr. Kelley has a twelve-month contract with the university, renewable for four years. Deans at the university are reviewed every four years, and their future in the position is determined by the review of the faculty, the provost and the president. If the president decides to offer another term, the dean may then decide whether to continue in the role of

dean. In the event the dean is not offered a renewal, she returns to the faculty if he or she is a tenured faculty member in a department or school.

The dean has the necessary decision-making authority to establish school priorities, teaching schedules, and other related matters. The responsibilities assigned the dean match those assigned to other deans across the university. The responsibilities include

- Representing the school to the university's administration
- Managing the school's budgets
- Representing the budgetary needs of the school to the Dean's Council and the provost
- Establishing the school's priorities in collaboration with the university's *Strategic Plan*
- Developing the school's *Strategic Plan* in collaboration with the faculty of the school
- Representing the school at the Graduate Council, the Academic Senate, and the Academic Leadership Council
- Chairing faculty committee meetings of the school
- Making curricular decisions in consultation with the faculty
- Making evaluations and other personnel-related decisions
- Making salary and promotion recommendations
- Making new hiring decisions in consultation with the faculty

V.3.2 The school's executive officer nurtures an intellectual environment that enhances the pursuit of the school's mission and program goals and the accomplishments of the program objectives.

The Intellectual Environment in SLIS

SLIS, its faculty, and the executive officer, have initiated a number of steps to enhance the intellectual environment of the school, the university, and the study of library and information science. These efforts include

1. **The SLIS colloquium series.** Led by one of the school's faculty, assisted by the school's dean, the colloquium series has continually expanded and developed greater visibility and provides extra-classroom opportunities for engaging in learning and collaboration.
2. **The annual symposium for research.** The latest symposium, "Bridging the Spectrum: A Symposium on Scholarship and Practice in Library and Information Science," provides an opportunity to enrich the research, intellectual, cross-disciplinary, and teaching environment for SLIS students, faculty, and staff. Designed to provide an opportunity to engage with members of the school, the university, and the field, the symposium is evidence of the school's continually expanding extracurricular enrichment activities to enhance the school's ability to serve its faculty, students, the university, the region, and the field in pursuit of quality research and developing professional connections.

3. **Continual enhancements to the school's Information Commons.** The Information Commons is discussed in-depth in Chapter VI: Physical Resources and Facilities. The efforts by the dean and the school's Technology Committee to develop and expand the Information Commons to support student, teaching, and research innovation have steadily increased to create further opportunities for faculty to engage with students, each other, other departments within the institution, and other researchers in the field. The strategic enhancement request for the Information Commons in 2007 provided additional support for the technologies and support the Information Commons can provide SLIS faculty to encourage and foster innovation in research and teaching.
4. **Establishing a planning process** and developing a core planning document for the school—the SLIS *Working Plan*—to ensure continual development, enhancement, and systematic nurturing of the intellectual environment to enhance the pursuit of the school's mission and program objectives.
5. **Practicum**, both for the student population at large and as a mandatory aspect of the school library media track within the MSLS program. Practicum provides an opportunity for SLIS students to engage in professional activities and develop leadership while pursuing the MSLS. Furthermore, the practicum experience provides important socialization opportunities for the SLIS students as they develop their professional capabilities and professional identities.

6. **The semester meetings of the dean with the student leadership of the school.** The dean meets on a semester basis with the students who are the elected student officers for the school-support student organizations. These meetings nurture the intellectual environment, provide valuable feedback on what students want for the school, and enhance student interaction with the dean.
7. **Scheduled dinners and other events.** SLIS regularly hosts several dinners and related events for faculty and students to attend and as opportunities for collegiality and mentoring. The SLIS calendar provides evidence of these events and the school's continuing commitment to encourage faculty and student interaction.

In addition, the MSLS program, the faculty and Dr. Kelley also encourage the intellectual environment in SLIS through

- Initiating new practicum opportunities for SLIS students and continually expanding those opportunities to promote student interaction with faculty and in the field (see Chapter II: Curriculum for more detail)
- Encouraging students to publish through their work as a Graduate Library Professional (GLP), a Research Assistant (RA) and as an outcome of their presentations and poster sessions at the SLIS symposiums
- The SLIS faculty is active in the CUA and LIS community as a means to encourage student engagement and socialization in the field (see Chapter III: Faculty for greater detail)

- Collaborative activities with the CUA Libraries to enhance student interaction with this academic unit and as a means to provide further socialization opportunities for SLIS students.

The *Working Plan* has milestones for continually improving the SLIS intellectual environment and opportunities for socialization for SLIS's students. Through our planning and continuous improvement processes, the SLIS program will continue to develop its intellectual environment and opportunities for socialization. The new relationship with the University Libraries will also contribute to future opportunities for interaction and socialization.

V.3.3 That environment also encourages faculty and student interaction with other academic units and promotes socialization of students in the field.

Student chapters of associations (AGLISS, ASIST) sponsor lectures and special events. Recent examples are available on the School's Web site (<http://slis.cua.edu>). More information on student activities is provided in Chapter IV: Students.

Members of the SLIS community (students, faculty and staff, and alumni) are regularly invited to colloquia and seminars presented by other CUA departments and schools. The most recent invitation was issued by the Department of Media Studies. In addition, the SLIS faculty has initiated discussions with faculty in other departments on matters pertaining to research and teaching such as the collaborations with the Chemistry Department and the Department of Media Studies. More information on faculty collaborations is provided in Chapter III: Faculty.

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

Administration of SLIS

The administrative structure of the School of Library and Information Science is as follows:

Table V-9. Dean’s Office Administrative Staff

Position	Employee Category	Full-time Equivalent
Dean	Faculty	1
Assistant Dean	Staff	1
Administrative Assistant to the Dean	Staff	1
Administrative Assistant for Business Functions	Staff	1
Administrative Assistant for Student Services	Staff	1
SLIS Computer Laboratory Manager	Staff	.75
Special Assistant to the Dean for Special Projects	Staff	.50
Student Support (10 hours per week)	Student	.25
TOTAL		6.50

The employee position descriptions, which provide an overview of each of the duties of the members of the dean’s staff, are available as sources of evidence on-site in SLIS and provide information on how the staff of the school contributes to fulfilling the school’s

mission and program goals and objectives. Briefly, the staff contributes to the school's mission and achievement of the program's goals and objectives as follows

Assistant Dean. The assistant dean leads the student support team and supervises the administrative assistant for student services. In his role, he works collaboratively with the faculty to devise the school's long term course schedule, manage administrative issues for SLIS's students, interface with all student support offices on campus, participate in recruitment and retention efforts, and oversee student scholarships and financial support initiatives. The Assistant Dean also serves on school committees to continually improve student services through his involvement with the web committee, technology committee and faculty and curriculum committees.

Administrative Assistant for Student Services (AASS). As part of the student support team, the AASS assists with front-line student recruitment and support. The AASS assists the Assistant Dean and Dean to ensure that student issues are handled quickly and effectively. Further, this position does the actual publishing of the schedule of classes and room assignments on behalf of SLIS's faculty.

Administrative Assistant for Business Functions (AABF). The AABF provides life cycle support for SLIS's full-time and part-time faculty from assisting with the hiring process and supporting faculty, both on and off campus, with logistical matters that support their teaching, research and service efforts. In addition, the AABF works with the Dean on matters regarding human resources, facilities, event planning and budgeting for the school.

Administrative Assistant to the Dean (AAD). The AAD provides administrative support directly to the Dean and interfaces with the AABF and AASS to ensure the smooth functioning of the school. Further, the AAD is the first point of contact for SLIS's alumni and employers and she coordinates the events and graduation on behalf of the school.

SLIS Computer Laboratory Manager (CLM). The CLM oversees the school's laboratory and information commons. She ensures the students and faculty receive classes and one-on-one support for their curricular and co-curricular needs regarding technology. She is responsible for recommending and installing new versions of software, and specialized software needs on behalf of SLIS's faculty and students. Overseeing the on-site laboratory and commons, the CLM ensures student and faculty needs are met through a series of workshops she provides that are coordinated with SLIS's faculty and teaching needs.

The staff of SLIS is supplemented by the SLIS librarian, who is located primarily in Mullen Library but visits SLIS on a regular basis to assist SLIS faculty and staff with their research and teaching needs. The SLIS librarian provides additional support to SLIS faculty and students to achieve the school's program goals and objectives.

In order to provide increased planning and administrative support for the school and its faculty, the dean hired a new half-time employee when she arrived. In her role as special assistant, this new employee assists in all aspects of administration for the school, including recruitment, planning, accreditation, and budgeting support. The new position has supported several, recent important initiatives within the school such as developing a marketing plan and supporting the dean in recent survey distribution and analysis efforts. The special assistant ensures that the SLIS Dean's Office is sufficiently staffed to meet its

administrative responsibilities and pursue new initiatives to continually improve the administrative support for the school.

When the dean was given additional duties as associate provost for university libraries, the SLIS program began to share staff with the university libraries (like Valdosta State University's program). This arrangement has been beneficial to the libraries and the school and includes clerical and technical assistance. SLIS has benefited by access to the expertise among the libraries' staff in its efforts to enhance and improve technology access, facilities, faculty support, and human resources–related issues. The additional human resources facilitate the work of the Dean's Office and help to make the administration of the school more robust and responsive. Faculty comments indicate that the additional human resources are making a difference in their productivity. At this juncture, the additional resources are welcome and have made a difference in ensuring that the school has an adequate administrative staff structure in support of the school's mission, goals, and program objectives.

In addition to the staff of the school and the libraries, the school also receives administrative support from the Center for Policy and Information Technology (CPIT). SLIS interfaces with the center to achieve its goals for the technology infrastructure of the school, as evidenced in Chapter VI: Physical Resources and Facilities. The school relies on CPIT staff to continually upgrade and enhance the technology available in the school's computer laboratory, offices, and meeting rooms, as well as in the Information Commons. The Technology Committee for the school develops the milestones for technology improvements for the school's facilities and offices and interfaces with the Dean's Office and CPIT to implement the improvements. CPIT provides financial

support on behalf of the school for computer equipment and networking in addition to providing human resources with the necessary expertise to assist SLIS staff and faculty to meet the school's technology goals for the school.

Also, SLIS is continually improving its administrative support by using its finances creatively to obtain technology and educational opportunities through outsourcing. In order to improve the administrative support for technology education and access, SLIS joined the National Institute for Technology in Liberal Education (NITLE) to obtain access to Marratech, a multipoint interactive video service, and educational support for faculty and students in myriad areas of technology education (such as Sakai, Marratech, and other technologies and services) that SLIS is considering to enhance its educational program. NITLE provides both technology and technology education (see <http://nitle.org>) that allows SLIS to offer more services and attain a higher level of technology support and educational opportunities than would be possible with current human resources in SLIS and CPIT.

The school also receives assistance from the Graduate Admissions Office and the Provost's Office to achieve its program objectives. The provost has a budget officer who coordinates budgeting, human resources issues pertaining to faculty, and scholarships centrally on behalf of the schools. In addition, the Graduate Admissions Office receives applications and determines application procedures on behalf of the schools. The offices that support SLIS provide administrative support that expands the capability of the school to successfully achieve its program objectives and serve its students, faculty and staff.

SLIS is continually investigating new mechanisms to improve and enhance administrative support of the school through current resources and expanding resources through outsourcing and other means as deemed relevant and fiscally viable.

Recent efforts to continually enhance and improve administrative support have resulted in two enhancements to the SLIS staff in 2008. The enhancements are

The AASS position, formerly non-exempt and considered a business position within the university. The Dean rewrote the position and had it reevaluated in Human Resources. The position was upgraded and re-classed to be an exempt, academic support position that more closely matches the evolving needs within SLIS and will better serve SLIS's students, faculty and staff colleagues.

The AABF position was also revised, reevaluated and upgraded in Human Resources. Similarly, this position was promoted to Business Manager, an exempt position that has greater responsibility and a higher rate of pay. Most importantly, this revised position more accurately reflect the needs of SLIS as it has evolved and the level of complexity has increased in serving SLIS's full-time and part-time faculty and student populations.

V.4.1 Within the school's decision making and planning 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

The current dean arrived in 2007. At that time the faculty and the dean had a facilitator join the faculty for a full day retreat in support of the school's planning efforts and to discuss current and future decision making processes for the school. The outgrowth of

these efforts is a new governance structure within the school that is mutually determined by the dean in collaboration with the school's faculty. Several standing committees were affirmed or revived and given decision making authority delegated by the dean.

The faculty reviewed the current committee structure and made additions and revisions to more accurately reflect the school's newly revised decision making processes as part of its comprehensive planning process. The current committee structure approved by the faculty is provided in Appendix V.b. Faculty and as a source of evidence for this chapter. The faculty and the dean established broad decision making bodies to ensure the school has effective decision making processes that are collegial and use outcome measure effectively for program improvement. As some examples, the strategic planning committee, the SLIS advisory committees, the technology committee, the facilities committee, and the faculty and curriculum committee structures all work in concert to ensure that SLIS has effective decision making bodies that regularly evaluate and use the results of the evaluation process to continually improve the SLIS program.

As an example, the strategic planning committee monitors progress on the school's *Working Plan* and provides advice and guidance on changes, deletions or additions to the *Plan* based on SLIS's outcome measures such as the SLIS surveys. The curriculum committee regularly reviews the curriculum and makes recommendations to the faculty as a whole to ensure the milestones of the *Working Plan* that pertain to the curriculum are achieved and to ensure the feedback received from SLIS's outcome measures, such as the comprehensive examination analysis results, impact revisions to the curriculum.

The decision making processes in SLIS occur in the committees that make recommendations and decisions with the advice and consent of the dean. The structure adopted by the faculty in 2007 is working effectively and many important changes have been achieved in response to formal feedback from SLIS's stakeholders through surveys and analyses conducted by SLIS's faculty and staff in support of the school's achievement of its program objectives.

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.

Financial Support for the School

Funding for SLIS has been stable for the history of the school. Tables V-1, V-2, and V-3 show that the funding for the school is stable. 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 with the District of Columbia Public Schools, the Library of Congress, and the State of Virginia—which contribute to providing a stable financial base for the school and provide funds to continually improve the resources and facilities that support the school's achievement of its program objectives. Through a scholarship program, which reduces tuition by one half for employees of these

libraries, SLIS has a continually renewable source of students and provides a service to the libraries whose employees participate and graduate from the SLIS program with the professional degree.

Financial planning for the school rests with the dean and the faculty. The planning process SLIS has devised plays an important role in maintaining and developing the school's finances. The *SLIS Working Plan* and school committees that make purchase and improvement decisions (e.g., the technology committee, the strategic planning committee and the facilities committee) play a significant role in ensuring that the school's financial base is sufficient and improvements are made continually to achieve the school's program objectives.

The financial resources within CUA are more than adequate to support the SLIS program. CPIT and the university libraries provide substantial support for the SLIS program, its students, and faculty as mentioned above in section V.1. These resources contribute directly to the school's overall financial health and ensure that SLIS meets Standard V.5. The newly formed relationship of the school with the libraries provides additional financial assistance and helps SLIS to meet its mission and program objectives.

In addition, SLIS is supported by the CUA Advancement Office through the assignment of staff resources to assist the SLIS dean to achieve her fundraising goals. The Office of Student Support provides assistance for issues pertaining to students, including counseling support and health services. The Office of Disability Support Services assists SLIS to ensure that its students receive the appropriate accommodation to meet their academic and personal needs. The Office of Student Accounts provides SLIS support for

all matters pertaining to student accounts and the Office of Financial Aid supports SLIS in serving its students in their financial needs to pursue 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 and to ensure that it is capable of meeting its program objectives.

The primary budget for the school is allocated by the university from tuition revenues through the Board of Trustees of the university. The program also has two other budgets, one that is for the off-campus programs and summer program offerings that are provided at off-campus locations. This account is a tuition sharing arrangement with the university and provides additional funds to support SLIS's programs, students and faculty studying at off-campus sites. In addition, SLIS has a reserves account, funds provided through revenue-sharing with the university and from donations and gifts, that provides additional support for SLIS and assists in meeting SLIS's financial needs. In addition, with her additional responsibilities as Associate Provost, the Dean of SLIS may move also monies between the libraries and the school as needed to ensure a continued, stable funding base that supports SLIS initiatives.

The school regularly has submitted initiatives for consideration for strategic planning funds. In the most recent budget cycle, the school received support for its request to enhance the Information Commons, which provides an additional influx of funds to support the school and achieve the school's program objectives. Table V-10 provides annual salaries and operating expenses detailed by academic support area for the most recently completed fiscal year.

Table V-10. Annual SLIS Salaries for FY 2007–2008 and Detailed Allotments by Academic Support Area

Personnel	Total Budget	Instruction	Computer Lab	Research
Faculty	\$1,417,466	\$98,960		
Staff	\$185,238	\$92,619	\$20,000	\$72,619
Student	\$49,888	\$9,000	\$20,000	\$20,888
TOTALS	\$1,652,592	\$200,579	\$40,000	\$93,507

SLIS funds are used to provide a quality education that achieves SLIS’s program objectives. Support for the school is stable and new funds are accessible through strategic planning requests and in collaboration with the university libraries. At this juncture in its history, SLIS enjoys renewed fiscal security and through collaboration, new funds to continually improve and enhance its program and achieve its objectives.

V.6 Compensation for a program’s executive officer, faculty, and other staff is equitably established according to their education, experience, responsibilities, and accomplishments and is sufficient to attract, support, and retain personnel needed to attain program goals and objectives.

Faculty compensation is determined by rank and years of service. CUA has a plan in place to continually improve faculty compensation and attract, support and retain faculty at the university. The SLIS faculty and staff are compensated similarly to the CUA peers. In addition, faculty salaries are at or above the mean for their peers as reported by the Association for Library and Information Science Educators (ALISE). CUA’s administration is engaged in a faculty salary review process measuring CUA against data drawn from similar institutions identified by the College and University Professional Association for Human Resources (CUPA-HR) as being CUA’s peers. The last three

years have seen yearly increases in faculty salaries at five (5) percent or greater for each year as part of the plan to attract and retain faculty at the university. While there is always opportunity for improvement, the university is continually examining and improving its faculty salaries as part of its strategic plan.

For ALISE data purposes, SLIS is in the northeast region. Table V-11 provides a comparison of SLIS mean assistant professor faculty salaries to the mean for LIS programs offering a doctorate and then for LIS programs overall as reported in the ALISE data.

Table V-11. Comparison of SLIS Faculty Salaries to LIS Program Salaries

	Assistant Professor Rank					
	Catholic University: Library Science Faculty		Library Science - Doctoral		Library Science -All	
	N	Mean	NI	Median	NI	Median
2003-04	4	\$49,940	14	\$48,786	20	\$48,046
2004-05	5	\$52,406	13	\$50,422	19	\$49,166
2005-06	4	\$54,585	15	\$53,236	19	\$51,242
2006-07	5	\$60,000	14	\$55,179	21	\$54,556
2007-08	4	\$61,831	16	\$57,825	22	\$55,949

SLIS’s assistant faculty ranks, the majority of the faculty in SLIS, are above the mean for library science programs offering the doctoral degree and all library science programs including doctoral programs. SLIS’s faculty is on par with their colleagues’ salaries at other comparable programs in the Northeast. At the same time, SLIS is constantly seeking mechanisms to improve faculty salaries through merit and cost-of-living increases (COLA) each year to ensure that SLIS faculty members are at or above the mean for comparable institutions in the Northeast region.

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.

Resources and Funding for Faculty Initiatives

The school abides by the policies of the greater university in financial matters and takes every opportunity to encourage and obtain CUA resources to assist faculty with their research projects and professional development needs. There are many opportunities for faculty to attain CUA-based funding through the Office of the Vice Provost for Graduate Studies.

The university does not allocate research, professional development, or travel funds on a formula basis. Funds vary; however, SLIS provides funding for faculty travel, and in general funding has been provided for every faculty request related to his or her professional needs and development. Table V-12 provides the most recent three years of funding provided by SLIS supporting SLIS faculty travel for professional purposes.

Table V-12: SLIS Support of Faculty Travel

Year	Number of Faculty Traveling	Amount	Average Support
2005	7	\$10,000	\$1429
2006	7	\$20,000	\$2857
2007	7	\$22,600	\$3229
2008	7	\$29,300	\$4186

Travel funds for research and development purposes, that supplement the funding provided by SLIS, are available through the Office of the Dean for Graduate Studies.

These funds (up to \$2,000) are awarded through a grant process (see <http://graduatestudies.cua.edu/Grant.in.aid.doc>) coordinated by the dean for graduate studies. The grants are intended to provide seed money for research projects to aid faculty in obtaining funds from external organizations as a next step. For information on the support provided to SLIS faculty by the dean of graduate studies see Chapter III: Faculty.

The Office of Grants and Contracts assists SLIS faculty members in preparing and managing extramural grant funds. In addition, SLIS sets aside a substantial amount of money, comparable with other schools of the same size and scope, to support faculty travel.

SLIS faculty members are treated equivalently to their peers on campus, and both students and faculty may compete for all university-wide resources on an equal basis. SLIS follows the university's policy on leave as presented in the university's *Faculty Handbook*. The handbook provides for various types of leave, including sabbaticals and leaves with pay, comparable to other units on campus. In addition, SLIS faculty has been recipients of institutional funds for research projects several times (see Chapter III: Faculty). Furthermore, the school sets aside funds for professional travel and development activities every year and faculty members regularly have their travel supported.

CUA also provides faculty the ability to take a leave of absence from the department. As the *Handbook* details,

III-B-6 Leave of Absence

A member or associate of the Faculty may make application for a leave of absence without salary at any time. The request will be granted only if the absence will not seriously impair the functioning of the Department or School. Ordinarily a leave of absence will not be granted for more than one year and, in no case, for more than two.

An application for a leave of absence is submitted to the Provost and must have the endorsement of the Dean of the School and, in departmentalized Schools, of the Chair of the Department.

The decision on whether a leave of absence is warranted/justified is the decision of the Provost in consultation with the Dean.

Financial Assistance for SLIS Students

SLIS students qualify for all financial assistance available to graduate students at the university. The program provides scholarships through the provost, and his efforts on behalf of the school are administered by the associate provost for graduate studies. In addition, SLIS has a thriving scholarship program through the Graduate Library Professional (GLP) Scholarship program (detailed further in Chapter V: Students). In addition, the school has one major scholarship program, the Rovelstad Scholarship, which is a competitive scholarship administered by the School's Awards Committee.

Students may apply for all scholarships offered by the university as detailed in the admissions information provided to all prospective students (see <http://admissions.cua.edu/pdfs/graduateapp.pdf>). In addition, information on scholarships

available through the university is provided on the university's Web site for all prospective graduate students at <http://admissions.cua.edu/graduate/finaid/index.html>.

Additionally, SLIS provides information on scholarships through its Web site at <http://slis.cua.edu/finaid/>.

SLIS provides scholarships to a significant number of its students through reduced tuition arrangements with a myriad of library and information science organizations, partial scholarships, the GLP program, and the Rovelstad scholarship. In addition, SLIS currently has an Institute for Museum and Library Services (IMLS) grant that provides 10 students from the District of Columbia Public Schools with 100 percent of their tuition and a stipend to pursue the master's degree in library and information science at CUA-SLIS.

The financial assistance for SLIS students mirrors the opportunities afforded other students at CUA, and SLIS continually works to enhance and expand its scholarship opportunities on behalf of SLIS students.

Graduate students also receive funding from external grants. Two faculty members in SLIS currently fund graduate students through their grants. Table V-13 provides a detailed overview of the aid provided to SLIS students through loans and scholarships in the most recent fiscal year.

Table V-13: SLIS Students Receiving Aid 2008

All Aid Awards	Status	Enrollment	Number Receiving Aid	Percent Receiving Aid	Total Aid Awarded	Average Award
CERTIFICATE	Part-Time	3	1	33.33%	\$2,692.00	\$2,692.00
Total		3	1	33.33%	\$2,692.00	\$2,692.00
MSLS	Full-Time	32	22	68.75%	\$658,215.04	\$29,918.87
MSLS	Part-Time	188	86	45.74%	\$1,100,093.00	\$12,791.78
Total		220	108	49.09%	\$1,758,308.04	\$16,280.63
SLIS-Not Degree Seeking	Part-Time	1	1	100.00%	\$1,635.00	\$1,635.00
Total		1	1	100.00%	\$1,635.00	\$1,635.00

The CUA Financial Aid Office and the SLIS funds for financial aid provide substantial support and these funds are comparable to other units at the institution. The school is dedicated to continually developing financial aid opportunities and enhancing support for students. SLIS is committed to illuminating further its efforts to provide students with opportunities for funding and, through the *Working Plan*, has milestones to continually enhance opportunities through fundraising and arrangements with organizations in the District of Columbia and Virginia to provide student scholarships and other financial aide support (see Chapter 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.

Evaluation of Administrative Processes

SLIS has completed a comprehensive planning and evaluation process of its administrative policies, fiscal policies, and financial support as part of its ongoing planning process within the *Working Plan*. The planning process and the *Working Plan* are discussed in detail in Chapter I: Mission, Goals, and Objectives. In addition, the comprehensive planning process includes a process for assigning roles and delegating the evaluation process to appropriate committees and subgroups within the school.

The planning process, as detailed in Chapter I: Mission, Goals, and Objectives, includes information on the planning activities and an evaluation process that is inclusive and provides mechanisms to include stakeholders in the review, evaluation, and improvement process of the school's administrative, fiscal policies, and financial support for the school. Most notably, administrative and fiscal policies are reviewed by the SLIS faculty and the SLIS Advisory Committee as a means to ensure stakeholders are involved in the evaluation process and recommendations from SLIS stakeholders from the evaluation process are reviewed for further action by the SLIS Strategic Planning Committee. The process has the Strategic Planning Committee determining the next steps for evaluation data and determining what action is needed by one or more of SLIS's school committees

based on responsibility areas detailed in the *Working Plan* which form the next steps in the improvement process. The planning process is integral to the future of SLIS and is receiving an appropriately high level of attention to ensure that the school becomes what it aspires to be, achieve what it states it wants to achieve, and remains responsive and engaged with students, faculty, the university, the community, and stakeholders

Sources of Evidence

V.1 The Office of Graduate Studies Web page

V.2 *The Faculty Handbook*

V.3 The SLIS Faculty Web page

V.4 SLIS policies on the SLIS Web page

V.5 The academic policies and procedures for the school on the SLIS web pages

V.6 SLIS 2008 Budget

V.7 Description of the joint degree programs between SLIS and six other academic departments

V.8 SLIS Organizational Chart

V.9 Curriculum vitae of the two most recent SLIS deans

V.10 SLIS faculty retreat agendas and minutes

V.11 Agendas and Webcasts from the full faculty meetings

V.12 Faculty meeting minutes

V.13 SLIS *Working Plan*

V.14 Strategic funding requests prepared by the dean

- V.15 A list of colloquiums, workshops, and events held by SLIS
- V.16 Position descriptions for the SLIS administrative staff
- V.17 A listing of the research associates hired in support of the SLIS faculty
- V.18 SLIS Curriculum Committee meeting minutes
- V.19 SLIS Technology Committee meeting minutes
- V.20 The University Libraries budget
- V.21 The financial aid office web page
- V.22 The Student Services Office web page
- V.23 Current student and alumni surveys and reports
- V.24 SLIS Calendar of Events
- V.25 SLIS Symposium Web page

Standard VI: Physical Resources and Facilities

Introduction

This chapter provides 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. This chapter highlights progress made by the School since the Committee on Accreditation (COA) accreditation visit in fall 2005.

This chapter is organized as follows:

- Sections VI.1 provides an overview of the physical resources of the School, and highlights how it is addressing important accessibility and technology issues.
- Section VI.2 provides detailed information about the physical facilities, including classrooms, labs, the Information Commons, office space and other facilities used by the School for off-site classes.
- Section VI.3 addresses library resources, the online technology resources and campus IT infrastructure, and multimedia and production facilities available to support the School's mission.
- Section VI.4 addresses library services, technical support (including extracurricular workshops on general IT topics), accessibility and student evaluation of facilities.
- Section VI.5 addresses the School's systematic planning efforts related to facilities and technology.

Each section provides evidentiary support to demonstrate the school's compliance with Standard VI.

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

Access to Physical Resources and Facilities

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. Marist Hall is an imposing Victorian/Romanesque 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.” (See <http://facilitiesoperations.cua.edu/floorplans/Marist/>).

SLIS has responded to the issue of accessibility, raised by the 2005 review by the COA, by taking a number of steps. First, SLIS informed the university administration of the COA’s concerns. The dean is in continual dialog with the provost and others to ensure that they are aware of the importance of this issue. Second, the dean has formed a Facilities Planning Committee, whose charter includes planning for the space needs of the school. The committee is identifying short- and long-term actions the school can take to improve the accessibility of its facilities. Third, the SLIS *Working Plan* includes specific objectives related to improving the accessibility of the program, and the Facilities Planning Committee is identifying additional objectives and milestones through its planning process in fall 2008. Fourth, as noted in Chapter II: Curriculum and

elsewhere, SLIS is moving to a blended course delivery format to address this issue by lessening the demand for handicapped-accessible classrooms and by doing so, increasing our capacity to offer handicapped-accessible classes to students. Accessibility is discussed in more detail under Staff, Services and Facilities: Availability and Accessibility (p. 00). Systematic planning efforts are discussed under Facilities Planning and Evaluation (p. 00).

SLIS is working diligently with the university to improve its physical resources, including accessibility and the technology infrastructure. For example, the Information Commons, which opened in 2006, provides an engaging social and academic space that is accessible to all. Since its inception, the university has provided over \$190,000 to develop and support the Commons. Its flexible technology infrastructure supports formal and informal learning opportunities for faculty and students as well as providing important research space. The following section (headed Functional Spaces) documents the steps taken since fall 2005 to implement a systematic planning process for the Information Commons to ensure that these resources and facilities will evolve to support the school's strategic goals and program objectives. It also documents how the school has achieved the original goals and is continuing to systematically develop that resource.

The technology infrastructure is a critical part of SLIS facilities. Technology considerations are integrated into the discussion of each section of this chapter. Functional Spaces 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 under Instructional and Research Facilities. Technical support and specialized services are covered under Availability of Staff and

Facilities. Library resources and services are discussed in both these sections. The school's planning and evaluation process is covered under Facilities Planning and Evaluation.

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.

Physical Facilities

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. This section describes these facilities and their related resources in support of the program

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. With the dean's assumption of responsibility for the university libraries, the school has benefited from additional clerical and technical assistance.

Classrooms

This section describes classroom space available on campus, followed by a summary of classroom space used for off-campus classes.

SLIS makes use of classroom space both in Marist Hall and throughout 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.

During the 2007–2008 year, the Technology Committee identified a need for a portable electronic cart with a computer and projector to enhance the current classroom facilities in Marist. The committee worked with the Dean’s Office to order the cart. The computer lab, located in Room 131 of Marist (discussed under Computer Labs, below) also serves as a backup if a student or faculty member needs accessible space or specialized software.

Classrooms in Marist Hall

SLIS has access to the nine following classrooms in Marist Hall (including the computer lab in Marist.)

Table VI-1. Classrooms Available in Marist Hall

Building Name	Room #	Room Use	Sq. Ft.	Dimension	Accessible ?
Marist Hall	109	Classroom	955	31'-8"x30'-2"	Yes
Marist Hall	117	Classroom	268	12'-0"x22'-4"	Yes
Marist Hall	128	Classroom	210	14'-11"x14'-1"	Yes

Marist Hall	131	Classroom	524	30'-6"x17'-3"	Yes
Marist Hall	320	Classroom	235	15'-1"x15'-4"	No
Marist Hall	207	Classroom	227	14'-9"x15'-5"	No
Marist Hall	208	Classroom	440	29'-10"x31'-8"	No
Marist Hall	213	Classroom	870	31'-8"x27'-6"	No
Marist Hall	210	Seminar Classroom	192	16'-0"x12'-0"	No

Floor plans of the first and second floors of Marist Hall, showing the location of classrooms, are provided as Appendices VI.a and VI.b. SLIS makes particular use of rooms 131 and 208, both of which are Tier 4 classroom-labs (with one PC per seat). Both of these rooms have specialized software installed.

Other Campus Classrooms

In addition, SLIS is able to schedule classes on campus in any classroom in other buildings. In all, there are 145 available classrooms, as shown in Table VI-2.

Table VI-2. Summary of Classrooms Available on Campus by Type

Classroom Type	Number
Tier 4 (classroom labs, typically with computers for all seats, plus a fixed lectern or desk with networked computer, projector, DVD/VCR, and sound system)	23
Tier 3 (With a fixed lectern or desk with networked computer, projector, DVD/VCR, and sound system)	26
Tier 2 (With portable instructor cart with networked computer, projector, DVD/VCR, and sound system)	13
Tier 1 (With TV/VCR/DVD)	23

On a campus-wide basis, 82 percent (119) of the classrooms are ADA-compliant, while 18 percent (26) are not. (See Appendix VI.c for a complete list of classrooms on campus.)

The university's Scheduling Workgroup provides leadership in the review and upgrade planning for campus classrooms. In 2007, the workgroup reviewed all campus classroom space and presented a Classroom Space Technology Support Plan containing recommendations for campus-wide improvements in classroom lighting, HVAC, furniture, and technology. In particular, the workgroup proposed to upgrade three classrooms with high-quality video cameras, streaming video, and conferencing software to support distance education. The plan also envisions upgrading presentation technology in 43 other classrooms with a long-term upgrade cycle. (See Appendix VI.d for the Workgroup Plan.)

Off-Campus Classrooms

To support classes that meet off-campus, SLIS ensures that classrooms meet in appropriate spaces. Table VI-3 summarizes spaces used during the Fall 2008 academic term.

Table VI-3. Summary of Off-Campus Classrooms

Location and Description	Accessible?
The Library of Congress: Classes are held in classroom space managed by the Library of Congress Instructional Unit on the 6 th floor of the Madison Building. Facilities there include one classroom with instructor computer console, Internet access, and projection system and one computer lab classroom with instructor console, 25 student computers with Internet access, and a projection system.	Yes
The Fairfax County Government Center: Classes are held in a meeting room furnished with laptop computer connections, projectors, and Internet access.	Yes
Richmond, Virginia, Virginia Commonwealth University Cabell Library: Classes are held in the computer lab. It is equipped with a ceiling	Yes

<p>projector that displays at the front of the room on a touch sensitive board, a podium with built in PC link and usb ports, internet access, and 18 workstations for students.</p> <p>Richmond, Virginia, Virginia Museum of Fine Arts: Classes have been held in the library reading room, which features round tables conducive to a seminar or small group discussion format. The room also has two computer workstations.</p>	
<p>Arlington, Virginia, St. Charles Borromeo Catholic Church and School: Classes are held in the Parish Community Center. It is equipped with wireless network access for Internet connectivity, and portable projection equipment. An instructor laptop is used.</p> <p>Loudoun County, Virginia, Eagle Ridge Middle School: Classes are held in lab classrooms of the school, equipped with an instructor computer and computers for each student, network access, Internet connectivity, and fixed projection equipment.</p>	<p>Yes</p> <p>Yes</p>

The Information Commons – Description

The Information Commons is an integral part of the school’s facilities, providing essential teaching, research, meeting, and informal social space that support the school’s mission. The Commons occupies approximately 2500 square feet in the first floor of Marist Hall, in rooms 132 and 133. It is handicapped-accessible and adjacent to the handicapped entrance to the building. A detailed description and floor plan of the Information Commons is provided in Appendix VI.e.

The establishment of the Information Commons was the result of a systematic planning process that addressed the need for a functional environment to enhance the opportunities for research, teaching, service, consultation, and communication. This planning process included diverse stakeholders, including faculty, alumni, and other information

professionals. The process resulted in a plan, which is provided as Appendix VI. f. That plan stated the purposes of the Commons:

- Provide a facility for students and the faculty to work collaboratively.
- Promote development, management, and accessibility of digital content and collections using digital multimedia technology.
- Create synergies among students working with new technologies and experimenting with new techniques.
- Serve as a vehicle to channel the school's support to advance learning and teaching both on-campus and distant education.
- Provide an assistive technology environment for students to help serve those with disabilities as well as assistive technology itself who needs it.
- Serve as a showcase for the school, promoting interdisciplinary collaboration research and use of information and technology.
- Serve as a hub of intellectual and social activities that promotes collaboration, sharing knowledge and ideas within and between students, faculty, alumni, and practitioners.
- Establish the school as a leader in effective application of technologies for the advancement of learning, teaching, and research in a digital knowledge environment.

Work began on the Information Commons in the spring of 2006. A clinical faculty member was hired to serve as director of the Information Commons and to oversee completion of the initial plan. That faculty member conducted a review of the plan,

meeting with stakeholders to confirm key requirements. The Information Commons opened for student and faculty use at the beginning of the fall term 2006, and implementation of the original plan was substantially complete by the end of the 2006-2007 academic year.

The Information Commons has succeeded in bringing together information content, expertise, and technology in an enriched environment that promotes information sharing, collaboration, and innovation in support of learning, teaching, and research. The school has positioned the facility as an intellectual hub that will allow visitors to create, access, and use information more effectively through the mediation of technology and to greatly improve knowledge sharing in the educational environment.

It is divided into four distinct segments and can accommodate multiple simultaneous uses. Furniture is modular and on casters so that spaces can be reconfigured easily to support different types of activities. The Information Commons is available for informal conversations and individual study when not scheduled for formal programs. Scheduling of all or part of the facilities for formal programs and events, and requests to open at other times, are coordinated by the School of Library and Information Science. The Commons is located adjacent to the school's Computer and Media labs and is typically open during the same hours.

Currently the Information Commons features the following:

- WiFi wireless network coverage

- A presentation space with wired Ethernet networking, a Dell Optiplex GX520 computer console with multimedia inputs (DVD, VHS), and ceiling-mounted video projection that accommodates presentations to groups up to 40
- A second ceiling-mounted projection system to support a small-group conference configuration
- A flexible conference table setup that can be used by groups from 4 to 20 for working meetings
- A digital library workstation featuring a Dell Optiplex GX520 desktop computer, HP Scanjet 7400 scanner, and HP Color Laserjet 4500 printer
- Two additional Dell Optiplex GX520 workstations for public use; one is also configured as an assistive technology workstation for visually and physically challenged users
- A networked HP 3600 color printer
- An Apple iMac computer
- Audio/video production facilities, including video recording equipment and editing software
- Voice communications for use with speakerphones, etc.
- Fixed, wall-mounted whiteboards located throughout the facility
- Conversational groupings of armchairs and occasional tables for informal conversation and collaboration

The Information Commons – Evaluation

The Information Commons provides strong support for the curriculum and offers students a comfortable place to try out communication and information technologies. As

documented in Table VI-4, the Information Commons has achieved each of the purposes stated in the initial plan.

Table VI-4. Information Commons Purposes and Achievements

Purpose	Achievements
To provide a facility for students and the faculty to work collaboratively.	The Information Commons is open seven days a week for informal use both individually and collaboratively. Usage data are provided in Source of Evidence VI.2.i. The facility is frequently used by student groups, including student teams working on group assignments in a wide range of courses.
To promote development, management, and accessibility of digital content and collections using digital multimedia technology.	Facilities include a digital libraries workstation with a scanner, Greenstone software, Adobe Creative Suite 3, and other applications that are used by students for LSC 712: Foundations of Digital Libraries, other courses, and other academic work involving the creation and manipulation of digital content.
To create synergies among students working with new technologies and experimenting with new techniques.	In addition to the fixed technology assets of the computer labs and Information Commons, they provide secure storage for audio, video, and computer equipment that the School makes available to faculty and students for borrowing for school-related purposes. A list of this equipment is provided as Appendix VI.g.
To serve as a vehicle to channel the school's support to advance learning and teaching both on-campus and distant education.	As recording capabilities have been added, colloquia and other events have been recorded on video and posted on the university's media server at http://digitalmedia.cua.edu/ , where they are available for viewing.
To provide an assistive technology environment for students to help serve those	The Information Commons computer facilities include an assistive technology workstation that is configured with a scanner and specialized software

<p>with disabilities as well as assistive technology itself who needs it.</p>	<p>as specified by the university's Office of Disability Support Services and is available for demonstration of these tools as well as for the use of any student who may require this type of accommodation.</p>
<p>To serve as a showcase for the school, promoting interdisciplinary collaboration research and use of information and technology.</p>	<p>The Information Commons has been used to support the active intellectual life of the school and to contribute to the intellectual life of the university. Since spring 2007, the school has hosted sixteen colloquia in this space. As recording capabilities have been added, these events have been videorecorded and hosted on the university's media server at http://digitalmedia.cua.edu/, where they are available for viewing. A list of these events is provided as Appendix VI.h.</p>
<p>To serve as a hub of intellectual and social activities that promotes collaboration, sharing knowledge and ideas within and between students, faculty, alumni, and practitioners.</p>	<p>The facility is actively used for a wide range of intellectual and social activities, including the SLIS colloquia and meetings of student groups, special class meetings and activities, alumni activities, and other events. It is also shared with other academic units. Almost 200 such events of all types have been hosted since the Commons opened in October 2006. A Summary of past events is provided on site.</p>
<p>To establish the school as a leader in effective application of technologies for the advancement of learning, teaching, and research in a digital knowledge environment</p>	<p>The School's progress in distance learning is serving as a model for the University and the Dean has been assigned a lead role at the University level. We are collaborating with the CUA Center for Planning and Information Technology for training and implementation.</p> <p>The Information Commons video system has also been a leading model for distribution of digital content and for collaboration among different units of the University.</p>

Operations and resources of the Information Commons have been guided by multiple sources of input from diverse stakeholder groups. During Spring 2007, input was sought

on the question of whether to maintain hours for the Computer Lab and Information Commons on Sundays. A significant minority of students responded that they would be adversely affected by closing on Sundays, and as a result, the facilities have been kept open.

During the Spring 2008 term, the School began a system of counting visitors to the Lab and Information Commons. This system allowed tracking by time of day, and showed that the late afternoon and evening were the peak usage times on weekdays, and that there was very little usage before 2:00 p.m. As a result, staff schedules were shifted to open later and provide for overlap during the peak early evening hours. The School has continued to monitor user counts of the facilities, and a summary by month for calendar year 2008 is included as a Source of Evidence.

In Fall 2008, the School completed a web-based survey of the SLIS community regarding their satisfaction with the Commons and their priorities for enhancement. Eighty-nine responses were received; sixty part-time students, eleven full time students, ten faculty (including part-time faculty), seven alumnae, and one staff member. Results of the survey included the following:

- 61.1% were Very Satisfied or Satisfied with the Information Commons; 2.6% were Unsatisfied and none were Very Unsatisfied.
- The principal reason for visiting the Commons was to attend a program (83.1%)

- The principal recommendations for improvement were to add furniture and equipment to facilitate small group meetings (77.9% rating as High or Moderate Importance); and furniture for casual use was a close second at 72.2%

A summary report of the survey is included as Source of Evidence and available on site.

The Information Commons – Ongoing Planning Process

The ongoing development, operation, and evaluation of the Commons is guided by the SLIS Technology Strategic Plan, which is incorporated into the SLIS *Working Plan*, both of which are available on-site. The Technology Strategic Plan identifies two goals that are particularly relevant to the Commons:

- *Goal #4. Innovation: Foster technology experimentation and innovation among faculty and students to meet diverse user needs.*

The Technology Strategic Plan identifies multiple objectives in this area, including new equipment (such as wall-mounted plasma displays), specific projects (using the plasmas as part of an oral history exhibition), faculty training, and evaluation for ongoing planning and development of the Commons. To date, the Information Commons action items in the Plan have resulted in the recent installation of a digital video system that allows for the switching of four different inputs among two projectors and three 42” digital monitors and the ability to receive and contribute to a campus-wide video message board feed.

- *Goal #5. Collaboration: Expand collaboration with campus units maximize the benefits of technological resources for the school.*

The Information Commons provides an opportunity to collaborate with other units

on campus to provide non-classroom learning spaces, and the Technology Strategic Plan identifies a three-year objective to identify at least one collaborative project.

The current plan is developed and managed by the Technology Committee of the school, which applies a systematic planning and implementation process to its ongoing development. During spring 2009, for example, the Technology Committee will revise its plans for development of the Information Commons in accordance with the results of the fall 2008 survey. Additional details of the development plan for the Information Commons are provided in the document, *Phase II of the Information Commons: A Center of Excellence for Teaching, Learning and Research* (see Appendix VI.i). Information on the evaluation of SLIS facilities is provided under Availability of Staff and Facilities.

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.

In Marist Hall, dedicated SLIS computer lab facilities include the Information Commons, room 131 (when not in use for instructional purposes), and room 237. Appendix VI.j includes the inventory of equipment in all these labs. This inventory is publicized and updated on the school's Web page at <http://slis.cua.edu/tech/inventory.cfm>.

Usage of the computer labs demonstrates that they are essential to the delivery of the program. They are used for sessions of classes requiring access to specialized computer capabilities, and have hosted almost 700 class meetings since January 2004. Use for class instruction is included in the Lab and Information Commons events data and Lab and

Information Commons visitor statistics are aggregated and available as Source of Evidence on site.

The lab is also the site of computer skills workshops, which are held on Saturdays during each academic term. These workshops provide an introduction to basic computer skills that prepare students for the demands of the regular SLIS curriculum. Twelve of these workshops have been offered, with a total attendance of 503 students, from 2005 through summer 2008. These workshops are consistently rated very favorably by students, with average ratings above 4.85 on a 5-point scale, where 5 is the highest value ranking. A table showing the student evaluations of these workshops is provided on site.

Offices for Faculty, Administration and Student Groups

All full-time faculty, the dean, assistant dean, and full- and part-time administrative staff occupy private offices of size and layout suitable for their purpose. Each full-time faculty member occupies a private office of approximately 150 square feet on the second floor of Marist Hall. Offices are conducive to the full range of academic activities, including consultation with students. Additionally, a private office is provided for adjunct faculty to use when on campus. There are three active student groups, and an office is available for use by those groups in room 210 on the second floor of Marist Hall. This office comprises 192 square feet of space and is equipped with table, chairs, desktop computer, and filing cabinets. Currently, all office space is on the second floor of Marist, which is not fully accessible. This is a recognized issue, which the School is systematically addressing (see Accessibility in section VI.4). A floor plan of Marist Hall, second floor, showing the amount and location of faculty office space, is provided as Appendix VI.b.

All office desktop computers for faculty, administrators, and staff are configured by the university's Center for Planning and Information Technology (CPIT) with the standard university software package, augmented by specialized applications as needed by faculty, including Greenstone, EndNote, Mind Manager, and other applications. The school has a policy and process for faculty to request additional specialized software for research or teaching purposes.

Meeting Areas, Individual Study Areas, Lounges, and Common Areas

Both dedicated areas in Marist Hall and shared university spaces across campus support, and are used for, meetings, individual study, and informal relaxation. Within Marist Hall, in addition to the computer labs and Information Commons described above, students, faculty, and staff have the use of rooms 209, 210, and 211. The school has a dedicated small conference room, the Elizabeth Stone Room, which is used for faculty and committee meetings of all types. Across campus, the school is served by the Pryzbyla Student Center, a 2,000-square-foot computer lab in room 117 Leahy Hall, and other facilities. The Leahy Hall lab is open 24 hours a day, seven days a week. A full list of available lounges and computer labs on campus is included in Appendix VI.c.

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.

Instructional and Research 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 section addresses each of the following facilities and their related resources:

- Library facilities and resources – on-campus, as well as off-campus and consortium resources provided by the Washington Research Library Consortium (WRLC)
- Computer and other information technologies – online information technology resources and campus IT infrastructure
- Multimedia resources and media production facilities
- Facilities to support blended learning

Independent study areas were discussed in section VI.2. Library staffing is discussed in section VI.4.

Library Facilities and Resources

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 consortium arrangements through the Washington Research Library Consortium.

The university libraries comprise the John K. Mullen of Denver Memorial Library, the American Catholic History Research Center and University Archives, and campus libraries for science, nursing, technology, and music. The library system houses more than 1.3 million books and print volumes. The collections most relevant to the school of Library and Information Science are housed in Mullen Library. Mullen Library has a gross area of 110,056 square feet. It originally opened in 1928, had a major addition in 1956, and had a significant renovation completed in 2004. The library is open 101.5 hours per week during the spring and fall semesters.

Library and information science monograph collections can be found in Mullen Library in the General Stacks, Reference, Rare Books and Special Collections, and the Periodicals Stacks. Additional library and information science materials are stored in a shared remote storage facility operated by the Washington Research Library Consortium in Upper Marlboro, Maryland. Journal articles from materials in storage are delivered electronically via the Web. Monographs are delivered every business day via the consortium delivery service, which also visits all member institutions.

Mullen Library offers a number of study space options for individual and group study. There are approximately 350 seats available for library patrons. Most spaces have direct

electric power or are in close proximity to electric outlets. All areas of the library, except the stacks, have wireless network access.

There are 42 public desktop computers with full Internet access available in Mullen Library and 14 more throughout the campus libraries. There are 37 laptops available for check-out by students and faculty at the circulation desk in Mullen. These laptops have full Internet access, as well as typical office applications.

The libraries provide access to 13,000 full-text electronic journals and books. Online resources that focus on support for SLIS include Library and Information Science Abstracts (LISA); Library Literature and Information Science Full Text; and Library, Information Science & Technology Abstracts.

In Fall 2008, the library opened a new facility devoted to children's literature, on the second floor of Mullen Library. Supporting both SLIS and the Education Department, this collection is a valuable new resource for the school's research and teaching.

The May Gallery, located on the first floor of Mullen Library, is primarily used for library exhibitions, but it can be used for formal and informal meetings or as an alternative teaching space because of its flexible furniture and portable display cases. For example, in 2007 it was used for LSC 559: Storytelling, which involved staging a play. Students moved within the space and manipulated furniture as the set for the play.

There are three special collections that afford unique teaching and research opportunities for SLIS faculty and students: Rare Books and Special Collections; the Semitics/ICOR Library; and the Oliveira Lima Library.

The holdings of the Department of Rare Books and Special Collections—some 65,000 volumes—range from medieval documents to first editions of 20th-century authors. The curator also serves as an adjunct faculty member in the school.

The Semitics/ICOR Library was established to support the teaching and research activities of the Department of Semitic and Egyptian Languages and Literatures and its Institute of Christian Oriental Research (ICOR). The library holdings reflect the twofold interests of the department: the languages and thought of the Bible and the Ancient Near East and the languages, literatures, and history of the Christian Near East. The library contains some 45,000 volumes of monographs and periodicals.

The Oliveira Lima Library is a widely known repository of bibliographic, archival, and pictorial materials that illustrate the history and culture of the Portuguese-speaking peoples from the 16th to the early 20th century. Inaugurated at CUA in 1924, its original nucleus of 40,000 volumes was the private library of its founder, the Brazilian diplomat and historian Manoel de Oliveira Lima (1867–1928). The collection of books, serials, pamphlets, broadsides, and manuscripts today numbers more than 58,000 volumes.

The CUA Department of Archives, Manuscripts, and Museum Collections collects, organizes, preserves, makes accessible, and promotes scholarly and public understanding of the records of the university and more generally the documentary and artifact heritage of the American Catholic people. The department houses a collection of more than 20,000 volumes, 12,000 microforms, 600,000 photographs and images, 1,700 hours of audio/visual recordings, 1,700 linear feet of processed archival collections and manuscripts, and 9,000 linear feet of unprocessed materials. The archives is a valuable

resource for students to learn about the description and access of archives and the way archival professionals work.

Computer and Other Information Technologies

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. To gain access to leading software and services that CPIT does not yet provide, the school has become a member of the National Institute for Technology and Liberal Education (NITLE). As noted below, this provides students with access to the Marratech multipoint interactive video system and the latest version of the Sakai learning management system. It also provides access to technological and pedagogical training, both on-site and online.

SLIS recognizes that its Web page is a critical element of the educational and intellectual environment and maintains an active Web stewardship program. The SLIS Web page is directed by a Web team consisting of the assistant dean, a senior faculty member, and a graduate student assistant. The team meets regularly to plan and discuss content initiatives and needs. The Web page is updated on a near-daily basis to keep SLIS students, faculty, staff, alumni, and others informed of events, policies, and resources. Total time dedicated to Web page maintenance is approximately 10 hours per week for

the student assistant and 10 to 25 percent of the time of the assistant dean and faculty member.

The operational environment is provided through a university-wide content management system. The content-management system allows for both flexibility to easily update Web content from any location, while also maintaining the university's established format and style. Content is organized within folders and subfolders that correspond to the Web site's navigational structure. As content changes, hyperlinks to out-dated pages and documents are removed from the live site and placed in a separate archives folder available for the staff to reference. At the end of each semester all material in the archives folder is taken off the content management system and stored on disks for easy access.

SLIS offers a variety of lab guides, written tutorials, and workshops to support its students in using information systems and developing information technology skills. These resources are discussed under Availability of Staff and Facilities in section VI.4.

The school also takes advantage of a variety of information technology resources to strengthen information sharing and communication with its faculty, students, staff, and alumni. It uses the university's list server to operate a student e-mail list, libsci-l@lists.cua.edu; a jobs list, lisjobs@lists.cua.edu; an alumni list, slis-alum@lists.cua.edu; and a list for adjunct faculty, slis-adjuncts@lists.cua.edu. All lists are managed by the Web content management team.

Student Management System (Cardinal Station)

CUA currently uses four PeopleSoft systems, referred to as "Cardinal Station," to support campus business operations. CUA's introduction to PeopleSoft systems began in 1996 as

part of an investigation to replace its custom-built accounting system. The end result of the investigation was the decision to purchase an Enterprise Resource Planning system. This new generation of software combined many small, specialized products into one large integrated system designed to meet the diverse needs of an organization. The current versions of the systems are

- PeopleSoft Financials—version 8.9
- PeopleSoft Student Administration/Human Resource Management—version 9
(upgrade under way)
- Enterprise Performance Management—version 8.8
- Enterprise Portal—version 9.0

University E-mail Services

The university runs its own Microsoft Exchange servers for e-mail. Faculty and staff are encouraged to use Outlook as their e-mail client, but other clients are available. Faculty, staff, and students all have access to Exchange Webmail. Quotas for faculty and staff are 80M; students are limited to 20M. In an effort to expand these quotas, SLIS are looking into moving to Gmail for students sometime before fall 2009.

The Office of Alumni Relations provides a permanent e-mail forwarding service for alumni. This extends the CUA identity and helps build a sense of community among CUA alumni.

Learning Management Systems

The university licenses the BlackBoard learning management system to support academic programs. It is also piloting the Sakai system. CPIT provides primary support for these systems. SLIS provides training workshops for faculty. While CPIT is piloting Sakai, SLIS uses its membership in NITLE to access a fully functional, deployed Sakai instance for classes needing specialized capabilities provided by Sakai, such as an integrated wiki.

Personal File Storage

Free storage space is available on university servers for faculty, staff, and students under a directory called "My Files." This space is secured, virus protected, and automatically backed up by the university. As with all important information, personal copies of critical data are recommended. When an individual logs into a lab computer on campus, this directory becomes available to him or her under My Computer as a drive labeled M. While users can access files this way, the preferred method is through *home.cua.edu*, as that is available from any Web-enabled browser. If the M drive does not automatically map, the user can do it manually. The storage space on My Files is limited because it is shared among all members of the CUA community; users may store up to 1 GB there.

Personal Web Pages

Faculty, staff, and students have been provided with their own personal Web area, which can be accessed using Internet Explorer by logging in to Home@CUA (<http://home.cua.edu>). The Personal Files area stores private files on a centrally backed server. Within each user's personal files folder is a folder for the personal Web page. Any files put in this folder are publicly available via the user's Web page. Home@CUA provides tools to upload files and images to the Web space.

Multipoint Interactive Video (Webcasting)

The university (through CPIT) is developing a capability to deliver multipoint interactive video (MIV or webcasting) for synchronous distance learning. SLIS currently uses a Marratech classroom as part of its membership in the NITLE consortium. NITLE also provides training and support services for faculty and students. CPIT plans to deploy a Marratech system as part of the development of distance education support. CPIT has licensed a Marratech webcasting “classroom” and deployed it for at least one CUA class.

Other Licensed Software Applications and Services

SLIS subscribes to third-party services such as PBWiki, SurveyMonkey, and LunarPages (a Web hosting service providing PHP and MySQL support) to provide access to specialized tools as needed for teaching and research.

Other Home@CUA Features

Home@CUA includes numerous other features, including

- **Campus Announcements:** The page for news of campus events, student work opportunities, etc.
- **Cardinal Card:** The page where students can manage the "card" they use to pay for dining and other services
- **Career Services:** A page for job opportunities and postgraduate career planning
- **Course Descriptions:** A browsable listing of all course descriptions and schedules
- **CUA PrayerNet:** A mission-related page run by Campus Ministry
- **Discussion Forums:** A page of secure forums used for academic work and collaborative planning.

- Event Planning Guide: A simple guide for scheduling events on campus
- Event Schedule: A listing of planned events
- Graduate Academic Announcements: The *Graduate Catalog*
- Phone Book: A limited directory for student convenience (By default, only student e-mail address are published, but phone numbers for most faculty and staff can also be found here.)

Campus IT Infrastructure

The Center for Planning and Information Technology (CPIT) provides computing and network facilities to students and faculty for their educational and research activities, supports the university's information systems, manages the campus network, and provides information resources and telecommunication services. The center provides leadership on the ethical use of computing. Numerous public lab areas and classrooms are equipped with networked desktop computers. All residence hall rooms have network connections via a gigabit Ethernet campus backbone.

The center supports Internet tools such as World Wide Web browsers, electronic mail, and video streaming. Numerous Web tools are also available for instructional and research purposes. Popular software programs for Microsoft Windows and Apple Mac OS X are supported in the public computing areas.

The campus network computing infrastructure consists of Intel servers running Windows Server, Linux, and VMware ESX, and more than 2,000 networked Microsoft Windows and Apple Mac OS X desktop computers, with direct access to the Internet, Internet2, and

the Washington Research Library Consortium. The central systems are accessible via direct connections on campus and remotely via the Web.

CPIT issues a computer account to all students and faculty and to staff whose job functions require an account. The CUA computing Web page provides details about computing at CUA, including information about training, computing resources, and a knowledge bank.

The CUA Computing Information Center, located within CPIT, provides service and support to the campus community. It provides answers to technology questions and fields telephone calls regarding assistance needed on campus. The Information Center has become a very effective clearinghouse for receiving, tracking, and resolving problems and issues with technology on campus.

In addition, CPIT provides service and support for all technology classrooms and computing areas on campus. A general computing area in Leahy Hall, with both Microsoft Windows and Apple Mac OS X machines, is open 24 hours a day during the semester. Other computer-equipped classrooms and computing areas are open and monitored by CPIT and available for use by CUA students, faculty, and staff.

Network Infrastructure

The university's connection to the Internet is through two redundant circuits, for a total bandwidth of 250 Mbps. The university also has a high-speed connection to Internet2 that facilitates faculty research and interinstitutional collaboration. The campus network consists of a fiber optic backbone running at one gigabit speed that interconnects the

individual buildings. Most buildings support 100 Mbps dedicated connections to each desktop computer.

The university is implementing a state-of-the-art wireless network that provides 54 Mbps access, simplified access point deployment, and enterprise-class services. By the start of fall 2008, the Columbus School of Law, Crough Center, Marist Hall, McGivney Hall, Mullen Library, Pangborn Hall, Edward J. Pryzbyla University Center, Shahan Hall, portions of Maloney Hall and Gowan Hall, and all but three residence halls will have wireless network access. Other buildings will be added in a phased implementation; buildings with older wireless technology will be retrofitted.

Edge protection for the university network is provided through several network appliances including firewall and intrusion prevention system.

Central Computing Infrastructure

The university primarily uses a Microsoft Windows Server operating system on Intel server hardware for central computing services. Red Hat Enterprise Linux servers are used for applications as needed. EMC's Virtual Infrastructure 3 architecture is used to virtualize servers as appropriate.

The PeopleSoft student administration, Human Resources Management System (HRMS), financials, and portal systems, as well as the institutional advancement system, operate in a full three-tier computing environment.

Two high-speed storage area networks support administrative databases, virtualized servers, central file services, and the university's messaging system. Network-attached storage provides additional disk space for faculty research.

The university's production servers are housed in the main computer room in Leahy Hall. This room features dedicated HVAC units that control temperature and humidity; temperature and water sensors with alerts linked to the Public Safety office for coverage 24 hours a day, seven days a week; and Uninterruptible Power Supply (UPS) units sufficient to maintain power to the equipment in the event of an outage until the building motor generators take over the load. The main computer room has a water-based dry fire suppression system. The main computer room door is secured using a card key system.

Two enterprise-class tape library systems are used for system backups. Administrative system data and user data stored on the central file and messaging servers are backed up regularly. Backup media not in immediate use are stored in a secure location on campus outside of Leahy Hall. Backups of key administrative data are stored off-campus in a secure location through a third-party media archiving service.

The auxiliary computer room in Mullen Library is the designated disaster recovery backup site for central computing services should the main computer room in Leahy become unusable; this location will migrate to the Columbus School of Law computer room by fall 2008.

Client Computing

The university provides faculty and staff members with a desktop computer running Microsoft Windows or, for faculty who request it, Mac OS X. Each desktop computer is

configured with Microsoft Office, Internet tools such as Web browsers, and antivirus software. CPIT deploys and maintains more than 2,000 desktop systems for faculty and staff use.

Faculty and staff who require a notebook computer may purchase one through their department. CPIT maintains a recommended list of notebook systems for purchase, configures each system for use on the campus network, and installs Microsoft Office and antivirus software.

Faculty or staff may obtain a loaner notebook computer through CPIT for temporary use, such as university-related travel.

Students may purchase computers for their personal use at heavily discounted prices through special vendor agreements available on the CPIT Web page.

Client Software

The university has campus-wide site licenses for faculty and staff computers for Microsoft Office Enterprise (including Project and Visio), Microsoft Visual Studio, Autodesk, MathCAD, McAfee VirusScan Enterprise and AntiSpyware Enterprise, Oracle, and SPSS. CPIT supports numerous other software products installed on computers in offices, computing areas, and in classrooms on campus.

The university provides antivirus software with antispyware protection to students in the residence halls at no extra charge.

Telecommunications

Faculty and staff are provided with either an analog or digital phone set for use with Verizon Centrex. Long distance is provided by Paetec. The university's voice mail system was upgraded in spring 2008 to an expandable platform that can support unified messaging and IP telephony in the future.

Messaging System

The university uses Microsoft Exchange to provide campus-wide e-mail to students, faculty, and staff. Students use a highly functional Web interface that includes calendar and address book. Faculty and staff can use either the Web interface or Microsoft Outlook on their campus computer.

Faculty and staff can easily synchronize ActiveSync-compatible smart phones with the university messaging system to provide highly portable, real-time remote access to their messages, calendar, and contacts.

Multimedia Resources and Media 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. Furthermore, 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. Examples of this support include training in video camera work and editing for SLIS lab staff, editing and hosting of SLIS videorecordings, and recommendations of hardware and software to acquire for SLIS.

CUA hosts two Windows Media Services servers, one for on-demand and one for real-time streaming. Both servers are available to faculty, students, and staff through the Academic Technology Services staff for university events. Priority is given to the academic life of the university, including class lectures, guest speakers, and student productions, but every reasonable effort is made to support all mission-related activities. The university has also contracted with a high-bandwidth, international multimedia distribution network that can provide Flash Live Video or Windows Media Services to a broad audience in real-time or on-demand. This service is employed when demand for a particular Web-based video is likely to be higher than the university can sustain while maintaining responsive connectivity to the Internet.

SLIS maintains its own media production and editing capabilities, but not hosting. Tables showing the current computer and media hardware and software resources specifically supporting audio and video production are listed in Appendix VI.j.

The school's media production capabilities are used to support both curricular and extracurricular learning. For example,

- LSC 876: Archives Fieldwork produced a video on the history of All Souls Unitarian Church in Washington, D.C., in spring 2007.
- LSC 561: Oral History mandated the use of digital voice recorders, which were purchased by the school, to record oral history interviews.
- Sections of LSC 553: Information Sources and Services have videorecorded reference interview role plays in every term since fall 2007.
- LSC 607: Management videorecorded job interview role plays in fall 2007.

- Colloquia have been recorded, when permitted by the presenter, and posted on the university's media server, starting in spring 2007. A complete list of the programs available is located at <http://slis.cua.edu/people/video.cfm>.

Facilities for Blended Learning

The SLIS *Working Plan* includes development of a long-range plan for distance education, which is currently under way. SLIS incorporates the online resources described above, plus classrooms, labs, and the Information Commons, as part of its development of a blended learning strategy for providing more flexible delivery options for students. The plan includes development of the Weekend College model (using primarily on-site delivery on weekends), synchronous delivery using MIV, and asynchronous delivery using Learning Management Systems (LMS) and other tools. Hardware and software is being acquired and installed, and training and consulting services are being provided for faculty to help convert existing courses to the new delivery format. The plan builds in evaluation to help assess and refine the program and courses relative to this delivery mode.

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.

Staff, Services and Facilities: Availability and Accessibility

Library Services

The CUA libraries comprise 33 professional staff members and 36 nonexempt staff members. The professional positions require a master's degree in library science or equivalent. Professional librarians cover seven service points, including 67 hours a week at the main information desk.

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 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 use of these resources via any network connection, off-campus as well as on-campus, 24 hours a day, seven days a week. 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 consortium arrangements through the Washington Research Library Consortium (WRLC), which provide expanded access to general and specialized resources in the Washington, D.C., region.

Graduate students may borrow materials for up to a semester for CUA items and for six weeks for WRLC items. Materials from the other WRLC member libraries may be requested by CUA patrons directly through the shared consortium catalog. Articles are delivered online to the patron's personal account and monographs are delivered by a daily

courier. All graduate students are eligible for full regular interlibrary loan privileges for materials not available in the consortium. Interlibrary loan requests are submitted online.

The WRLC was established in 1987 by some of the major universities in the Washington, D.C., area to share library collections and information technology in order to enhance the resources available to their students and faculty. WRLC provides mission-critical services to its member universities: information technology supporting library operations and resource-sharing, access to and organization of online resources, technologies to support digital collections and share campus scholarship, and off-site storage to free space in campus libraries.

Course reserve at the Mullen Library circulation desk makes available high-demand print and audiovisual items that instructors request for student use. Electronic reserve makes library material and other items provided by individual faculty members in an electronic format available through the university's course management systems.

The online resources provided by the library provide support for the school's blended courses. They enable students to access material remotely, without needing to visit campus. Remote access to full-text is critical for these students. MetaLib, ALADIN, and databases such as LISA and ASP provide excellent examples of real systems that faculty members use to discuss topics such as system design and information organization and retrieval.

Specialized library services for the School are provided by a Liaison Librarian. The liaison librarian for the School of Library and Information Science attends faculty meetings at the invitation of the SLIS faculty. She maintains office hours in SLIS. The

liaison with SLIS also manages the virtual reference service, which is run via instant messaging. Many CUA librarians also work with the school in several other ways, such as attending new student and faculty orientations, playing the client role in student class projects, and serving as guest lecturers. The liaison also prepares and teaches sessions on library instruction to support the needs of the SLIS students and classes. She works with students in one-on-one meetings for reference interviews and library research training. In addition to the in-person library instruction sessions, the liaison is on the library's project team, which creates online tutorials. The first online tutorials are expected to be published in fall 2008. The initial tutorials will focus on more broad and introductory library and information literacy skills.

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 Standard VI.3, 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 an SLIS alumna. Both CPIT and SLIS lab and Information Commons facilities are accessible to the disabled.

CPIT's Digital Media Services is staffed by two full-time classroom technologists, one full time videographer, and several part-time (student) support technicians. The classroom technologists are responsible for specifying, acquiring, installing, and maintaining the equipment in electronically enhanced classrooms and serve as first-

responders for classroom support during normal business hours. They also set up and supply equipment (including video projection, sound, and computing resources) for special events requiring multimedia capabilities. The university's videographer works directly with faculty, students, and staff to create original videos for Web or DVD distribution. During the academic year, a number of part-time camera operators assist in the production of streamed and on-demand lecture recording. Digital Media Services has a small production lab and studio located in Leahy Hall where interviews and lectures can be recorded.

To ensure that incoming students have basic information technology skills, the school provides a Web-based, self-administered assessment of technology skills. Each student who takes the assessment receives feedback on areas needing remediation, and resources are provided that address the needed skill sets. This assessment was piloted in fall 2008 and is undergoing review and enhancement during the 2008–2009 academic year.

In addition, the school has long presented a series of noncredit workshops in basic information technology skills. The workshop topics are aligned with the curriculum and scheduled to provide additional learning opportunities related to, but outside the scope of, the curricular courses. The following table shows the schedule of workshops for fall 2008.

Table VI-5. Fall Schedule of Computer Workshops

August 23

10 a.m.–12 noon ALADIN Workshop

1–2 p.m.	Computing at CUA
2–3 p.m.	WindowsXP SLIS Desktop (Office 2007 Special Features)
3–4 p.m.	CUA E-mail
4–5 p.m.	Internet
August 30	
10 a.m.–12 noon	Blackboard for faculty
1–2 p.m.	Creating a Basic Web page
2–4 p.m.	Reading and Writing HTML Code for Web Pages
September 13	
10–11:30 a.m.	Scanning and Inserting Digital Images into Web Pages, Using the Digital Camera
1–2:30 p.m.	Scanning and Inserting Digital Images into Web Pages, Using the Digital Camera
2:30–4:00 p.m.	Scanning and Inserting Digital Images into Web Pages, Using the Digital Camera
September 20	
1–4 p.m.	Using Dreamweaver to Create Web Sites
September 27	
1–4 p.m.	Wikis and Blogs
October 4	
1–4 p.m.	Using PowerPoint for Library Science Presentations
October 11	

1–4 p.m.	Using Dreamweaver to Create Web Sites
October 18	
1–4 p.m.	Using Fireworks to Create Icons and Banners for Web Pages
October 25	
1–4 p.m.	Using Photoshop to Enhance Images for the Web
November 1	
1–4 p.m.	Cataloger's Desktop Basic and Advanced Features
1-4 p.m.	
November 8	
1–4 p.m.	Using Excel Features to Create Spreadsheets and Workbooks

In addition, to support students who are unable to attend these workshops and to provide reference resources for attendees, workshop materials and other tutorials are available on the SLIS Web page. They are located at <http://slis.cua.edu/tech/guides.cfm>.

The school's computer lab facilities, including the Information Commons, are located on the first floor of Marist Hall, adjacent to the handicapped-accessible entrance to the building, in rooms 131, 131A, and 132 Marist Hall. An auxiliary lab is located on the second floor in room 237. These labs are open seven days a week during the academic term.

The SLIS computer lab is managed by Ms. Joan Weeks, a part-time faculty member. Ms. Weeks is an alumna of the school and is employed full-time as senior instruction librarian

in the Instructional Design and Training Division of the Library of Congress. Additional lab staffing is provided by students in the school's master's degree program. To qualify for employment in the lab, students must have completed the school's core information technology course, LSC 555, or have equivalent information technology education and experience.

Accessibility

SLIS is addressing the issue of accessibility in a systematic manner, using the SLIS *Working Plan* to coordinate, initiate, monitor, and evaluate efforts. As noted above, the dean is in continual dialog with the provost and others to ensure that they are aware of the importance of this issue. The CUA Equal Opportunity Office has initial responsibility for providing appropriate accommodations if there is a need for handicapped-accessible office space. The dean has formed a Facilities Planning Committee with the charter to plan for the space needs of the school, charging it to "think strategically and creatively and use technology to overcome the physical limitations of this building." The committee is identifying short- and long-term actions the school can take to improve the accessibility of its facilities. The SLIS *Working Plan* already includes specific objectives and milestones related to improving the accessibility of the program:

- Evaluate current and future [course] delivery modalities to be more accessible to student base.
- Improve the accessibility and usability of software and systems used for teaching and research.
- Request CPIT to develop a system implementation policy and process that is in accordance with ISO 9241 and 13407, the Web Accessibility Initiative, section

508 of the Rehabilitation Act of 1973, and accepted best practices for the development and implementation of usable systems.

- Improve physical and virtual accessibility of the SLIS program and the technology infrastructure.
- Establish the Facilities Planning Committee to address strategic space needs and explore opportunities to improve the school's facilities.

The Facilities Planning Committee is identifying additional objectives and milestones through its planning process in fall 2008, and these will be incorporated into the *Working Plan*. As noted in Chapter II and elsewhere, SLIS is moving to a blended format as one means of addressing the issue of accessibility. This lessens the pressure on classrooms and by doing so, increases the school's capacity to offer handicapped-accessible classes. It also reduces the need to be in Marist and increases the convenience of classes for students. This section reviews the current accessibility status of physical and online facilities, software available for students, and support services provided for students.

The Mullen Library, the Pryzbyla Student Center, and Leahy Hall (which houses CPIT and a large computer lab) are fully wheelchair accessible. The first floor of Marist Hall, which includes the Information Commons and one computer lab, is wheelchair accessible. The long-term facilities plan for the university envisions an elevator for Marist. Until that is available, SLIS takes advantage of university resources to ensure that students with special needs are able to fully participate in the lives of the school. The school coordinates with the registrar to ensure that 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. SLIS recognizes the need to continue improving this space. In particular, through the Facilities Planning Committee, the school is seeking accessible office space for individual consultation in Marist. Through the SLIS *Working Plan*, the school will also continue to identify and pursue additional initiatives to enhance accessibility and provide a constantly improving accessible learning environment for our students.

SLIS also takes seriously the importance of maintaining an ADA-compliant Web page. To ensure the Web page meets all users' needs, the school has established a semiannual testing cycle. For the spring 2008 ADA compliance testing, the Web content manager followed World Wide Web Consortium recommendations and used Fujitsu Web Accessibility Inspector 5.11 and SortSite3160. The two reports generated were then discussed during weekly meetings and identified problems were corrected. Those compliance recommendation issues that were outside of the SLIS Web Committee's control were sent to the CUA's Center for Planning and Information Technology for remediation.

At the university level, CUA endeavors to comply with all level 1 and most level 2 requirements for accessibility of the Web Accessibility Initiative (WAI). Any dynamic content that cannot easily be read by a screen reader or that requires highly accurate motor coordination is given a secondary navigation technology that is WAI-compliant. An effort has been made to allow font sizes to scale and to maintain high contrast between text and background images. Not all media currently have an alternative text equivalent, but the university is currently conducting a complete Web site redesign that will focus on updating the site to be fully WAI-compliant to level 2.

The Information Commons and selected classrooms and labs have JAWS software installed. This supports students with visual impairments and provides both training opportunities for all students and usability testing opportunities for Web site accessibility testing. For example, in the Information Commons, SLIS has dedicated one desktop computer as an accessible workstation. This computer is configured with accessibility applications as specified by Disability Support Services. Currently, the system incorporates a MicroTek Scanner 4800, and the software configuration includes an extensive set of software to ensure that students have access that meets their needs:

- JAWS 2.0 (assistive software)
- Kurzweil 1000 (assistive software)
- Kurzweil 3000 (assistive software)
- Magic 8.0 (assistive software)
- Read & Write 6.0 (assistive software)
- Adobe Creative Suite 3 Web (Acrobat Distiller 8.0, Dreamweaver, Fireworks, Flash, Illustrator, Photoshop, Professional)
- MS Office 2007 (Access, Excel, FrontPage, Powerpoint, Publisher, Word)
- Cannon Utilities
- Filezilla
- FireFox 2.0
- Internet Explorer 7.0
- Inspiration 7.5 (assistive software)
- IrfanView for Images 3.0
- Microtech Scanner Software

- Mindjet Mind Manager Basic 6
- MS Visual Studio 2005
- Netbeans IDE 5.0
- Nvu Web Software
- ScanWizard 5.0
- AutoCAD 2006
- SPSS 14
- QuickTime 7.0
- Windows Media Player
- Windows Movie Maker
- WinRat 6.0

At CUA, the Office of Disability Support Services coordinates assistance for all students with disabilities in order to promote equal access to all CUA programs and services. The school works closely with the office to ensure that the school's facilities and programs are as accessible as possible. When students contact Disability Support Services with a documented disability, the office provides specific guidance for faculty concerning the accommodations needed for that student. The office also provides support for SLIS programs. For example, announcements of SLIS colloquia include a Disability Support Services-provided statement on accommodations for handicapped individuals, and the office is able to provide sign language interpreters and other forms of accommodation as required.

Student Evaluation of Facilities

To augment the analysis of sufficiency of support facilities for the program, questions pertaining to these facilities were included in a student survey conducted during spring 2008. Findings are presented and summarized below. The right-most column presents a comparison of the current student survey with one conducted in 2004. In both surveys, respondents were asked to rate their agreement or disagreement on a six-point scale, where six indicates the highest level of agreement. For purposes of the table below, a 1, 2, or 3 is considered “Disagree” and a 4, 5, or 6 score is considered “Agree.”

Table VI-6. Student Perceptions of the Appropriateness of SLIS Facilities and Resources

Statement	Agree	Average Score (2004/2008)
x. Computing resources in Marist Hall are appropriate for my learning.	60.8%	3.86/5.27
y. Computing resources at off-campus sites are appropriate for my learning	44.4%	3.09/5.55
z. Facilities in Marist Hall are appropriate for my learning.	66.5%	3.96/4.72
aa. Facilities at off-campus sites are appropriate for my learning	60.2%	3.33/5.38

The 2008 survey shows marked improvement in every question related to facilities. Mean ratings of computing resources in Marist Hall jumped from under 4 to over 5. Ratings of the availability of computing resource at off-campus locations increased even more dramatically. Likewise, overall mean rating of Marist Hall facilities increased by about three-fourths of a point, while off-campus facilities were rated more two full points

higher. These were some of the most pronounced increases in the survey, showing the success of efforts over the past few years in this area.

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.

Facilities Planning and Evaluation

The school's planning and evaluation process supports school's goals, particularly that of "Exploring and integrating innovative technology to enrich teaching, foster scholarship, and advance professional practice." Two committees share primary responsibility for these tasks: the Technology Committee and the Facilities Planning Committee. Their work is guided by the *Working Plan*, and their results feed back into the *Working Plan* in the form of updates and proposed revisions for approval by the faculty. Many of the evaluation and planning activities discussed earlier in this chapter are established in the *Working Plan*. Both committees work in a consultative role for the faculty and the Dean's Office, gathering and evaluating information and making recommendations back to these groups. In this way, the school ensures that the planning and evaluation process is systematic and ongoing. This section describes the two committees, their major activities, and the planning and evaluation activities conducted related to the physical resources and facilities of the school.

Technology Committee

As a first step in a renewed and strengthened process for facilities planning, the school re-established a Technology Committee in fall 2007. The committee is charged with supporting the school’s mission, goals, and objectives related to information technology by conducting strategic planning, proposing policies and processes, coordinating with CPIT, and advising the dean and faculty (see Appendix VI.k for committee charter). The scope and presentation of technology within the school’s curriculum is outside the committee’s scope; however, it provides advice to the Curriculum Committee on technology developments as requested.

This is an internal committee with members representing faculty, staff, and students. The lab manager and the webmaster are members. The committee meets regularly, about 16 times per year. At the start of each academic year, the committee sets its objectives, using the *Working Plan* as a guide. At least once every semester it invites 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. An organizational description of CPIT is available on site. The following table summarizes major actions of the committee during 2008–2009.

Table VI-7. Summary of Major Technology Committee Actions 2008–2009.

Action	Relevant Element of Working Plan
Established 2008–2009 Technology Plan	n/a – predated <i>Working Plan</i>
Researched and recommended portable technology cart for teaching	III.4.a. Develop the technology infrastructure in Marist, off-site, and virtually.
Conducted faculty	VI.1. Conduct an annual faculty technology needs

technology needs survey	solicitation. III.4.a. Develop the technology infrastructure in Marist, off-site, and virtually.
Drafted strategic funds request, resulting in \$93,000 budget for Information Commons enhancements	III.4.a. Develop the technology infrastructure in Marist, off-site, and virtually. VI.6. Provide a flexible, high-quality space for user studies, oral history interviews, mock reference interviews, etc. VI.7. Continue developing the Information Commons as a resource for supporting SLIS's vision, mission, goals, and strategic plans for teaching, research, and service to the university.
Established technology acquisition process	VI.3.a. Establish a policy, process, and budget for regular software and hardware upgrades.
Established technical support policy	VI.3.a. Establish a policy, process, and budget for regular software and hardware upgrades. VI.3.b. Publicize tech support policy so instructors report all problems to SLIS lab assistant.
Developed three-year Technology Strategic Plan	III.4.a. Develop the technology infrastructure in Marist, off-site, and virtually.
Oversaw the purchase and installation of plasma displays for the Information Commons	III.4.a. Develop the technology infrastructure in Marist, off-site, and virtually VI.7. Continue developing the Information Commons as a resource for supporting SLIS's vision, mission, goals and strategic plans for teaching, research and service to the university.
Consulted to Curriculum Committee on proposed technology expectations for incoming SLIS students	IV.8.a. Implement a systematic process for assessing incoming students' technology knowledge and skills and providing the resources and support to fill gaps. Develop baseline technology requirements.
Reviewed and recommended consortium provider for multipoint interactive video and learning management	I.7.b. Pilot Marratech (multipoint interactive video or MIV) for at least one course by spring 2009. I.7.g. Examine the feasibility of SLIS participation in the WISE consortium; join WISE if determined to be applicable to the SLIS curriculum.

system to support blended learning pilot	II.11. Investigate possible course-sharing opportunities with the Wide Area Information Science Education (WISE) network for school Library Media program, fall 2008.
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The Technology Strategic Plan was developed and refined with input from students, staff, and full-time and adjunct faculty. It incorporates results of the SLIS Technology Survey (of current students and alumni), a SWOT (strengths, weaknesses, opportunities and threats) review, a presentation and review at the spring 2008 full faculty meeting with adjunct faculty, and multiple rounds of consultation with the full-time faculty. The Technology Strategic Plan has been incorporated into the SLIS *Working Plan* to ensure that the objectives and activities are implemented, monitored, evaluated, and refined.

Facilities Planning Committee

The school established a Facilities Planning Committee in fall 2008. 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. In fall 2008, the committee is identifying short- and long-term actions the school can take to improve the accessibility of the facilities. 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.

Sources of Evidence

VI.1. Technology Committee Meeting Minutes

VI.2 Lab and Information Commons Usage

VI.3 Summary of Lab and Information Commons Events

VI.4 Information Commons User Survey Summary Report

VI.5 Student Workshop Evaluations

VI.6. Organizational Description of the Center for Planning and Information Technology

VI.7 Technology survey and report

VI.8 Technology Strategic Plan

VI.9 SLIS *Working Plan*

Synthesis and Overview

The Principal Character of SLIS

The School of Library and Information Science (SLIS) at the Catholic University of America (CUA) is part of a small, private, religious institution committed to fostering reason, faith and service. CUA offers an ideal environment for a small, student-focused program such as SLIS that is designed to educate professionals to enter the field aware of their identity and ready to serve and contribute professionally to their organizations and to the LIS field. SLIS promotes collaboration and community and in support of this effort, strives to maintain a low student faculty ratio (the ratio is currently 23 students to one full-time faculty member; when fully staffed, it is 18 to one). The purpose of maintaining a low student to faculty ratio is to ensure opportunities for students to interact with their faculty and to foster research connections between the SLIS faculty and students. In addition, the SLIS program remains relatively stable in terms of the size of the student body, between 200 – 250, to encourage student to student interaction and to offer individualized assistance to each of SLIS's students in support of student success.

SLIS's emphasis on community and caring also impacts how SLIS interacts with its part-time faculty, professionals in the field, and employers. SLIS continually strives to provide a welcoming environment where collegiality and community are hallmarks of the collaboration.

SLIS's Strengths

The faculty of the School of Library and Information Science (SLIS) at The Catholic University of America (CUA) started a comprehensive planning process following the

last accreditation review in 2005. The three year planning process has strengthened and revitalized the program, forms the basis of the evidence presented in this report, and demonstrates SLIS's compliance with the ALA Standards for Accreditation.

Significant strides have been made in moving the school forward in compliance with the ALA standards including

- Developing, clearly stating, and widely disseminating the school's core values, vision, mission, goals, and program objectives within the strategic planning process.
- Developing the school's *Working Plan* which sets the milestones, outlines the process for achieving them, and includes regular evaluation of the school's plans including curriculum enhancements and outcomes assessment.
- Ensuring the school's planning and assessment processes includes participation by full- and part-time faculty, staff, students, employers, and alumni, as well as representatives of the professional community and industry through the SLIS advisory committees. Stakeholder feedback also includes a regular cycle of survey distribution and analysis to ensure stakeholder feedback is obtained systematically and included in the revision process.
- Revising the school's program objectives which are updated and are competency-based (fully aligned with standard constructs).
- Continually updating and revising the curriculum, which is now competency-driven and provides coherent programs of study - to better serve our students in their degree pursuit and attainment.

- Providing strong information technology support and specific attention to ensuring coverage of relevant information technology topics in core courses and building on core courses to ensure technology integration into the upper level courses in the curriculum.
- Implementing outcomes-based planning that includes systematic evaluation and feedback loops to continually improve the SLIS program and its processes.

In addition to the strides SLIS has accomplished in its planning and curriculum, the school has other, important strengths and unique features that demonstrate the program's importance to the university and the field which are

- A small, collegial faculty who exemplify the best the field has to offer. They provide a rich educational environment and through their research and teaching efforts, they have created a school where students are known as individuals and establish their professional identity and skills in a supportive environment.
- A responsive program that is constantly innovating, while maintaining its commitment to its ideals of collaboration and community. Recent efforts to incorporate distance education technologies into our teaching, using technologies that promote a sense of community, are examples of the faculty's innovative spirit and commitment to making degree attainment accessible and affordable while ensuring a personalized level of interaction.

SLIS's Limitations

SLIS has worked effectively within the confines of its limitations but constantly works to reduce the impact of those limitations and find new ways to overcome them. The limitations facing the program are

- **Marist Hall.** Marist Hall is a lovely, historic, but challenging building. The school's efforts to continually improve the facilities, and technology infrastructure for the school, have contributed greatly to offsetting the building's limitations because of its age and method of construction. Achieving technology and facility improvements have been hampered at times because of the buildings age but these limitations have been managed sufficiently that SLIS has made significant strides and continually improves its facilities support.
- **The New/Senior Faculty Ratio.** The SLIS faculty is primarily new faculty to the school and this presents a limitation because of the high need to mentor the newer faculty while continuing to plan, develop and assess the program's success. At the same time, the recently hired faculty has previous planning and curriculum experience and they are demonstrating they are dedicated, stable and able to manage the planning processes for the school in consultation with the senior faculty.
- **The Master's Degree Only.** The program offers one degree, the master's degree which limits the amount and type of financial support available to SLIS students. This also limits the level of student research collaboration available to the SLIS faculty. At the same time, SLIS focuses on a practitioner-based curriculum with a

theoretical foundation that is a strength in being a master's only program and a unique feature of our school.

SLIS's Challenges

There are several challenges facing the program that SLIS is aware of and has planning processes in place to manage effectively, which are

- **Meeting the demand for greater flexibility.** Although SLIS has instituted several innovations such as its intensive Institutes, weekend college approach, blended formats and developing multi-point interactive video (MIV) for future implementation, the need for flexible formats and alternative delivery methods is constantly increasing and SLIS must continue to evaluate its approach to the program to ensure it is meeting stakeholder needs.
- **Diversity.** SLIS has plans and processes to continually improve its efforts in fostering diversity among its faculty and students. Recent efforts have been a success in increasing diversity among the faculty and students. However, there is a need to continually refine and improve in this area.
- **Facilities.** The school's faculty is aware of the limitations of the school's current location. At the same time, the efforts to consistently improve the facilities in Marist Hall are truly remarkable. In addition to efforts to improve Marist Hall, the faculty has devised ingenious mechanisms, in collaboration with the Registrar, through the use of distance education technologies, and via the school's facilities committee to continually better the school's facilities and their contribution to the teaching and learning environment. Much has been done. Much remains.

Planning occurs continuously and its effects have had a direct, positive impact on the students and faculties level of satisfaction with the school's current location.

- **Developing part-time faculty.** Planning efforts have made us aware that we need to continually develop and strengthen our opportunities for part-time faculty development in support of their teaching on behalf of SLIS. SLIS has made strides in this area and continues to develop new approaches to developing and supporting SLIS's part-time faculty who are respected and appreciated members of our community.

Conclusion

The future of SLIS is bright and the potential opportunities are many. SLIS is poised to take advantage of those opportunities that best serve its stakeholders as a result of its planning and assessment efforts during the previous three years. Through our planning and self-assessment, we have learned much about the needs of our stakeholders and as importantly, how to prioritize our efforts to serve their needs while continually improving the school. SLIS is truly about collaboration, communication, innovation and excellence and we are realizing those values every day through our effort in continuous planning and strategic innovation.

The SLIS *Working Plan* will guide our efforts over the next three years. As we move forward, some highlights of our future plans include

- Continuing to explore new technologies for teaching and learning while retaining our unique emphasis on small personalized classes, close, supportive relationships between students and faculty and a commitment to ensuring students are able to

benefit from the rich resources of the D.C. metropolitan area libraries and information centers as a their “laboratory”.

- SLIS will continue its efforts to recruit and retain a diverse faculty who are able to prepare our students to meet the needs of the diverse communities they will serve. Most recently, the school has hired a new faculty member who specializes in serving diverse populations to enhance our efforts regarding diversity issues in our curriculum and program. The SLIS *Working Plan* includes diversity plans and milestones to guide the school’s efforts and ensure the school continually enhances its efforts in this area.
- The School will continue to move selectively and strategically into new areas, such as cultural heritage information management, information architecture, and digital libraries.
- SLIS will also develop and refine our blended offerings as a means to explore whether a synchronous online curriculum of the generalist course of study, through MIV, is the next step for our program as a means to reach our students, meet their needs for high levels of interaction and simultaneously, flexible course scheduling, to increase access while also being “green”, and as a means to further infuse technology as both a part of the curriculum and as a means to deliver the curriculum.
- Review and further develop our outcomes assessment model. Based on feedback on our latest measures, we intend to refine and enhance our outcomes measures to continuously improve the SLIS program.

The planning, assessment, and improvement processes in SLIS are on-going. The faculty is leading the school's efforts to continually make improvements and pilot and implement innovations to ensure the school remains strong and viable and closely aligned with the mission of the university and the needs of the field and SLIS stakeholders. SLIS has matured and through its maturation process, has focused and refined its efforts to ensure it offers a quality program that is founded on solid planning, assessment, self-reflection and continuous improvement.