Information Section

As required in the Guidelines for the Program Presentation, the following information identifies the School, its administrators and its parent institution.

Name of Unit: School of Library and Information Science

Chief Administrator: Kimberly B. Kelley

Parent Institution: The Catholic University of America

Chief Executive Officer: The Very Reverend David M. O’Connell, C.M., President

Chief Academic Officer: Dr. James Brennan, Provost

Institutional Accrediting Body: Middle States Commission on Higher Education

Program to be Reviewed: Master of Science in Library Science
Introduction

The Catholic University of America (CUA), School of Library and Information Science (SLIS) is dedicated to educating future librarians to work in all types of information settings. SLIS prides itself on offering an excellent, well-rounded program that focuses on the master’s level and has librarianship and libraries as its primary focus. SLIS offers one master’s degree program and one certificate program accredited by the American Library Association (ALA), the master’s degree in library and information science and the post-master’s certificate is in advanced studies in Library and Information Science (LIS). For the majority of applicants, the degrees is awarded after students complete thirty six (36) credit hours and successfully pass a two day, six hour written comprehensive examination. The master’s program has four (4) core courses required of every student pursuing the degree, including those students pursuing a concentration or specialized track. Within the thirty six hour degree program, there are nine areas of concentration; the “generalist” concentration and an additional eight subject-focused concentrations (i.e., archives and special collections, art librarianship, digital libraries, information systems and architecture, music librarianship, information organization, services for children and user services). The School offers two tracks, the school library media track and the law librarian track.

A concentration is defined as a recommended course of study to develop depth and breadth in a particular area. However, students have flexibility in their actual selection of courses within the concentration areas in consultation with his/her advisor. A track is a course of study that has a set number of courses that usually equal the program’s entire course requirements (36) and is fully described in order to ensure consistency, depth and breadth of coverage for the track area. For additional information on SLIS tracks and concentrations, see Chapter II: Curriculum.

As of fall, 2008, SLIS has 216 enrolled students and seven (7) full-time faculty members (with two additional positions currently being recruited). Continuously accredited by the American Library Association since 1948, SLIS has maintained an excellent reputation as a small, student-focused program that prepares practitioners to take leadership roles within the field. SLIS is about libraries and library professionals and we are dedicated to educating leaders to take leadership roles in libraries.

Dedicated to continuously improving a strong master’s level program, in the last three years the SLIS faculty members have spent considerable energy on codifying and improving our planning processes, examining the program’s curriculum and planning for the future, and developing mechanisms, and establishing venues, to obtain constituent/stakeholder feedback systematically and continuously. The planning process improvements over the previous three years include developing a comprehensive working plan to guide SLIS’ program in the 21st century. The SLIS Working Plan describes our current progress, charts the School’s future, provides a road map for achieving our goals, and forms the basis for managing the School’s future. The development process that resulted in the Plan was inclusive, engaged stakeholders systematically, and formed planning milestones we use to measure our success and identify areas for improvement. The Plan is one element of our evidence to demonstrate we are able to respond effectively to the Mission, Goals and Objectives Standard set forth by ALA and to demonstrate we are engaged in
a continuous planning process, with accountability measures, that includes regular engagement with our stakeholders.

SLIS’ efforts since the previous accreditation visit have focused on moving SLIS boldly forward to meet the needs of our rapidly changing society while ensuring that SLIS responds to the concerns expressed by the Committee on Accreditation (COA). This Program Presentation provides evidence of how we have successfully responded to the concerns articulated by the COA after the visit in 2006. The School will demonstrate how we have engaged in the necessary activities and planning processes to ensure we demonstrate we are successfully addressing the deficiencies the COA noted in planning, stakeholder involvement, faculty recruitment and retention, curriculum, and facilities.

This document provides evidence of our current progress on achieving our newly developed vision, our Working Plan, and demonstrating how SLIS is moving forward to achieve new successes and to address the deficiencies cited by COA. SLIS has achieved many milestones since the last visit by COA, and the recent SLIS planning process was led by the SLIS faculty and involved the entirety of SLIS’ stakeholders.

As part of our efforts to have mechanisms to systematically engage SLIS stakeholders, the SLIS Advisory Committee was formed to provide an opportunity for leaders and stakeholders in the LIS field to engage with SLIS in all phases of planning and continuous improvement. In addition to the Advisory Committee, SLIS has established an advisory group of full-time and adjunct faculty for the school library media program and an advisory group of adjunct faculty and other external stakeholders for the law track. The advisory groups’ purpose is to provide a voice for the needs of the practitioners in the field, to advise SLIS on its planning efforts, assist SLIS to chart its future, and to monitor SLIS’ progress in achieving our goals. The planning efforts have energized the SLIS faculty who has worked tirelessly to revitalize the program to meet the needs of 21st century professionals and demonstrate our compliance with the ALA standards.

The current program profile is provided below to give an introduction to the SLIS program and its constituents.

Profile of the School of Library and Information Science
Fall 2008
Programs

Number of Degrees Offered 1 (Master’s of Science in Library Science)
Number of Other Programs 1 (Post-Master’s Certificate Program)

Students, Faculty & Staff

Number of Full-time Students 24
Number of Part-time Students 192
Number of Full-time Faculty Positions 9
Number of Part-time Faculty 36
Number of Full-time Staff 5

Number of Part-time Staff 3

Number of Part-time Student Assistants 10

Number of Graduate Work Study Students 0
Number of Undergraduate Work Study Students 0

Locations and Course Offerings (per year)

<table>
<thead>
<tr>
<th>Locations</th>
<th>Number of Courses*</th>
</tr>
</thead>
<tbody>
<tr>
<td>CUA Campus (DC)</td>
<td>26</td>
</tr>
<tr>
<td>St. Charles Borromeo Church (Northern VA site)</td>
<td>4</td>
</tr>
<tr>
<td>Tuckahoe Public Library (Richmond site)</td>
<td>5</td>
</tr>
<tr>
<td>Loudoun County site</td>
<td>4</td>
</tr>
</tbody>
</table>
Library of Congress site *Practicum and Independent Study are offered at all sites

Statistical Profile of SLIS as of Fall, 2008

<table>
<thead>
<tr>
<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time enrollment</td>
<td>29</td>
<td>36</td>
<td>24</td>
</tr>
<tr>
<td>Part-time enrollment</td>
<td>222</td>
<td>212</td>
<td>192</td>
</tr>
<tr>
<td>Total Enrollment</td>
<td>251</td>
<td>248</td>
<td>216</td>
</tr>
<tr>
<td>Summer Headcount</td>
<td>184</td>
<td>191</td>
<td>190</td>
</tr>
<tr>
<td>Degrees granted (MSLS)</td>
<td>80</td>
<td>95</td>
<td>103</td>
</tr>
<tr>
<td>Percent of regular faculty with doctoral degree(s)</td>
<td>100%</td>
<td>85%</td>
<td>89%</td>
</tr>
<tr>
<td>Number of Full-time faculty positions</td>
<td>6</td>
<td>7</td>
<td>9</td>
</tr>
<tr>
<td>Percent of published courses taught</td>
<td>65%</td>
<td>69%</td>
<td>68%</td>
</tr>
<tr>
<td>Number of weeks/term</td>
<td>14</td>
<td>14</td>
<td>14</td>
</tr>
<tr>
<td>Number of hours for completion of MSLS</td>
<td>36</td>
<td>36</td>
<td>36</td>
</tr>
</tbody>
</table>
**Standard I: Mission, Goals, and Objectives**

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

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

The Mission statement 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 is available in Appendix A and is 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 of the CUA Strategic Plan are:

1) Strategic Concentration I: Strengthening Graduate Studies at the Catholic University of America  
2) Strategic Concentration II: Enhancing the Catholic University of America Undergraduate Experience  
3) Strategic Concentration III: Improving the Catholic University of America’s facilities and,  
4) Strategic Concentration IV: Building the Catholic University of America’s human resources.

Within the five strategic concentrations of the Strategic Plan, there are specific, yearly goals the President and the University community must achieve. The Strategic Plan covers six years; the next iteration of the Strategic Plan is set to be developed in 2012. Each of the specific goals within the four strategic concentrations has a lead person responsible for ensuring the goal is achieved.
The planning process, illustrated by the Working Plan, is comprehensive, continuous and systematic at the School of Library and Information Science (SLIS). This section will describe the Mission and Strategic Plan of the Catholic University of America (CUA), SLIS’ parent institution. In addition, this chapter will describe the mission, goals and program objectives of SLIS, its planning processes, 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.

An essential part of the planning activities within the School have been establishing and refining a continuous planning process. We have made significant strides in developing and implementing a planning process that has broad-based input and support, is consistent with the values of the parent institution, CUA, and has been shared widely with the constituents SLIS seeks to serve for their review and feedback. SLIS’ evidence of its planning process is codified in our Working Plan. The Working Plan demonstrates the processes we use to revise the SLIS vision, mission, core values, and program goals and objectives for the master’s program and provides a roadmap for regularly updating our plans and providing milestones for review by internal and external stakeholders.

Table M-1 provides a visual depiction of the SLIS planning process and demonstrates how the process is continuous, engages internal and external stakeholders, and provides constant feedback into the SLIS program to ensure continuous renewal and improvement of the program and curriculum.
### Table M-1: The SLIS Planning Process

<table>
<thead>
<tr>
<th>Step</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Institutional Goals and Strategic Plan</td>
<td>Establish/revise Vision, Mission, Values, and Program Objectives for SLIS</td>
</tr>
<tr>
<td>Develop planning documents, approach and benchmarks</td>
<td>Obtain stakeholder feedback/review (Advisory Committee, school library media group, law group, students etc.)</td>
</tr>
<tr>
<td>Revise and finalize planning documents (e.g., Working Plan)</td>
<td>Implement plans, monitor progress</td>
</tr>
<tr>
<td>Identify new opportunities Identify lessons learned Conduct assessment (surveys, etc.)</td>
<td></td>
</tr>
<tr>
<td>Begin process again</td>
<td></td>
</tr>
</tbody>
</table>
The Catholic University of America Mission and Strategic Plan

SLIS is a School within the Catholic University of America. As a School, SLIS has a vision, mission, goals and program objectives that reflect the unique vision, mission and strategic plan of the University. Appendix B provides the CUA Strategic Plan and shows how SLIS’ goals and program objectives are aligned with the University’s strategic goals. 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 M-2 demonstrates how CUA-SLIS aligns its goals and program objectives with the Strategic Plan of CUA. Appendix B provides a more detailed overview of the CUA Strategic Plan and the SLIS alignment. As Table M-2 demonstrates, the SLIS goals and program objectives align closely with the academic and administrative goals for the University.

Table M-2: SLIS Alignment with the CUA Strategic Plan:

<table>
<thead>
<tr>
<th>CUA Strategic Concentrations (from the CUA Strategic Plan)</th>
<th>SLIS Goals</th>
<th>SLIS Program Objectives</th>
</tr>
</thead>
</table>
| **Strategic Concentration #1:** Strengthening Graduate Studies at The Catholic University of America | • Educate highly competent, ethical librarians and other information professionals.  
• Explore and integrate innovative technology to enrich teaching, foster scholarship and advance professional practice.  
• Advance the frontiers of knowledge and practice in LIS.  
• Serve the field, the community, the region and the world. | • Educate students who are organizing, disseminating, managing, preserving information technology;  
• Prepare students who are articulate the role of information technology in facilitating in management;  
• Prepare graduates who are articulate the economic, political, cultural, and social importance of the LIS field;  
• Graduate professionals with the ability to interpret and apply research from library and information and related fields;  
• Graduate LIS professionals articulate the economic, political, cultural, and social importance of the LIS field;  
• Provide a academic program that develops professionals who dedicated to professional growth, continuous learning, and application of knowledge to improve information systems and services to meet the needs of the field. |
| Strategic Concentration # 2 |  |  
|----------------------------|-----------------|--------------------------|-----------------------------|-----------------------------|--------------------------|-----------------------------|-----------------------------|-----------------------------|-----------------------------|-----------------------------|-----------------------------|-----------------------------|-----------------------------|
| **Enhancing The Catholic University of America Undergraduate Experience** | • 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. | • Develop graduates who are serving information seekers society; | • Graduate students who apply education and service as integral role of the information profession; |

| Strategic Concentration # 3 |  |  
|----------------------------|-----------------|--------------------------|-----------------------------|-----------------------------|--------------------------|-----------------------------|-----------------------------|-----------------------------|-----------------------------|-----------------------------|-----------------------------|-----------------------------|
| **Improving The Catholic University of America’s Facilities** | • Explore and integrate innovative technology to enrich teaching, foster scholarship and advance professional practice. |  | • Prepare students who are articulate the role of information technology in facilitating information management; | • Graduate professionals who interpret and apply research from library and information and related fields; |

| Strategic Concentration # 4 |  |  
|----------------------------|-----------------|--------------------------|-----------------------------|-----------------------------|--------------------------|-----------------------------|-----------------------------|-----------------------------|-----------------------------|-----------------------------|-----------------------------|-----------------------------|
| **Building The Catholic University of America’s Human Resources** | • 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. | • SLIS transforms the role of libraries and information in society globally | • Develop graduates who are serving information seekers society; | • Graduate students who apply education and service as integral role of the information profession; |
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.

<table>
<thead>
<tr>
<th>Strategic Concentration # 5</th>
<th>• Strengthening the school by engaging in ongoing dialog to anticipate the changing needs of individuals, the community and the global society.</th>
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<tbody>
<tr>
<td><strong>Raising The Catholic University of America’s National and International Visibility and Reputation</strong></td>
<td>• Serve the field, the community, the region and the world.</td>
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<tr>
<td></td>
<td>• 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.</td>
</tr>
<tr>
<td></td>
<td>• Develop graduates who are serving information seekers society;</td>
</tr>
<tr>
<td></td>
<td>• Graduate students who apply education and service as integral role of the information professional society;</td>
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As a direct report to the Provost, and as a Dean of a School, the SLIS Dean is involved in all aspects of supporting attainment of the goals set forth in the Strategic Plan which 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; she chairs the University’s Distance Education Policy taskforce toward achieving strategic concentration 1; She serves as a member of the Provost’s task force on the first year experience in support of strategic concentration 2; and, she serves as a member of the task force on technology in the classroom, in support of strategic concentration 4.

The President and Provost of The Catholic University of America have demonstrated their support for the SLIS program in both their words and actions. The support SLIS has received
that demonstrates the University’s support is tangible and essential to the continued health and future plans for the School. Evidence of the University’s strong support for the School includes:

1. **Strategic Planning Funds.** SLIS developed a request for Strategic Planning funds in 2007/2008 to enhance and develop its Information Commons in Marist Hall. The University, through the Provost and Dean’s Council, generously agreed to support SLIS’ proposal for $93,000 to enhance and improve the Information Commons technology support for research and teaching. In supporting SLIS, several other Schools of the University had to delay their needs. Support for SLIS was unanimous and an example of the University’s support of the School.

2. **Two New Faculty Positions.** The Provost agreed to provide the School with two, new faculty positions to enrich and expand the faculty ranks to improve the School’s ability to serve its students, enhance its research environment, and bolster its tracks in Law and school library media.

3. **Additional Scholarship Funding.** The Provost provided additional scholarship funding to expand the number of graduate library professionals (GLP) from six to seven. The GLP program is the most comprehensive scholarship program available through SLIS and the University Libraries. The GLPs are provided with 100% tuition support and are provided a full-time job within the CUA libraries that includes a salary and full benefits. Further, through the Provost’s generosity, the GLPs received a raise from $15,000 in salary per year to $20,000 in 2008-2009. This support improves SLIS’ ability to attract high quality students and also makes it possible to support deserving students who are financially challenged.

4. **CUA Libraries and School Combined.** The Dean of the School was elevated to the position of Associate Provost of the University Libraries and Dean of the School in June 2008. In her new role, the Associate Provost commands significantly greater resources and facilities that can be applied in support of the University Libraries and the School of Library and Information Science. The opportunities for SLIS students and faculty to collaborate and develop new means to enhance the quality of research, service and teaching in collaboration with the University Libraries are significant. Recent collaborations between the two organizations include the development of a pilot institutional repository (IR) program at CUA, identifying funds to support a new GLP to support the IR program, and discussions of ways to enrich service learning opportunities for SLIS students in the CUA libraries. It was the President’s and Provost’s commitment to the future of the School and the Libraries that led to this merged organizational structure which will invigorate and deepen the important link between the School and the practitioners serving in the libraries and increase the possibilities of serving the University’s strategic goals.

The Catholic University of America is also preparing for its ten year re-accreditation visit by the Middle States Commission on Higher Education (MSCHE) which will occur in 2010. The current documentation of the self study process is available at: [http://provost.cua.edu/msche](http://provost.cua.edu/msche).
The Vision, Mission, and Program Objectives for the School of Library and Information Science (SLIS)

The SLIS vision, mission and program objectives are reviewed annually to ensure they are aligned with the University’s mission and Strategic Plan and explicitly support the School’s purpose in serving its primary stakeholders, the LIS field, and our global society. Table M-1 provides the SLIS framework for continuous planning. The planning process, described in the SLIS Working Plan, calls for the Vision, Mission, and Program Objectives to be reviewed yearly and to be revised at least once over the three year period covered by the SLIS Working Plan. Further, the planning process requires that the draft revisions be reviewed by SLIS’ core stakeholders: SLIS students, faculty, adjunct faculty, alumni, the Advisory Committee for SLIS, and the Provost of the University. Once reviewed, the documents are revised and the final documents are made available to all constituencies via the SLIS Web site and through public forums and other events designed to ensure the entirety of SLIS’ stakeholders are informed regarding SLIS’ core planning documents. This continuous process for planning and articulating the vision, mission and program objectives for the School ensures continual improvement and constant engagement with SLIS stakeholders.

SLIS Vision

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

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.

SLIS Mission

The Mission Statement of SLIS (as of 2007) is:

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 towards the betterment of the individual, communities, and society.

SLIS Goals

In order to achieve the mission, the SLIS faculty articulated five goals for achieving our mission which are:

• 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.

The SLIS Competencies

The SLIS faculty developed a Statement of Professional Competencies for Graduates of the Master’s Program in Library and Information Science to demonstrate our commitment to providing a quality education, establish measurable outcomes, and as a precursor to developing the SLIS program objectives. The competencies help us to assess whether we have achieved our goals and program objectives and provide a foundation for devising measurable outcomes. The Statement of Professional Competencies for the Master’s in Library Science degree is available at: [http://slis.cua.edu/about/Accreditation/documents/SLISCompetenciesAdopted20080326.pdf](http://slis.cua.edu/about/Accreditation/documents/SLISCompetenciesAdopted20080326.pdf).

The primary competencies identified for SLIS’ graduates are in the areas of: 1) professional identity, 2) management, 3) resources, 4) services, 5) information organization and, 6) technology. Within each of these areas, the SLIS faculty have identified specific areas of knowledge and skills SLIS graduates will achieve upon graduation.

For each of the six areas of the competencies, the faculty developed an accompanying scope note and a set of relevant knowledge and skills to use to assess student achievement and as one aspect of ensuring our program meets the ALA standards and provides support for our continuous improvement efforts regarding the curriculum and program. Table M-3 shows how the SLIS competencies align with the ALA standards and provide additional depth toward SLIS’ efforts to achieve the ALA Standards set forth in the Mission, Goals and Objectives chapter. The curriculum chapter, chapter II, provides additional detail on the competencies.

<table>
<thead>
<tr>
<th>Table M-3: SLIS Competencies Mapped to ALA Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>SLIS Competencies</td>
</tr>
<tr>
<td>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:</td>
</tr>
<tr>
<td>· the history and importance of the profession to the world;</td>
</tr>
<tr>
<td>· values, principles, legal, and ethical responsibilities of the profession;</td>
</tr>
<tr>
<td>· professional development and leadership;</td>
</tr>
<tr>
<td>· and active individual and collective responsibility for the betterment of humanity.</td>
</tr>
<tr>
<td>Management: Information professionals require an</td>
</tr>
</tbody>
</table>
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:

- strategic management and planning;
- 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.

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. Students at 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 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. 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;
- Assessment and evaluation of the efficacy and impacts of ICT.

The SLIS Program Objectives

The SLIS program is about developing competent practitioners who are ready to become leaders in the LIS field. SLIS wants to provide our field with graduates who have a solid foundation in
all aspects of the information profession, possess a strong professional identity, understand and desire to serve, and are committed to continually renewing their skills to remain successful and relevant in an ever evolving technological society. Toward our purpose – to educate competent information professionals as future leaders – the SLIS MSLS program has developed a revised set of program objectives, which emanate from our competencies, and guide us as we work toward achieving our objectives. The SLIS Program Objectives are mapped in Table M-3 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 pages 9 and 10 of the *Standards* document, are reflected in Table M-3 using the following numbering system:

Sources of Evidence:

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

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

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

I.2.1 the essential character of the field of library and information studies; that is, recordable information and knowledge, and the services and technologies to facilitate their management and use, encompassing information and knowledge creation, communication, identification, selection, acquisition, organization and description, storage and retrieval, preservation, analysis, interpretation, evaluation, synthesis, dissemination, and management

I.2.2 the philosophy, principles, and ethics of the field
I.2.3 appropriate principles of specialization identified in applicable policy statements and documents of relevant professional organizations
I.2.4 the value of teaching and service to the advancement of the field
I.2.5 the importance of research to the advancement of the field’s knowledge base
I.2.6 the importance of contributions of library and information studies to other fields of knowledge
I.2.7 the importance of contributions of other fields of knowledge to library and information studies
I.2.8 the role of library and information services in a rapidly changing multicultural, multiethnic, multilingual society, including the role of serving the needs of underserved groups
I.2.9 the role of library and information services in a rapidly changing technological and global society
I.2.10 the needs of the constituencies that a program seeks to serve.

The SLIS program objectives are closely linked to the ALA standards and are designed to provide a basis for revising, improving, and evaluating SLIS’ achievement of its goals and program objectives. Table M-4 provides the mapping of the SLIS program objectives to the ALA standards and demonstrates how they are aligned closely, and cover several of the standard areas, to ensure both depth and breadth in the program on behalf of SLIS’ stakeholders.

Table M-4: Mapping SLIS Program Objectives to the ALA Standards for Program Objectives:

<table>
<thead>
<tr>
<th>Program Objectives</th>
<th>Standard I Constructs</th>
</tr>
</thead>
<tbody>
<tr>
<td>SLIS MSLS program develops graduates who</td>
<td></td>
</tr>
<tr>
<td>1. Are skilled in organizing, disseminating, managing, and preserving information;</td>
<td>1.1; 1.2; 1.3; 1.6; 1.7; 1.9</td>
</tr>
<tr>
<td>2. Are skilled in the use of information technologies and articulate the role of IT in facilitating information management;</td>
<td>1.1; 1.2; 1.3; 1.9</td>
</tr>
<tr>
<td>3. Demonstrate a commitment to the philosophy, principles, and legal and ethical responsibilities of the field;</td>
<td>1.2; 1.3; 1.9</td>
</tr>
<tr>
<td>4. Are capable of serving information seekers in a global society;</td>
<td>1.8; 1.10</td>
</tr>
<tr>
<td>5. Appreciate education and service as integral to the role of the information professional in society;</td>
<td>1.4; 1.8</td>
</tr>
<tr>
<td>6. Interpret and apply research results from library and information science and related fields;</td>
<td>1.5; 1.7</td>
</tr>
<tr>
<td>7. Articulate the economic, political, cultural, and social importance of the information profession;</td>
<td>1.1; 1.2; 1.7; 1.8</td>
</tr>
</tbody>
</table>
The combination of the professional competencies and the SLIS program objectives, both of which were developed and approved by the SLIS faculty and SLIS stakeholders, provide SLIS with a solid set of tools to ensure the program is constantly assessing its success and charting its future. The SLIS competencies and program objectives assist SLIS toward meeting the ALA standard and provide the necessary foundation to conduct self-assessment to continuously improve our program as part of our efforts to ensure we provide a quality education. SLIS has a process in place to conduct continuous planning and improvement that engages SLIS’ stakeholders through its Working Plan milestones to ensure the benefits of our planning efforts are realized, provide accountability, and provide a basis for student learning outcome assessment and improvement.

The SLIS Program Objectives Relationship to the LIS Field (Standard 1.2.2)

The SLIS curriculum is designed to ensure that students who graduate from the SLIS program are fully versed in all aspects of professional practice including organization, dissemination, management and preservation of information. The core curriculum provides the foundation that ensures graduates of the program have the necessary knowledge and skills to contribute to the needs of the LIS field and as a basis for success in elective courses and the comprehensive examination. In every instance, the program objectives include a commitment to achieve some aspect of the skills or knowledge essential to the field.

As part of the School’s Working Plan, the core courses and the entire curriculum, are revised every three years. In the last year, the faculty have focused on establishing a continuous revision process for the SLIS curriculum and within that process, have revised the core courses as the first step. The revisions made during the most recent revision were based on the SLIS program objectives and the SLIS competencies, to ensure the Program Objectives are relevant and supportive of the needs of the LIS field.

The core course structure provides the necessary foundation to support students in later coursework and experiences (such as practicum) and provides a coherency for the curriculum essential to ensuring students receive a systematic introduction to all aspects of the LIS field.

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

- Professional identity including an understanding of the importance of life long 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 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 courses for the SLIS curriculum, with their scope notes are as follows:

LSC 551: Organization of Information:
3 credits
This course introduces students to the basic principles of organizing and representing information for facilitating access based on users’ information needs. The course will address how recorded knowledge can be organized and structured, and ways of providing access to the intellectual works. Topics include defining information; describing and indexing intellectual works; current approaches, standards, tools, and systems in use for information organization; and relationship of information organization to information access.

LSC 553: Information Sources and Services
3 Credits
A solid introduction to the fundamental terminology, concepts, and practices of library public services as well as the skills to deliver them effectively to a variety of information users and within a variety of settings. Special emphasis on the philosophy of reference service, appropriate communications skills for use in instructional settings and reference interviews, standard evaluative criteria for determining fitness of sources to meet information needs, proficient retrieval of information from print and electronic reference sources, policies and procedures for the provision of reference service, and the role of reference and information service departments within an organization.

LSC 555: Information Systems in Libraries and Information Centers
3 Credits
Introduces students to the evolving role of information systems in the storage and retrieval of information. Students explore how information technology in libraries, archives and information centers, and on the World Wide Web facilitates interaction with information. This course is designed to: Introduce students to applicable theory, principles, and standards; explore the capabilities and functions of several classes of information systems, including established technology like integrated library systems (ILS) and databases as well as evolving social and collaborative environments; introduce essential technology elements (hardware, software, networking, etc.); introduce practical information technology skills used by information professionals, such as working with databases and creating and publishing web pages; and promote critical thinking, problem solving and collaborative teamwork abilities for working with information technology.

LSC 557: Libraries and Information in Society
3 credits
Introduction to the nature of information, the role of libraries, and the profession of librarianship in contemporary society. Incorporates historical developments, current trends, and the outlook for the future. Emphasizes the values, principles, legal, and ethical responsibilities of the
profession and builds a foundation for each student’s ongoing professional development and leadership.

The core courses cover a range of skills and knowledge areas essential to the development of a competent graduate. The School’s final graduation requirement after completion of course work, the comprehensive examination, is another instance where the students demonstrate achievement of the SLIS program objectives and competencies. The comprehensive examination questions focus on all aspects of the Program Objectives and competencies and require students to demonstrate competency across the entirety of the Program Objectives and Competencies.

In addition, the admissions committee for the School also examines prospective students based on the program objectives and competencies to determine a prospective student’s likelihood of achieving the goals set forth for the program based on their admissions portfolio. Students accepted into the SLIS program must show capacity for academic success, evidence of leadership for the field, and the ability to contribute to the LIS field upon graduation.

The results of the 2008 survey of students provides further evidence that SLIS is achieving its Program Objectives. Table M-5 provides the question, percentage of students in agreement (or disagreement) with the statement regarding the SLIS program, and the mean level of agreement for all responses to the questions.

Table M-5: Student Responses to the SLIS Student Survey, Spring 2008

<table>
<thead>
<tr>
<th>Question</th>
<th>Agree</th>
<th>Mean out of a 6 point scale *</th>
</tr>
</thead>
<tbody>
<tr>
<td>e. The SLIS curriculum provides me with a solid understanding of information technology issues in the LIS field</td>
<td>75.7%</td>
<td>4.66</td>
</tr>
<tr>
<td>f. The SLIS curriculum provides me with a solid understanding of library administration and management practices</td>
<td>65.2%</td>
<td>4.74</td>
</tr>
<tr>
<td>g. The SLIS curriculum provides me with a solid understanding of information organization (e.g., cataloging and classification).</td>
<td>79.1%</td>
<td>4.99</td>
</tr>
<tr>
<td>h. The SLIS curriculum provides me with a solid understanding of information sources and services (e.g., reference).</td>
<td>80.4%</td>
<td>5.02</td>
</tr>
<tr>
<td>i. The SLIS curriculum provides me with a solid understanding of research practices in the library and information science field.</td>
<td>66.4%</td>
<td>4.61</td>
</tr>
</tbody>
</table>

* where 1 = completely disagree and 6 = completely agree

Student agreement is generally quite favorable regarding SLIS’ success in providing a solid foundation in information technology, administration and management, information organization, information sources and services, and an understanding of research practices. This
The core courses create the foundation for the SLIS student to ensure competency, breadth and depth of knowledge in order to be professionally prepared to contribute to and exemplify a quality professional in the LIS field. The comprehensive examination provides a final, culminating experience that demonstrates students’ achievement in all areas outlined in the Program Objectives.

The SLIS Program Objectives Relationship to the Appropriate Principles of Specialization and Professional Organizations (Standard 1.2.3)

The SLIS Program Objectives include a specific objective that reflects our commitment to the principles of the field: Program Objective 3: *Demonstrate a commitment to the philosophy, principles and legal and ethical responsibilities of the field.* Through this program objective we seek to demonstrate our commitment to this principle and infuse an appreciation of these principles throughout the curriculum. In particular, LSC 557: Libraries and Information in Society introduces students to specializations in the field and the role of professional organizations in the field.

The faculty chapter documentation and accompanying appendices, demonstrate how the SLIS faculty members represent the appropriate principles of specialization (see Faculty Chapter, p. XX). The SLIS Faculty is actively engaged in a wide diversity of professional organizations that reflect their commitment to the field, their professional organizations, and they convey this commitment to SLIS students and external stakeholders. Table M-6 (below) provides a list of the SLIS full-time faculty and their professional association memberships. Table M-6 provides evidence of how SLIS meets the standard regarding appropriate principles of specialization and relevant professional organizations. In addition, the student chapter provides information on the professional student organizations SLIS supports which further deepens its engagement in relevant professional organizations and includes its students in professional activities early in their graduate careers.

In addition, as a School, SLIS belongs to the American Society for Information Science and Technology (ASIST), 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 the SLIS full-time and part-time faculty provide our evidence that we demonstrate a commitment in words and deeds to the appropriate principles outlined in standard 1.2.3.

<table>
<thead>
<tr>
<th>SLIS Faculty Member</th>
<th>Professional Participation/Organizations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Youngok Choi</td>
<td>JCDL 2007, 2008 Program Committee</td>
</tr>
<tr>
<td></td>
<td>ALISE Service Award Committee</td>
</tr>
<tr>
<td></td>
<td>ICADL 2007, 2008 Program Committee</td>
</tr>
<tr>
<td></td>
<td>A panel organizer for the ASIST Conference, 2008</td>
</tr>
</tbody>
</table>
Dr. Mary Edsall Choquette

Association of Library and Information Science Education (ALISE) Preservation Special Interest Group (SIG) Convener 2007-present

CUA/SLIS Representative to Association of Library and Information Science Education (ALISE) 2006-present

American Library Association/Rare Books and Manuscripts Section (ALA/RBMS) "Rare Books, Manuscripts, and Cultural Heritage", Editorial Board 2004-present

American Library Association/Rare Books and Manuscripts Section (ALA/RBMS) member 1992-present

American Library Association, Arts Section, (ALA/ARTS) member 1992-present; Publications Committee 2004-05; Dance Librarians Discussion Group convener June 2007

American Library Association/Association of College and Research Libraries (ALA/ACRL) member 1992-present

American Library Association, Arts Section (ALA/ARTS) , Editor, Philadelphia Arts Guide 2007

ICHIM 2007 Conference Presenter

Society of American Archivists (SAA) member 1996-present

Mid-Atlantic Regional Archives Conference (MARAC) Education Committee 2005-2007, member 1994-present

Congress on Research in Dance (CORD) member 1988-present; President/Past-President 1998-2002

Society of Dance History Scholars (SDHS) member 1996-2006

Metadata Education and Research Information Center (MERIC) Advisory Board, Co-Chair (with Sherry Vellucci), 2005-2007. Chair, 2008-


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.

Dr. Hsieh-Yee


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 Library Association, member.

American Society for Information Science & Technology.


-- Reviewer, Conference program panel submissions and poster submissions, 2005, 2006

-- Committee on Information Science Education. 1999-2006.

Association for Library and Information Science Education.
-- SIG Technical Services Education, Convener & co-convener, 2005, 2006

Association of College & Research Libraries, member, presenter (2007)
Chinese American Librarians Association, member
Library Information Technology Association, member
Special Library Association, member

Referee for the following journals:
  Information Processing and Management
  Journal of Digital Information
  Journal of Education for Library and Information Science
  Journal of Library & Information Science
  Journal of the American Society for Information Science & Technology
  Library and Information Science Research
  Library Quarterly


Expert reviewer, “Information Organization” course, University of Michigan, Ann Arbor. 2007.

Dr. Kelley
Chair, Military Education Committee, UCEA

Program Planning Committee, EDUCAUSE

American Library Association, member LAMA, Human Resources Committee

Dr. Kules
Program Chair, Second Workshop on Human-Computer Interaction and Information Retrieval (HCIR 2008)

Program Committee, ACM/IEEE Joint Conference on
Digital Libraries (JCDL 2008)

Program Committee, ACM SIGCHI 2007 Workshop on Exploratory Search Evaluation

Member, Program committee, SIGIR Workshop on Evaluating Exploratory Search Systems, 2006


Reviewer, Encyclopedia of Computer Science and Engineering, 2007

Reviewer, IEEE Information Visualization Conference 2008 (IEEE InfoVis)

Dr. Lussky

PVC ASIST Student Chapter Advisor Fall 06
Chair, SIG CR Workshop fall 07 and fall 08

Professor Shumaker

Special Libraries Association. Member, Public Relations Advisory Committee (2008-present)


Special Libraries Association, Knowledge Management Division: Program Planning Chair (2006-2007); and member (2007-present)

Special Libraries Association, Leadership & Management Division: Knowledge Management Section Co-Chair (2005-2006)

Special Libraries Association, Washington DC Chapter: Mentoring Committee Chair/Co-Chair (2006-present)
Maryland Distance Education Association

Professor Steelman

The Tracks in the MSLS: School Library Media and Law Librarianship

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 LIS field and specializations and reflection of appropriate specializations, SLIS has two specific tracks, one in school library media and one in law librarianship, that have a specific curriculum to ensure graduates have the necessary skills and knowledge to contribute effectively in these two sub-specializations. The purpose of defining these tracks, and the course of study, is to demonstrate SLIS’ achievement of 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 school library media specialists in schools. The law librarianship concentration prepares students to develop knowledge, skills, and expertise to work in a variety of legal settings.

The School Library Media Track
The school library media track has a required curriculum to ensure quality, demonstrate applicability to the field, and to ready students for certification. The track is prescribed to ensure students are ready to take leadership roles as school library media specialists and have sufficient knowledge of all aspects of the school library media center and its role within the School to be versatile, technology savvy, and ready to serve as certified school library media specialists in public and independent schools. The school library media track is accredited by the American Library Association (ALA) and the National Council for the Accreditation of Teacher Education (NCATE). More recently, in response to new requirements of the District of Columbia, the School is seeking additional accreditation by the American Association of School Librarians (AASL) a division of ALA and the liaison with NCATE.

Students interested in receiving the school library certification have a prescribed program which requires them to take the following electives:

- LSC 603 Technical Services
- LSC 606 Cataloging and Classification
- LSC 772 Media Services in Libraries
- LSC 776 Design and Production of Multimedia
- LSC 813 The School Library Media Center
- LSC 854 Media for Children
- LSC 855 Media for Adolescents
- LSC 908 Practicum

The in-school experience is essential for students seeking certification in school library media. In-library experience provides a means for applying the skills attained in classroom study and makes it possible to apply theory to practice. The essential course for theory-to-practice is SLIS’ 908 course which requires students to work in an information setting in a school to achieve competency for practice. The course description for CLSC 908 is provided below:

908:

The school library media practicum is a required course in the school library media track that provides students interested in a career in K-12 librarianship to gain professional experience in a school library. Students earn three graduate credits by working 120 hours under the supervision of professional librarians who are certified. Placements for the practicum are arranged after consultation with the student, professional librarians, and the practicum coordinator. Students must complete 120 hours in at least two library settings. No less than 40 hours must be completed at each of the two levels, K-6 and 7-12. The practicum is graded Pass/Fail. Prerequisites include 551, 553, 555, 557, 813 and permission of the practicum coordinator.

National Recognition through the American Association of School Librarians (AASL) within ALA:

SLIS is currently seeking national recognition from The American Association of School Librarians (AASL), the representative body for The National Council for Accreditation of Teacher Education (NCATE) within ALA that provides an additional level of certification for
programs offering a school library media program.
In order to achieve recognition, a master’s degree program offering a specialization in school library media must demonstrate adherence to the AASL standards which are:

Standard 1: Use of Information and Ideas
- Efficient and Ethical Information-Seeking Behavior
- Literacy and Reading
- Access to Information
- Stimulating Learning Environment

Standard 2: Teaching and Learning
- Knowledge of Learners and Learning
- Effective and Knowledgeable Teacher
- Information Literacy Curriculum

Standard 3: Collaboration and Leadership
- Connection with the Library Community
- Instructional Partner
- Educational Leader

Standard 4: Program Administration
- Managing Information resources: Selecting, Organizing, Using
- Managing Program Resources: Human, Financial, Physical
- Comprehensive and Collaborative Strategic Planning and Assessment

The Program Objectives developed by the AASL are as follows:

The AASL Program objectives are derived from the national charge for school library professionals, found in Information Power. SLIS’ goals for students in the school library media track within the SLIS program are also the AASL goals listed below:

1) to provide intellectual access to information through systematic learning activities
2) to provide physical access to information
3) to provide learning experiences that encourage users to become discriminating consumers and skilled creators of information
4) to provide leadership, instruction and collaboration in the use of instructional and informational technology
5) to provide resources and activities that contribute to lifelong learning, while accommodating a wide range of differences in teaching and learning styles and in instructional methods, interests and capacities
6) to provide resources and learning activities that represent a diversity of experiences, opinions, social and cultural perspectives, supporting the concept that intellectual freedom and access to information are prerequisite to effective and responsible citizenship in a democracy.

In addition to achieving the Program Objectives set forth for the SLIS program, SLIS has
submitted an accreditation report to NCATE/AASL to demonstrate how it 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.

For students in the school library media track, SLIS continuously examines how well the program achieves the SLIS Program Objectives and additionally, how well the program achieves the goals set forth by the AASL. Currently, SLIS is accredited by NCATE for the school library media program through the University’s Department of Education.

**The Law Librarianship Track**

Similarly to the school library media track, SLIS has a track for students seeking a specialization in law librarianship. The SLIS curriculum is constantly reviewed and updated to ensure relevance for the field and evaluated and revised by the SLIS law librarianship advisory board which is populated with practicing law librarians in the D.C. region. The law librarianship degree program includes specialized courses specifically developed to provide a foundation in law librarianship for students pursuing the law track. The three, required, specialized law courses required of students seeking a specialization in law librarianship are:

- LSC 825: Law Librarianship
- LSC 826: Legal Literature
- LSC 828: Advanced Legal Research

- The four core courses are supplemented by the two recommended specialized courses, 1) LSC 782: Government Information and LSC 906: Practicum. The four core, supplemented by the five specialized courses provide a solid foundation for individuals interested in obtaining in-depth knowledge of the field of library and information science and further, to gain specialized knowledge of the field of law librarianship. After the students complete the four core course and the additional five specialized law librarianship courses, they may choose an additional three, three credit electives from the SLIS curriculum to complete the course requirements for the degree.

The recommended electives relevant to the law librarianship track include:

- LSC 782: Government Information
- LSC 906 Practicum

The law track has a specialized curriculum tailored to the needs of the student interested in working in law libraries and related organizations. Through the constant renewal and revision of the curriculum, and the addition of new courses to meet the changing needs of the field, SLIS demonstrates its relevance and evidence that we are successful in representing the essential character of the field of library and information science.
The SLIS Program Objectives Reflection of the Value of Teaching and Service to the Advancement of the Field (Standard 1.2.4)

Teaching and service are integral to the education of a professional in the LIS field. The SLIS Program Objectives reflect our commitment to developing graduates who value teaching and service. In particular, SLIS’ program objective: appreciate education and service as integral to the role of the information professional in society is SLIS’ explicit commitment in the program objectives to provide students with an education and experiences that reflect SLIS’ commitment educating students who become graduates who value teaching and service. The faculty chapter (p. XX) provides evidence of the faculty’s personal and professional commitment to teaching and service. Their involvement in service activities within the School, the University and the field are extensive and their teaching portfolios demonstrate an understanding of the importance of teaching in their role as educators. Table M-7 and M-8 demonstrate the full-time faculty’s involvement in School related, university-based and LIS field activities related to teaching and service. As the tables demonstrate, full-time faculty involvement in teaching and service is significant and demonstrates the program’s commitment to teaching and service. Their efforts also provide the School with leadership in many areas essential to its success and continuous development.

Table M-7: SLIS’ Full-time Faculty Teaching Load:

<table>
<thead>
<tr>
<th>Course Type</th>
<th>Courses Taught 2006 by Full-time SLIS faculty (N=8)</th>
<th>Courses Taught 2007 by Full-time SLIS faculty (N=7)</th>
<th>Courses Taught 2008 by Full-time faculty (N=7)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core</td>
<td>10</td>
<td>10</td>
<td>11</td>
</tr>
<tr>
<td>Elective</td>
<td>13</td>
<td>18</td>
<td>19</td>
</tr>
<tr>
<td>TOTAL</td>
<td>23</td>
<td>28</td>
<td>30</td>
</tr>
</tbody>
</table>

Table M-8: SLIS’ Full-time Faculty Service for SLIS, the University and the LIS Field:

<table>
<thead>
<tr>
<th>Faculty Name</th>
<th>Total Number of Committee Memberships for SLIS</th>
<th>University Wide</th>
<th>LIS Field-based</th>
</tr>
</thead>
<tbody>
<tr>
<td>Youngok Choi</td>
<td>9</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>Mary Edsall Choquette</td>
<td>7</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Ingrid Hsieh-Yee</td>
<td>10</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Kimberly Kelley</td>
<td>16</td>
<td>9</td>
<td>3</td>
</tr>
<tr>
<td>Bill Kules</td>
<td>7</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Joan Lussky</td>
<td>6</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>David Shumaker</td>
<td>11</td>
<td>7</td>
<td>3</td>
</tr>
<tr>
<td>Tim Steelman</td>
<td>14</td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>
SLIS has a specific program objective about education and service because of our program’s deep commitment to these two important aspects of our profession and their importance to our educational practice. The requirement to teach (through presentations and related activities) is required in every SLIS course. There are specific courses in the curriculum that emphasize teaching and service in the curriculum. Table M-9 provides information on the courses in SLIS that emphasize teaching and service.

### Table M-9: Courses Designed to Provide/Teach About Teaching and Service Opportunities:

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

One core course, **553: Information Sources and Services**, includes an introduction to teaching and has an assignment in which students take on a teaching role to develop their skills in this arena. In **557: Libraries and Information in Society** students have an introduction to the service aspects of the profession and the course has assignments designed to emphasize the importance of service in the information profession.

The practicum experience (LSC 906), a separate elective for all students who are not in the school library media track, requires that students demonstrate presentation and teaching skill ability as part of the assessment of their successful completion of practicum. Further, students are exposed to the service aspects of the profession through their mentors and the practicum coordinator as an element of the course. Students are evaluated on their ability to teach and support the service activities of the library/information organization where they complete their practicum. Practicum supports our commitment to teaching and service and contributes to student’s development and appreciation of these critical facets of our profession.

**School library media track and teaching and service.** Students pursuing the school library media track must demonstrate their teaching abilities in two of their required courses. The two courses in the school library media track that evaluate a student’s teaching abilities and understanding of the importance of service are:

**LSC 908: School Library Media Practicum**
And,

**LSC 813: The School Library Media Center**

Students in the school library media track are required to successfully pass both of these courses in order to complete the school library media track. SLIS understands the importance of these skills in our role as LIS professionals serving a global society. Therefore, the curriculum includes both in-classroom and online teaching experiences to foster teaching skill development in both domains. As for service, it is an integral part of our curriculum and reflected in the values we assert through our Program Objectives.

The Relationship of the SLIS Program Objectives to the Importance of Research to the Advancement of the Field’s Knowledge Base (Standard 1.2.5)

The SLIS program objectives reflect our commitment to research and the advancement of the field’s knowledge base. As a graduate program, we are held to high standards within the University regarding our research activities. The School and University reflect the commitment to research and furtherance of the knowledge base of the field in the School and University policies regarding appointment, promotion, tenure, and post-tenure review processes. At regular intervals in the promotion process, SLIS faculty must demonstrate their potential and productivity in conducting research and contributing to the field’s knowledge base. The faculty chapter (p. XX) provides further information on the faculty’s research and contributions to the advancement of the field’s knowledge base.

In addition, SLIS is committed to educating the next generation of library professionals to have a foundation in research in order to become contributors to the field’s knowledge base. SLIS offers a course in research methods that SLIS advisors recommend students take during their studies at SLIS. In addition, within LSC 553 and LSC 557, students are introduced to the research process and the use of statistical and research data and its role in advancing the field. The course:

**LSC 745: Research Methods in Library and Information Science**

LSC 745 is a recommended mid-level course for students in the graduate program and provides a foundation in research methods and interpreting research data in support of our efforts to educate students to appreciate and apply research in their practice and as a means to contribute to the field.

In addition, SLIS hosts an annual research symposium to develop students’ research skills and encourage their engagement with the research process. The most recent symposium, entitled *Bridging the Spectrum: A Symposium on Scholarship and Practice in Library and Information Science* is a knowledge-sharing forum for practitioners, students, and faculty in Library and Information Sciences and Services. Presentations on innovative practices, student projects, and research activities are encouraged. Presentations may originate from any type of library, archive, or information services activity, and may encompass any aspect of Library and Information...
Professional work. Our aim is to host a diverse set of presentations and to foster connections across the spectrum of the information professions.

SLIS hosts both the annual symposium, and a diverse colloquium series that introduces, encourages, and fosters discussion of research and its role in the profession. The colloquium series topics and speakers are available in Appendix C.

In pursuit of research collaborations and opportunities, SLIS has established close ties and working relationships with prominent libraries in the nation's capital. Strong partners include the Library of Congress, The George Washington University, The University of Maryland, The National Library of Medicine, The Supreme Court Library, The Smithsonian Institution and The American University.

Students attending SLIS are engaged with faculty in their research pursuits as research assistants. Currently, every faculty member in SLIS employs at least one student research assistant in support of his/her and the student’s mutual research interests. As co-presenters and presenters at conferences in collaboration with the faculty, and at the School’s Symposium and Colloquia, students are regularly and systematically involved in furthering the research of the field and developing their skills as emerging researchers for the future.

The Relationship of the SLIS Program Objectives to the Contributions of Library and Information Studies to Other Fields of Knowledge (Standard 1.2.6)

The SLIS Program Objective: 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 at SLIS. In order to ensure the program of study reflects our values, SLIS’ faculty have included, in the core course revision process, 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 comprises library and information science. Throughout the core curriculum, faculty emphasize the role of the information professional, and the contributions of the profession to other fields, so students gain an awareness of the field’s contribution to the sciences and social sciences.

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 diversity 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 to achieve 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. Further, the theoretical approach increases a student’s likelihood of demonstrating his knowledge of the contributions of library and information science in a diversity 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 is engaged in a collaborative research initiative involving an eye-tracking machine that is used by Chemistry, Psychology and SLIS faculty. The cross disciplinary approach supports SLIS’ goal to demonstrate the SLIS 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 to demonstrate their contribution to other fields of inquiry. There are several cross disciplinary initiatives underway among the SLIS faculty that further our goal of ensuring our field’s contributions to other fields of study are supported by our commitment to cross-disciplinary understanding.

SLIS Program Objectives and the Importance of Contributions of Other Fields of Knowledge to Library and Information Studies (Standard 1.2.7)

SLIS hosts an annual colloquium series that introduces students to scholars in other fields of endeavor who have research relevant to the LIS field. For the colloquium series, SLIS has had speakers from the National Endowment for the Humanities and the United States Department of Education speaking on topics of interest and relevance to the LIS field (see Appendix C for more information on the SLIS Colloquiums). In addition, the annual SLIS symposium brings in scholars in other fields with interests that are relevant to SLIS to foster discussion and collaboration.

The SLIS faculty also demonstrates how SLIS has a 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 and contribute their unique knowledge to the curriculum and research agenda in SLIS. One is from the computer science field and the other from the humanities. The diversity of fields within the SLIS faculty is another piece of evidence of our commitment to providing varying viewpoints and fostering collaboration to further the development of new knowledge in the SLIS field. The current research endeavors of the SLIS faculty are cross-disciplinary within SLIS and in the collaborations of the SLIS faculty with other researchers they work with within CUA and at other institutions. The faculty is eclectic and engaged in a diversity of research that demonstrates SLIS’ engagement with other fields and the faculties’ commitment to incorporating other fields knowledge to apply to the creation of new knowledge in SLIS.

<table>
<thead>
<tr>
<th>Name</th>
<th>Degree Areas</th>
<th>Areas of Specialty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Youngok Choi</td>
<td>Library and Information Science</td>
<td>Digital libraries, Organization of information, User behavior, Human computer interaction, Visual information searching and retrieval</td>
</tr>
<tr>
<td>Mary Edsall Choquette</td>
<td>Library science, archives, dance, humanities</td>
<td>Archives, Preservation, Cultural heritage, Arts, Special Collections, Art and Museum Libraries</td>
</tr>
<tr>
<td>Name</td>
<td>Field of Study</td>
<td>Specializations</td>
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<tr>
<td>-------------------</td>
<td>------------------------------------------------</td>
<td>----------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Ingrid Hsie-Yee</td>
<td>Library and information studies, comparative literature, literature and languages</td>
<td>Organization of information, User behavior, Research methods</td>
</tr>
<tr>
<td>Kimberly Kelley</td>
<td>Library science, higher education management, psychology</td>
<td>Collection development, Intellectual property, Administration, College and university libraries, Information technology in libraries, Distance education</td>
</tr>
<tr>
<td>Bill Kules</td>
<td>Computer science, mathematics</td>
<td>Human computer interaction, User behavior, Information systems analysis and design, User interface design and evaluation, Programming languages, Information technology (IT) project management</td>
</tr>
<tr>
<td>Joan Lussky</td>
<td>Information science, botany and chemistry</td>
<td>Organization of information, Research methods, Database management, Sociology of scientific knowledge, Subject headings, taxonomy and thesauri, Scholarly communication, Content analysis, Classification theory and research</td>
</tr>
<tr>
<td>David Shumaker</td>
<td>Management, library science, Slavic languages</td>
<td>Special libraries, Libraries in society, Management, Information sources and services, Reference/research</td>
</tr>
<tr>
<td>Tim Steelman</td>
<td>Library science, school management, biology</td>
<td>Media services, Technology, School library media, Multimedia production and design, Administration</td>
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</table>

**Joint Degrees**

In addition, SLIS offers six joint degree programs as part of its curriculum. The joint degree programs are another aspect of the SLIS program that demonstrates our commitment to recognize and integrate the knowledge of other fields toward the pursuit of library and information studies. SLIS students gain knowledge of the SLIS field and the other academic areas of study if they choose to pursue the joint degree program. In addition, several of the SLIS courses are delivered jointly with other, external organizations and disciplines. As two examples, the Institute for Intellectual Property is jointly delivered with the Columbus School of Law and the Religious Archives Institute is delivered jointly with the University Archives.

All of the SLIS core courses are cross-listed with the School of Arts and Sciences at the Catholic University of America. Upper level undergraduates are eligible to take these courses as they complete their undergraduate degrees at CUA.

SLIS also allows students in the LIS program to take courses in other departments within CUA during their degree pursuit. Students may take up to six credits in another department with the approval of his/her advisor and the Dean.
The Role of the Program in Furthering The Role of the Library and Information Services in a Rapidly Changing, Multicultural, Multiethnic, Multilingual Society, Including the Role of Serving the Needs of Underserved Groups (Standard 1.2.8)

SLIS’ faculty and administration are committed to meeting the needs and furthering the program’s representation of multicultural, multiethnic, multilingual and underserved groups. SLIS’ Working Plan provides the milestones in furthering SLIS’ engagement with these issues and providing evidence of its commitment to this aspect of our program. The Working Plan includes the milestones generated in the original Diversity Plan for the School from 2005. The current diversity for SLIS milestones, set forth in the original SLIS Diversity Plan in 2005, have been achieved. The original milestones were:

1) Establish SLIS matching support for ALA Spectrum Scholars
2) Identify new funding opportunities to attract and retain diverse students (i.e., IMLS grant)
3) Ensure SLIS faculty hiring committees are diverse and representative of SLIS

SLIS has matched the ALA Spectrum Scholarship for five students in the previous three years and continues to provide this support for current and incoming students. SLIS’ Web site provides students with information on SLIS’ support for this scholarship and we have provided the support for several SLIS students once it became a milestone in our plan to encourage diversity within the student population and to support their educational achievement.

SLIS pursued and was awarded an IMLS grant that supports diverse employees of the District of Columbia Public Schools (DCPS) to give 10 students a full scholarship and stipend to pursue a master’s in library and information science. Currently, SLIS has ten diverse students, who are employed in the DCPS pursuing their master’s degree in library and information science at SLIS on a part-time basis.

Additionally, 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 is comprised of diverse individuals. The composition of these committees is 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 within the Working Plan are:

Diversity Milestones (2007):

a. Review the current Diversity Plan with faculty, Advisory Board, Alumni Board, and other stakeholders
b. Accomplish specific goals and actions in the 2006 Diversity Plan including:
(1) match ADA Spectrum Scholarship Funding for SLIS students to attract and retain minority students;
(2) pursue IMLS grants to attract and retain minority students
(3) ensure diversity on all hiring committees;
c. Develop goals for future years
d. Assess outcomes for the year.

The SLIS full-time faculty members are also representative of a diverse, multilingual, multiethnic, diverse society. The current diversity of the SLIS faculty is presented below in Table M-11. The most recent faculty hire for SLIS represents our continued commitment to meet our goals to develop a teaching environment that is reflective of the multicultural, multiethnic and multilingual society where SLIS is located, the District of Columbia. The newest faculty hire is engaged in research in diversity and multi-ethnicity and with her expertise, will provide a research focus in this area to deepen and enhance SLIS’ ability to develop further diversity initiatives and provide a faculty and student body reflective of the metropolitan area and the global society SLIS serves.

In order to see how the SLIS faculty represent the greater society and the level of diversity within the SLIS faculty, the following table provides the percentages of faculty representation in terms of gender, age and ethnicity.

**Table M-11: SLIS Full-time Faculty Diversity in Total Percentages**

<table>
<thead>
<tr>
<th>Gender</th>
<th>Age</th>
<th>Ethnicity</th>
</tr>
</thead>
<tbody>
<tr>
<td>63% female</td>
<td>41-45- 37.5%</td>
<td>African American – 12.5%</td>
</tr>
<tr>
<td>37% male</td>
<td>45-50 – 25%</td>
<td>Asian – 25%</td>
</tr>
<tr>
<td></td>
<td>51-55 – 37.5%</td>
<td>Caucasian – 62.5%</td>
</tr>
</tbody>
</table>

The SLIS curriculum currently includes courses where students are introduced to the importance of working with and serving a diverse society. These courses include LSC 553, which provides an introduction to diverse user populations and the needs of multicultural populations as does the core course, LSC 557. In addition, within the electives, SLIS has the following courses where the needs of diverse groups, including those who are mentally and physically challenged, are presented and represent an area of focus for the course

**LSC 730: Use and Users of Libraries and Information**  
**LSC 807: The Public Library**  
**LSC 875: International Librarianship**  
**LSC 776: Design and Production of Multimedia**

**The SLIS Program Objectives and the Role of Library and Information Services in a Rapidly Changing Technological and Global Society (Standard 1.2.9)**

SLIS has a program objective specifically tied to the needs of a rapidly changing technological and global society. Specifically, the Program Objective: *Exploring and integrating innovative technology to enrich teaching, foster scholarship and advance professional practice.* SLIS has
focused a great deal of attention on the issues related to technology and its role in SLIS’ educational program, for student learning purposes and to support SLIS faculty research initiatives.

Immediately after the decision of the Committee on Accreditation, SLIS developed a technology survey for current students and alumni to identify how well SLIS was preparing its students, and how well it prepared its graduates, to achieve technology fluency to succeed in a rapidly changing technological society. Appendix D provides the instrument and subsequent report of the findings of the survey. The report of the technology survey was given to the SLIS Curriculum Committee and the recommendations in the report were 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’ 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 will be launched in fall, 2008, and the results of this effort will be reviewed and refined to ensure LSC 555 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 with the changes will be evaluated in spring 2009 and a revised course with the changes suggested by the pilot will be launched in fall, 2009.

In addition, in spring, 2008, SLIS has developed a set of technology competencies for incoming students. The questionnaire, which is designed to determine student technology readiness, was administered at the new student orientation. Based on student responses, students will be advised to take additional technology workshops (or not) 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 co-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. The technology assessment instrument is in Appendix D and the list of technology skill workshops is in Appendix E.

SLIS has a series of technology intensive courses that provide breadth and depth in technology preparation for SLIS students. Some examples of SLIS’ diversity of 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
Faculty interests and expertise, with the hires from 2006 combined with the current expertise on
the faculty, reflect a depth in research and teaching expertise in technology that would allow
SLIS to establish a certificate or track in information technology. The Working Plan calls for a
continuing analysis of the tracks in SLIS and over the next three years, the Curriculum
Committee will consider new track proposals for the program. The richness in SLIS’ offerings
in technology areas is greater than ever and provides 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 face-to-face meetings; a blend of
delivery formats that we find best serves the needs of our students. SLIS has been systematically
increasing the role of technology formats in the delivery of SLIS courses. The SLIS faculty all
utilize Blackboard or Sakai in their course delivery and increasingly, the faculty are
experimenting with differing course formats and the mix of technology and in-classroom
experiences in all of their course offerings.

In addition, SLIS has recently purchased Marratech, a multi-point interactive video capability
which a SLIS faculty member piloted for course use in summer, 2008 and all the faculty are
piloting for SLIS faculty use in fall, 2008. The use of technologies for teaching, 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 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.

As the facilities chapter details, SLIS has also been systematically developing the technologies
available in the School’s Information Commons to encourage student engagement with the latest
technologies and to foster informal testing and utilization of technologies as part of SLIS’
creative use of information technology. 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

The SLIS Program Objectives Reflecting the Needs of the Constituencies That a Program
Seeks to Serve (Standard 1.2.10)

SLIS has taken systematic steps, and through its commitment to continuous planning processes
reflected in the Working Plan, will continue to take steps, to develop its planning and feedback
loops to ensure it is obtaining the views of the constituencies it seeks to serve. The program
objectives that were revised in 2007 went through a rigorous review process by the entirety of
SLIS’ constituents including SLIS’ current students, alumni, faculty, adjunct faculty,
professional colleagues, department representatives of the departments with which SLIS has joint degrees, 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 listservs for alumni, adjunct faculty and students.

Further, to ensure consistent, continuous feedback on the program objectives, SLIS established the SLIS Advisory Committee of stakeholders who have as their role to 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 survey data from its current students, alumni, and employers which it used to ensure that the program objectives are addressing the needs of these stakeholders as interpreted through their responses to the SLIS survey and 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 provide formal and informal mechanisms to obtain feedback on the SLIS program, its program objectives. The formal feedback received is used to revise and improve SLIS’ program objectives. As a result, there is continual constituent engagement through the planning process and the availability of feedback loops was 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.

The Dean’s Office continues to host an annual full-faculty retreat, a one-day event also including the University’s Provost. Throughout the school year, forums are held where students, faculty, staff and interested stakeholders are informed of the School’s status and may discuss issues related to planning and other activities of the School.

In addition, there are semi-annual, half day all-faculty meetings (full-time and adjunct) that provide an opportunity for the adjunct and full-time faculty to discuss the issues facing the School, obtain faculty feedback, and discuss proposed directions for the School for advice and counsel. In addition, the half-day meetings are followed by a workshop for continuing education purposes to support the adjunct and full-time faculty needs for continuing education. The most recent workshops include: 1) the Blackboard virtual lecture hall, 2) Blackboard basics and, 3) an introduction to second life as a teaching tool.
Charting the Future: Strategic Planning for SLIS

Meetings of the faculty to chart the School’s future began in 2007 after the departure of the previous Dean. Building on these efforts, in the fall, 2007, the new Dean of SLIS called for the continuation of the process with the renewal of a comprehensive strategic planning effort for SLIS to review and revise the strategic direction of the School to ensure it was compatible with the Strategic Plan for CUA, to develop a future direction for the School and to ensure the planning process was continuous and iterative. The strategic planning process is underway and the systematic renewal of the planning process has been codified in the School’s Working Plan. The School’s faculty have led the planning process and achieved several milestones of the planning process including:

1. Drafting/editing and revising new vision and mission statements
2. Developing the new program objectives for the program and overseeing the process for engaging the SLIS community in their development, revision and finalization.
3. Establishing the stakeholders groups to engage in the strategic planning process and developing mechanisms to ensure their involvement
4. Developing a draft Working Plan for review and feedback by the University and internal and external stakeholders to develop a final document to chart SLIS’ future.
5. Facilitating assessment efforts to help determine future directions, such as the student, employer and alumni surveys
6. Determining mechanisms to ensure the planning process is continuous and includes regular analysis to support future planning efforts.

The strategic planning process has resulted in revised program objectives to reflect SLIS’ current and future needs; the creation of the SLIS Advisory Committee as one element for ensuring systematic, continuous stakeholder feedback and input; a SLIS Working Plan to provide a map to chart our future for the next three years; and the creation of the SLIS Strategic Planning Committee to act as the annual review and feedback committee for SLIS to ensure SLIS reaches its milestones as outlined in the Working Plan.

The annual SLIS retreats provide an avenue to review the progress of the faculty toward developing a continuous, meaningful planning process and milestones to continually improve the SLIS program. The retreat also allows the entire SLIS community to engage in the planning process and review data relevant to the planning process and charting the future course for the School.

The annual retreat is also an opportunity to examine the evidence collected regarding SLIS’ success in achieving its self-selected program objectives from its stakeholders and provides a means to continually reevaluate SLIS’ progress and develop milestones to assure SLIS is engaging its stakeholders for the purpose of assuring continuous improvement in the program.

The Working Plan emanates from the SLIS program objectives and clearly states the goals for SLIS and how these goals will be achieved and measured during the three year period covered by the Working Plan. SLIS has dedicated considerable time and energy to develop a meaningful, stakeholder-engaged planning process that is actionable, has measurable outcomes, and is
aligned with the goals for the Catholic University of America and fulfills the requirements of the American Library Association.

Sources of Evidence:

1) The newly revised program goals and objectives that are mapped to the SLIS core competencies derived from the ALA, SLA and other professional organizations competencies,
2) The four core courses course objectives matched with Standards I.2.1 to I.2.10 and with the MLIS program objectives,
3) Faculty CVs,
4) A table that demonstrates how the SLIS curriculum and program link to the University’s strategic plan to the SLIS strategic planning process,
5) Employer, student, alumni, and technology survey instruments,
6) Core competencies mapped to courses that support their realization in the SLIS curriculum,
7) A description of the SLIS Research Day event including a list of student research presentations from SLIS’s annual Research Day event
8) List of public lectures and colloquia workshops sponsored by SLIS or presented by SLIS faculty outside the School
9) Long-range plan for distance education as described in the Working Plan
10) Milestones for addressing diversity within the SLIS program as detailed in the Working Plan

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

Clearly Defined, Publicly Stated Program Goals and Objectives

The core values, vision, mission, and goals and objectives of the school are published online in the University’s catalog called the Graduate Announcements (http://home.cua.edu/resources/Grad_Ann_2007-2008.pdf) and on the SLIS Web site (http://slis.cua.edu/). New students, faculty and other stakeholders are informed about these locations at meetings, through listserv announcements and at orientation sessions. Further, SLIS has several listservs, 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

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• The meetings of the SLIS Advisory Committee and,
• The dean’s semi-annual meetings with the student leaders
• Updates sent by the Dean to the student, adjunct faculty, and alumni listservs for comment and feedback.
• SLIS Webcasts of the Dean’s forums
• The publication of the SLIS *Working Plan* to the SLIS Web site and request for comment.

Further, informal venues include:

• The Dean’s blog
• SLIS student gatherings
• Webcasts of SLIS meetings and,
• SLIS faculty meetings.

The most recent revision of the SLIS program goals and objectives formally engaged several 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. Further, the SLIS Advisory Board provides the perspective of external and internal stakeholders regarding SLIS’ current program goals and objectives and recommends changes, updates or revisions. The full faculty meetings provide 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 face-to-face and digital venues.

The School of Library and Information Science (SLIS) has a comprehensive planning document, the SLIS *Working Plan* that ensures SLIS continually reviews, shares with stakeholders, and refreshes the School’s core values, vision, mission, and goals and objectives. With the previous review process as a starting point, SLIS continues its comprehensive planning and review process of its goals and objectives on a yearly basis, with formal junctures for stakeholder feedback, as specified in the *Working Plan*, so that the process fully involves the School’s stakeholders. The School recognizes its program goals and objectives require systematic feedback to ensure continuous improvement.

**Continuous Internal and External Evaluation of the Program’s Goals and Objectives**

The *Working Plan* establishes the framework for the frequency of evaluating SLIS’ 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 on an every-three-year basis to determine the extent to which SLIS’ stakeholders perceive SLIS 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. Further, through its advisory bodies, e.g., the Advisory Board for the School and the law librarianship track, SLIS continually gains stakeholder feedback on its stated goals and program objectives and 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 the SLIS program goals and objectives have widespread constituent feedback and support and that they are meeting the needs of internal and external stakeholders.

Another venue for review of the SLIS program goals and objectives is the annual SLIS faculty retreat, the focus of the retreat each year is 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 to share with the greater SLIS community. This annual retreat and review of the SLIS program goals and objectives ensures 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’ stakeholders.

The annual retreat process is continued during the subsequent weekly 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 stakeholder involvement engages the SLIS’ stakeholders – the SLIS Advisory Committee, current students, 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 Catholic University of America (CUA) community, represented by the Dean’s of the School’s from SLIS’ 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. The entirety of the SLIS stakeholders is provided subsequent draft documents through the SLIS web site (http://slis.cua.edu) and listservs. 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 continue 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 development of future planning documents, directions, and continuously revised program goals and objectives.

Sources of Evidence

1.3.1. Reports of the meeting(s) of the SLIS Advisory Committee with faculty and administrative staff that specifically address goals and objectives

1.3.2. Agenda and report of SLIS Advisory Committee meeting(s) that includes an item(s) on program goals and objectives.
I.3.3. Details and Webcasts of the SLIS Dean and faculty at SLIS events, as well as any Communication efforts on accreditation, which include an opportunity for SLIS constituencies to ask questions and provide feedback on the SLIS program.

I.3.4. The annual Placement Survey instrument used for years 2003-2005, including a surveys with a summative description of how they evaluate the extent to which goals/objectives have been met.

I.3.5. Agenda and reports of the School retreats in 2007 and 2008 that specifically address SLIS goals and objectives.

I.3.6. The student, employer, alumni, SLIS Technology, School Library Media Student Survey, and other periodic surveys instruments and summative description of how they evaluate the extent to which goals/objectives have been met, and action items included in the SLIS Working Plan.
Standard II: Curriculum

Committee Members

3. Choi, Young, Assistant Professor, Co-Chair
4. Choquette, Mary Edsall, Assistant Professor
5. Eliason, Kristin, Student Representative
6. Evans, Patricia, Adjunct Faculty
7. Hsieh-Yee, Ingrid, Professor, Co-Chair
8. Kelley, Kim, Dean
9. Kules, Bill, Assistant Professor
10. Lussky, Joan, Assistant Professor
11. Shumaker, David, Clinical Associate Professor
12. Smith, Tiffany, Alumni Representative
13. Steelman, Tim, Assistant Dean
14. Trott, Barry, Adjunct Faculty
15. Weeks, Joan, Adjunct Faculty

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

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

In the fall of 2007 the faculty began a systematic process to plan for the future of the School. We developed new mission, vision, and goals, and articulated our values—collaboration, community, innovation and excellence—that we aim to instill in our students. We developed program objectives after we had identified core competencies for our graduates. These competencies are critical because while information professionals practice in libraries, archives, museums, and other information environments that may require some specialized knowledge, the faculty believes there is a core body of knowledge that is common to these information professionals’ practice. After a thorough review of the competency requirements and recommendations of eleven professional associations (see competency development report), the faculty adopted the SLIS core competencies in the spring of 2008 and used them as the basis to develop our program objectives. We presented our 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 and were pleased with the warm reception. Our mission, vision, values, goals, core competencies, and program objectives are presented on our Website to inform the SLIS community, prospective students, employers, and visitors to SLIS of our educational philosophy and values.
SLIS Program objectives identify knowledge, skills, and values our students ought to obtain from our program. The objectives reflect our 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, Service, Information Organization, and Technology. Chapter 1 presents a full description of the competencies. Since core competencies and program objectives provide the basis of SLIS curriculum, we present their relationship in Table II.1.A. The eight program objectives are presented before the table for easy reference to the objective numbers in the table.

**SLIS Program Objectives:** The SLIS MSLS program develops graduates who:
1. Are skilled in organizing, disseminating, managing, preserving information;
2. Are skilled in the use of information technologies and articulate the role of information technology in facilitating information management;
3. Demonstrate a commitment to the philosophy, principles and legal and ethical responsibilities of the field;
4. Are capable of serving information seekers in a global society;
5. Appreciate education and service as integral to the role of the information 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.

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**Table II.1.A Program Objectives in Support of Competencies**

<table>
<thead>
<tr>
<th>Competencies</th>
<th>Program Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Identify</td>
<td>3, 5, 6, 7, 8</td>
</tr>
<tr>
<td>Management</td>
<td>1, 2, 3, 5, 8</td>
</tr>
<tr>
<td>Resources</td>
<td>1, 2, 6</td>
</tr>
<tr>
<td>Service</td>
<td>1, 2, 4, 5, 6</td>
</tr>
<tr>
<td>Information Organization</td>
<td>1, 2, 4, 6</td>
</tr>
</tbody>
</table>

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47
SLIS program objectives specify what we intend to achieve in our 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 we plan for our future we have examined the goals and objectives of current courses to assess how well they contribute to the achievement of our program objectives. Table II.1.B shows that each program objective is supported by at least 48% of our courses. We have established a timetable for curriculum related tasks (see SLIS Working Plan) and will review our program mission, vision, values, goals, program objectives annually so that we are responsive to changes in the global society.

Table II.1.B Courses Contributing to Program Objectives

<table>
<thead>
<tr>
<th>Program Objective</th>
<th>Number of contributing courses (%) N=69</th>
<th>Course Numbers</th>
</tr>
</thead>
<tbody>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td></td>
<td>5. Appreciate education and service as integral to the role of the information professional in society</td>
<td>40 (58%)</td>
</tr>
<tr>
<td></td>
<td>7. Articulate the economic, political, cultural, and social importance of the information profession</td>
<td>33 (48%)</td>
</tr>
</tbody>
</table>
improve information systems and services to meet the needs of information users in society.

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

**Standard II.1.2 Curriculum evolves in response to systematic planning**

SLIS curriculum evolves in response to systematic review and planning. This section highlights recent changes to the curriculum and describes a few milestones we intend to achieve in the coming year. 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. An Advisory Committee that consists of representatives of employers and alumni assists SLIS with our strategic planning. We share our planning documents with the Advisory Committee and seek input and advice from them to meet the needs of students, employers, and society. The Advisory Committee meets quarterly.

SLIS curriculum consists of four core courses (12 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. We also provide advanced courses and specialized courses for students to pursue special areas of interests. Curriculum is described in more detail in Standard II.3 below.

**Course Description Updates:** SLIS curriculum has evolved since the 1980s and new courses were added over time. In fall 2008 the faculty revised course descriptions to reflect current coverage and posted the updated version of *Course Catalog* on our Website at [http://slis.cua.edu/courses/courses.cfm](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 by the six competency areas and re-numbered a few of them to make the curriculum structure more explicit. We have also designed a Student Advising Handbook and Advising Checklist (See Appendix XXX) so that advisors can work effectively with students. Course structure and new numbering system will be presented at the fall faculty meeting, which adjunct professors will attend, to obtain their feedback. We will also present them to continuing students in the fall of 2008 and new students in the spring of 2009 to prepare for the adoption of the new numbers in fall 2009. The information will be posted on our Website. Table II.1.C presents our course sequence and curriculum structure.

Table II.1.C Curriculum Structure: Core, Mid-level and Advanced Courses by Competency Areas

<table>
<thead>
<tr>
<th>SLIS Competencies</th>
<th>Information Organization</th>
<th>Resources &amp; Services</th>
<th>Technologies</th>
<th>Professional Identity &amp; Management</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Courses</td>
<td>551 Information Organization</td>
<td>553 Information Sources &amp; Services</td>
<td>555 Information Systems in Libraries and Information Centers</td>
<td>557 Libraries and Information in Society</td>
</tr>
<tr>
<td>Mid-level Courses</td>
<td>603: Technical Services and Classification (was 715)</td>
<td>632: Advanced Information Sources and Services (was 702)</td>
<td>652: Foundations of Digital Libraries (was 712)</td>
<td>670: History of the Book (was 601)</td>
</tr>
<tr>
<td></td>
<td>610: Internet Services and Web Design (will evolve into “Information Architecture”)</td>
<td>633: On-Line Information Retrieval (was 727)</td>
<td>654: Database Management (was 740)</td>
<td>672: Management (was 607)</td>
</tr>
<tr>
<td></td>
<td>615: Organization of Internet Resources (was 715)</td>
<td>634: Humanities Information (was 704)</td>
<td>656: Computer Networking (was 640)</td>
<td>675: Research Methods in Library and Information Science (was 745)</td>
</tr>
<tr>
<td></td>
<td>616: Indexing, Abstracting, and Thesaurus Construction</td>
<td>636: Social Science Information (was 706)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
We use 8xx for specialized courses that focus on specific library settings—academic, special, federal, and public libraries; and courses on librarianship in specific subject domains.

**Recommended Mid-level Course Offerings:** In 2007 the Curriculum Committee identified 13 mid-level courses as highly recommended courses because they cover knowledge and skills that are applicable in a variety of information environments and library settings. The list has been revised to ensure we can sustain the commitment to offer highly recommended mid-level courses every semester. The revised list will be presented at the fall full faculty meeting to obtain feedback from adjunct faculty members. If approved, we will publicize these courses on our
Website to aid students and advisors in planning programs of study. The eight courses in Table II.1.D are highly recommended to all students, especially those interested in becoming generalists. We also offer additional mid-level courses each semester, including the summer sessions, so that students can pursue areas of special interest.

Table II.1.D Recommended Mid-Level Courses by Competency Areas

<table>
<thead>
<tr>
<th>Competency Areas</th>
<th>Information Organization</th>
<th>Resources &amp; Services</th>
<th>Technology</th>
<th>Professional Identity &amp; Management</th>
</tr>
</thead>
<tbody>
<tr>
<td>Courses</td>
<td>Cataloging &amp; Classification</td>
<td>Collection Development</td>
<td>Foundations in Digital Libraries</td>
<td>Management</td>
</tr>
<tr>
<td></td>
<td>Internet Searches &amp; Web Design</td>
<td>Use and Users of Libraries and Information</td>
<td>Database Management</td>
<td>Research Methods in Library and Information Science</td>
</tr>
</tbody>
</table>

Career Concentrations and Areas of Specialization (tracks): Our students have the flexibility to become generalists in LIS, to obtain more in-depth knowledge in selected career paths, or to become school library media specialists or law librarians. SLIS currently supports two areas of specialization (tracks): School Library Media and Law Librarianship. Information on these tracks is publicized on our Website and Section II.4 discusses these programs in detail. To aid students in program planning, the Curriculum Committee has developed information sheets on career concentrations and will post them on SLIS Website in fall 2008. (See “Information Sheets for Career Concentrations”).

Future Curriculum Review

To ensure that the SLIS curriculum is responsive to the needs of users in a rapidly changing technological and global society, we have developed a curriculum review plan (see the SLIS Working Plan). Using the program objectives as the framework for evaluation we will revise and update core courses in the fall of 2008 and review mid-level and advanced courses in 2009. Since program evaluation is iterative, we expect to refine this process continuously through the SLIS Working Plan. The Working Plan includes milestones for each of the three years covered by the Working Plan. Therefore, the curriculum will be continuously reviewed, revised and refreshed.

Review of core courses

Reviews of core courses are in progress and will be completed in December 2008. The objective of the reviews is to ensure that (1) the courses lay the foundation for achieving our program objectives, (2) are up to date, appropriate in scope, and (3) make use of appropriate information technologies for students to have a solid information technology foundation for their careers.
Full-time faculty are leading the reviews (see Table II.1.E) and working closely with adjunct faculty members of the core courses to update and revise the cores.

Table II.1.E Core Course Review Responsibilities

<table>
<thead>
<tr>
<th>Core Course</th>
<th>Lead Reviewers</th>
</tr>
</thead>
<tbody>
<tr>
<td>551 Information Organization</td>
<td>Dr. Youngok Choi</td>
</tr>
<tr>
<td></td>
<td>Dr. Ingrid Hsieh-Yee</td>
</tr>
<tr>
<td>553 Information Sources &amp; Services</td>
<td>Dr. Mary Edsall Choquette</td>
</tr>
<tr>
<td></td>
<td>Dr. Joan Lussky</td>
</tr>
<tr>
<td>555 Information Systems in Libraries and Information Centers</td>
<td>Dr. Bill Kules</td>
</tr>
<tr>
<td></td>
<td>Mr. Tim Steelman</td>
</tr>
<tr>
<td>557 Libraries and Information in Society</td>
<td>Mr. David Shumaker</td>
</tr>
<tr>
<td></td>
<td>Dr. Kim Kelley</td>
</tr>
</tbody>
</table>

In spring 2009 we 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 location of a course. See Standard II.6 for more detail on this system.

**Track Development:** To allow for more areas of specialization the Curriculum Committee will explore the possibility of supporting more tracks in the future. We have a process for track development in place and will develop a process for evaluating track proposals in fall 2008 (see Track Development and Review report). Our objective is that for each approved track we will have a program profile, including its scope, the lead faculty for the track, the advisory group if one is appointed, SLIS support for the track, and student learning outcomes. We will also provide evidence to show that the competencies students obtain from these tracks are consistent with the recommendations of affiliated professional organizations.

**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.**
The School’s master’s degree program requires 36 credits of which 30 credits must be taken in the School and completed with a minimum grade point average of 3.0 (B). Candidates for the M.S.L.S. degree must pass a comprehensive examination to receive the degree. As Table II.1.C illustrates, we offer four core courses, mid-level courses, and specialized courses. Courses are designed to help students develop competencies in professional identity, management, resources, services, information organization, and technology. SLIS also offers specialized courses (8xx level) that focus on specific library settings—academic, special, federal, and public libraries; and courses on librarianship within specific subject domains—law, music, rare books, art and museum, k-12 education, health sciences, and religion.

Students can pursue a generalist program of study that prepares them to perform various functions in many types of libraries (see Generalist Information Sheet). They can also choose to focus on preparing for careers in one of eight areas:

- Archives/Special Collections/Cultural Heritage
- Art librarianship
- Digital Libraries
- Information Architecture
- Information Organization
- User Services
- Music Librarianship
- Services for Children

Information sheets are available to help students select courses, keep up with development, and explore career options within each concentration area (see Information Sheets for Career Concentrations). Students work closely with their advisors to develop customized plans of study.

In addition, the curriculum supports two tracks (areas of specialization): school library media and law librarianship.

**School Library Media Track:** This track has a required program of study to ensure quality, demonstrate applicability to the field, and to ready students for licensure. The track is prescribed to ensure students are ready to take leadership roles as school library media specialists and have sufficient knowledge of all aspects of the school library media center and its role within the School to be versatile and technology savvy (see School Library Media Track information sheet and SLIS Middle States Accreditation report). Section II.5 below discusses this track in more depth.

**Law Librarianship Track:** This track combines an emphasis on legal information sources and services and law library management with a general preparation for professional librarianship. With this academic background, a graduate might pursue a career with a private law firm, a government agency or court system, a special library, a law school library, or in a non-library setting. The track has been offered since the 1990s and was named No. 2 in the US by the *US News & World Report* in 2006. Building on the four core courses, this track requires three specialized courses on Law librarianship, Legal Literature, and Advanced Legal Research, and a
practicum. It allows students to take relevant electives, such as Government Information, Institute on Federal Library Resources, and Institute for Intellectual Property Issues in Libraries and Information Centers (see LawTrack Information Sheet). Section II.5 below discusses this track in more depth.

**Joint Degrees**: SLIS offers joint degree programs in Law, History, Biology, Musicology, English, and Religious Studies for students to combine work in two disciplines in order to acquire competence in specialized areas of library and information science. In general, such programs allow students to obtain two graduate degrees sooner than they could acquire each independently. See “Joint Degree Programs” in Section II.4 for details. The School’s Middle States document also offers details on Joint Degree Programs.

**Practicums**: The school offers an elective, LSC 908, for practicum experience. Consistent with our emphasis on theory and practice we strongly encourage students to obtain professional experience through practicums in the rich information environments in the Washington Metropolitan region. Students take full advantage of our relationships with libraries, information centers, archives, and museums in the region. For instance, 250 students successfully completed practicums between spring 2003 and spring 2008. See Practicum Sheet on our Web site at [http://slis.cua.edu/courses/practicum/index.cfm](http://slis.cua.edu/courses/practicum/index.cfm) for more detail (see Section II.4 for more details on practicums).

Faculty members and student chapters of professional organizations also 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. Our program is strengthened by adjunct faculty who are outstanding practitioners from a diverse range of libraries information centers (see Faculty Chapter).

**Comprehensive Examination**: The culminating experience at the School 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 need to 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 webpage [http://slis.cua.edu/courses/comps/index.cfm](http://slis.cua.edu/courses/comps/index.cfm). In fall 2008 the faculty will pilot an evaluation rubric that is based on SLIS program objectives for the evaluation of comprehensive examination essays. If it is successful, the evaluation rubric will be shared with students to help them...
understand the design and purposes of the comprehensive examination and the expectations of the faculty.

**Bridging Research and Practice**: SLIS curriculum is grounded in theory and practice. To meet our objective to produce graduates who are able to interpret and apply research findings, we invite practitioners, educators, and researchers to report on research projects or new service initiatives to the SLIS community. From 2002-2005(?) SLIS partnered with the Fairfax County Public Libraries to offer the Digital Libraries Series and from spring 2007 to spring 2008, we held 16 colloquia covering topics from open access to oral history (see Digital Libraries Series and Colloquia). In January 2009 we will start a new tradition to hold an annual symposium for students, alumni, practitioners, and faculty to share their research and discuss applications of research findings. See SLIS announcement of “Bridging the Spectrum” on our Website at [http://slis.cua.edu/](http://slis.cua.edu/)

Sources of evidence:

- SLIS working Plan
- Information Sheets for Career Concentrations
- Track Development and Review report
- School Library Media Track information sheet and SLIS Middle States Accreditation report
- Law Track Information Sheet
- The School’s Middle States document offers details on Joint Degree Programs
- Practicum Sites
- Digital Lecture Series and Colloquia

**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.**

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 our courses and closely reflect the curriculum focus identified in Standard II.2 (see Table II.2.A)

**Table II.2.A Standard II.2 Curriculum Focus Mapped to SLIS Competencies**
These essential areas are covered by many SLIS courses, with the core courses laying a solid foundation and mid-level and specialized courses expanding on the coverage of the cores and providing opportunities for in-depth studies of these important aspects of information services and management (see course relationship with SLIS competencies in Table II.1.C). To illustrate our coverage of these essential areas, the core courses, with scope notes, are provided here:

**LSC 551: Organization of Information. 3 Credits (core requirement)**

This course introduces students to the basic principles of organizing and representing information for facilitating access based on users’ information needs. The course will address how recorded knowledge can be organized and structured, and ways of providing access to the intellectual works. Topics include defining information; describing and indexing intellectual works; current approaches, standards, tools, and systems in use for information organization; and relationship of information organization to information access.

**LSC 553: Information Sources and Services. 3 Credits (core requirement)**

A solid introduction to the fundamental terminology, concepts, and practices of library public services as well as the skills to deliver them effectively to a variety of information users and
within a variety of settings. Special emphasis on the philosophy of reference service, appropriate communications skills for use in instructional settings and reference interviews, standard evaluative criteria for determining fitness of sources to meet information needs, proficient retrieval of information from print and electronic reference sources, policies and procedures for the provision of reference service, and the role of reference and information service departments within an organization.

LSC 555: Information Systems in Libraries and Information Centers. 3 Credits (core requirement)

Introduces students to the evolving role of information systems in the storage and retrieval of information. Students explore how information technology in libraries, archives and information centers, and on the World Wide Web facilitates interaction with information. This course is designed to: Introduce students to applicable theory, principles, and standards; explore the capabilities and functions of several classes of information systems, including established technology like integrated library systems (ILS) and databases as well as evolving social and collaborative environments; introduce essential technology elements (hardware, software, networking, etc.); introduce practical information technology skills used by information professionals, such as working with databases and creating and publishing web pages; and promote critical thinking, problem solving and collaborative teamwork abilities for working with information technology.

LSC 557: Libraries and Information in Society. 3 Credits (core requirement)

Introduction to the nature of information, the role of libraries, and the profession of librarianhip in contemporary society. Incorporates historical developments, current trends, and the outlook for the future. Emphasizes the values, principles, legal, and ethical responsibilities of the profession and builds a foundation for each student’s ongoing professional development and leadership.

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.
SLIS mission is to produce innovative leaders with professional values 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. Our program objectives support this mission, and we achieve our objectives through our curriculum. 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. We have examined course syllabi of all of our courses to determine their relationship to Standard II.3. Table II.3A illustrates how SLIS courses contribute to sub-standards of Standard II.3.

Table II.3A. SLIS Courses Mapped to Standard II.3 Constructs

<table>
<thead>
<tr>
<th>Standard II.3</th>
<th>Number of Supporting Courses N=69</th>
<th>Course Numbers</th>
</tr>
</thead>
<tbody>
<tr>
<td>II.3.1 fosters development of library and information professionals who will assume an assertive role in providing services</td>
<td>64 (93%)</td>
<td>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, 876, 877, 879, 882, 883, 884</td>
</tr>
<tr>
<td>II.3.2 emphasizes an evolving body of knowledge that reflects the findings of basic and applied research from relevant fields</td>
<td>52 (75%)</td>
<td>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, 876, 877, 879</td>
</tr>
<tr>
<td>II.3.3 integrates the theory, application, and use of technology</td>
<td>54 (78%)</td>
<td>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, 876, 877, 879, 880, 882, 883</td>
</tr>
<tr>
<td>II.3.4 responds to the needs of a rapidly changing multicultural, multiethnic, multilingual society including the needs of underserved groups</td>
<td>34 (49%)</td>
<td>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</td>
</tr>
<tr>
<td>II.3.5 responds to the needs of a rapidly changing technological and global society</td>
<td>63 (91%)</td>
<td>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, 809</td>
</tr>
</tbody>
</table>
II.3.6 provides direction for future development of the field

<table>
<thead>
<tr>
<th>II.3.6 provides direction for future development of the field</th>
<th>24 (35%)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>557, 606, 608, 630, 712, 713, 715, 730, 741, 745, 746, 772, 801, 807, 818, 820, 833, 841, 842, 871, 874, 879, 882</td>
</tr>
</tbody>
</table>

II.3.7 promotes commitment to continuous professional growth.

<table>
<thead>
<tr>
<th>II.3.7 promotes commitment to continuous professional growth.</th>
<th>35 (51%)</th>
</tr>
</thead>
</table>

*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

Data show SLIS curriculum provides very strong support for Standards II.3.1, II.3.5, II.3.2, and II.3.3. Most of SLIS courses help prepare graduates to assume an assertive role in providing services (93%) and respond to a rapidly changing technological and global society (91%). Core courses introduce students to the organization and management of recorded knowledge (LSC551), provision of user services in a variety of settings (LSC553), the use of information technologies to support access to information and social networking (LSC555), and the values, principles, legal, and ethical responsibilities of the profession and the importance of ongoing professional development (LSC557).

Higher level electives build on the foundation laid by the cores to enable students to provide effective services to meet user needs and advocate equal and free access to information on behalf of users (see Table II.1.D for course relationship within each competency area). For example, Use and Users of Information and Libraries (LSC 730) examines user information seeking and use behavior to design and evaluate user services. Information Literacy (LSC820) focuses on instructional design and delivery of information literacy programs to give citizens lifelong learning skills. Similarly, Collection Development (LSC608) 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, The Institute for Intellectual Property Issues in Libraries and Information Centers (LSC884), 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

Seventy-eight percent of the courses integrate the theory, application, and use of technology. Core courses such as Organization of Information (LSC551) discusses the application of
technology to authority control, thesaurus construction, federated searching, and the creation of online catalogs, databases, and search engines. Information Sources and Services (LSC553) covers the retrieval of print and electronic resources, virtual reference services, and user services in a networked environment. Information Systems in Libraries and Information Centers (LSC 555) 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 Internet Searches and Web Design (LSC 610) builds on LSC 553 and 555 to prepare students to be skilled searchers of Internet resources and creative designers of Web sites. Foundations of Digital Libraries (LSC712) draws on LSC 551 and 555 to discuss theoretical, technological, social, and practical issues regarding building, organizing, and providing access to digital libraries. Design and Production of Multimedia (LSC776) covers the theory and practice in the planning and production of multimedia. Many courses make effective use of technology even though they are not technology-centered. For example, Storytelling (LSC559) and Oral History (LSC561) provide students opportunities to produce recordings of interviews and storytelling events; and Preservation (LSC609) and Archives Management (LSC630) discuss the application of technology for preserving resources in various formats and for describing and providing access to archival materials.

The COA expressed concerns in the 2005 accreditation report over the relationship between technology and SLIS curriculum. [consider bulleting this section to highlight for COA to ensure there is clarity and they can see what we’ve accomplished quickly/clearly] The fact is the 2005 SLIS Program Presentation contained insufficient documentation in this area. SLIS was in fact moving aggressively to cover the latest technologies in 2000:

- Because of its rich contents, the faculty decided to split Searching, Authoring, and Teaching Internet Resources (LSC710) into two courses in 2001: Internet Searches & Web Design (LSC 610) and Information Literacy (LSC820).
- In the spring of 2002 the faculty agreed to develop a new track of specialization on Digital Resources Management designed to prepare students for careers in network management, Web site management, database management, and management of digital collections and repositories. A new course on Web Programming and Applications was developed to support this track. Because of faculty turnover the new track was not further developed after 2003, but the Web Programming and Applications course remains a regular course (see Digital Resources Management Track report).

SLIS offers non-credit 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 (see Technology Workshop report). SLIS Information Commons provides strong support for the curriculum by offering a technologically rich learning environment for students to create and edit video, audio, multimedia, and work independently or in group. The Information Commons’
physical space and available technology is described in detail in the chapter on Standard VI, Physical Resources and Facilities. More advanced technologies will be added to the Information Commons in 2008 during Phase II of the development of the Information Commons. See Appendix xxx for the list of Technology Workshops and Appendix xxx for the Technology Strategic Plan.

Since the arrival of Dean Kelley in the fall of 2007 there is a renewed commitment to systematically developing technology competencies in our students. To ensure 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 our curriculum’s coverage of technology concepts and skills (see Technology Survey summary report for detail). In our review of a core technology course, Information Systems in Libraries and Information Centers (LSC555), we will 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 fields**

75% 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. Two highly recommended mid-level courses are prime examples. Management (LSC607) draws on the theory, principles and practices of the corporate world to help students develop competencies in utilizing human, financial, and other resources, and working with and through others to achieve effective and efficient organizational performance; while Research Methods in Library and Information Science (LSC745) 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 the LIS and related fields. Library Ad Information Service Evaluation (LSC746) 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.**

More than half of the courses (51%) help students appreciate the need for lifelong learning. Libraries and Information in Society (LSC557), a core course, emphasizes the values, principles, 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 Information Organization (LSC551), Cataloging and Classification (LSC606), Management (LSC 607), and Foundations in Digital Libraries (LSC712) highlight important literature and sources to prepare students to keep up with new development. 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**

Nearly half of the courses (49%) support Standard II.3.4 by preparing students to address the needs of a global society that is increasingly diverse culture, language, 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 has a strong interest in the needs of underserved populations (see Faculty chapter). Through research and teaching SLIS faculty raise students’ awareness of the diversity of users. Management (LSC607) and Use and Users of Libraries and Information (LSC730) emphasize the needs of users as library and information professionals develop, offer, and evaluate information services. Collection Development (LSC608) discusses user characteristics and needs as a critical aspect of collecting building. SLIS offers courses on services in specific types of library environments (academic, public, special, school, federal, and special), all of them address the needs of classes of users (children, adolescents, adults, college students, faculty, researchers, seniors, and immigrants). For example, Archives Management (LSC630) addresses the needs of archive users, Media Services (LSC772) discusses the needs of school media center users, Adult Services (LSC809) aims to assist adult users of public libraries, and College and University Library (LSC801) 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**

Twenty-four SLIS courses (35%) address the future development of the field. In support of our 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, Libraries and Information in Society (LSC557), discusses current trends and outlook for the profession. Mid-level courses such as Cataloging and Classification (LSC606), Foundations of Digital Libraries (LSC712), and Organization of Internet Resources (LSC715) 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 College and University Library (LSC801), Public Library (LSC807), Special Library/Information Center (LSC818), and Federal Library Resources (LSC882), explore strategies to meet users’ need for personalization, interactivity, and social networking and emphasize strategic planning for the future.

Sources of evidence:
- Digital Resources Management Track report
- List of Technology Workshops
- Technology Strategic Plan

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

SLIS offers a rich array of learning opportunities for students to pursue their interests and career goals. With four core courses required of every student pursuing the degree, the SLIS program contributes to coherent and personalized learning opportunities by offering two specialized tracks, 8 areas of concentrations of interest, the joint degree program, independent studies and special learning opportunities, practicum, and a research symposium participation opportunity (Research Day). In order to continue to offer a wide range of educational experiences, the curriculum committee will continue to develop its process to refine and improve experiential learning in SLIS by 2010 as part of the SLIS Working Plan.

Tracks and Concentrations: Two tracks offered by the SLIS program are a specialization with prescriptive courses taking for students pursuing their career in school library media and law librarianship. In addition, eight areas of concentrations have been designed to support students to construct individual interests in various areas of the library profession with suggested courses. Information sheets for the tracks and concentrations supported by our curriculum have been developed in 2008 to help students understand the relationships among courses and select course that will prepare them well for their career choices (see Information Sheets for Career Concentrations).

Table II.4.1 List of Tracks and Concentrations supported by SLIS Curriculum

<table>
<thead>
<tr>
<th>Tracks</th>
<th>Law Librarianship Track</th>
<th>School Library Media Track</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concentrations</td>
<td>Archive &amp; Special collections</td>
<td>Art Librarianship</td>
</tr>
<tr>
<td></td>
<td>Digital Libraries</td>
<td>Information Systems/ Architecture</td>
</tr>
<tr>
<td></td>
<td>Organization of Information</td>
<td>Music Librarianship</td>
</tr>
</tbody>
</table>
The Curriculum Committee developed a procedure for new track development and the process for proposing tracks to ensure a systematic development and evaluation in spring of 2008. The Curriculum Committee will develop a process for evaluating track proposals by the end of 2008. (See the appendix – track proposal development procedure and Table II.7.3.). The current procedure will be in place for one year at which time it will be reviewed again and revisions will be made based on feedback from stakeholders. The Working Plan calls for regular and continuous review and development of the SLIS curriculum documents to ensure they are achieving the goals established by the faculty.

**Joint Degree Program:** The School also 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 that SLIS has joint degrees are: Law, History, Musicology, Biology, English, and Religious Studies. Details of the joint program are available in the Mission Chapter and online [http://slis.cua.edu/MSinLS/jointdegrees.cfm](http://slis.cua.edu/MSinLS/jointdegrees.cfm).

**Independent Study & Special Topic Courses:** The purpose of SLIS’ independent study and special topics courses is to explore new areas, respond to external needs expressed by potential employers and professionals in the field and to ensure the SLIS curriculum is continually updated to reflect the changes in the LIS field.

The school offers students an independent study (LSC895- LSC899) for in-depth study under the supervision of full time faculty. A maximum of two independent studies may be completed by a student during his/her program of the study. The current full-time faculty has supervised a total of 15 independent study courses during 2006-2008. In addition, special topic courses are offered for various specializations or up-to-date topics in Library and Information Science or related areas of information science. Table II.4.2 shows various content areas of independent studies and special topic courses mapped to the SLIS competencies. Details of faculty supervising independent study and special topic courses are available in Faculty Chapter Table F-15. The Curriculum Committee will develop a policy and procedure to govern the process of adopting a special topic course into a regular curriculum by 2011 so that SLIS curriculum can be revised up-to-date.

Table II.4.2 Mapping of Independent Study and Special Topic courses to SLIS competencies

<table>
<thead>
<tr>
<th>Competency</th>
<th>Independent study</th>
<th>Special Topic Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Identity</td>
<td>• Advanced Topics in Art Librarianship</td>
<td>• Intellectual Freedom</td>
</tr>
<tr>
<td></td>
<td>• Embedded Librarians: Information professionals as knowledge analysts</td>
<td>• Ethics</td>
</tr>
<tr>
<td>Management</td>
<td>• “Friends of the library” Groups and Library marketing</td>
<td>• Entrepreneurial Librarianship</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Managing Digital Projects</td>
</tr>
</tbody>
</table>
| Resources | • Marketing Libraries and Information Services  
• Competitive Intelligence  
• Knowledge Management |
| --- | --- |
| Services | • Oral History  
• Information Literacy/User Education on the Web  
• Music and Dance Bibliography  
• Music Biblio/Discography |
| Info. Org. | • Electronic Records Management  
• Archives Fieldwork  
• Developing Electronic Collections |
| Technology | • The Future of Bibliographic Control  
• Feasibility of using FAST on Ulrich's Directory  
• Cataloging: current and potential future practice  
• Subject analysis: traditional and alternative |
| Practicum & Other Experiential Learning | • User Interface Design & Evaluation |

**Practicum & Other Experiential Learning:** SLIS offers practicum opportunities (LSC906 or LSC908) for students to obtain customized field experience in a specialized area. The practicum experience, LSC 906, is an elective course for students pursuing the master's degree. Students who choose to take the practicum course earn three credit hours, are graded on a pass/fail basis, and must complete 120 hours of work under the supervision of a professional librarian. The hours of the practicum are arranged between the student and his or her supervisor. The purpose of the course is to offer students an opportunity to gain practical experience in the field. Further information on Practicum is available at: [http://slis.cua.edu/courses/practicum/index.cfm](http://slis.cua.edu/courses/practicum/index.cfm). Given the high importance of practicum experience, the practicum coordinator and Dean of the school offer a practicum workshop for students each semester starting in the fall semester of 2007.

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. Appendix Table II.4.4 at the end of this chapter shows a list of various institutions SLIS students gained professional experiences via practicum. Details of the practicum enrollment are available in Student Chapter IV.2 Figure. (I requested data of practicum enrollment to Joan. Upon receiving it, I will include here in a table form.)
Practicum students highly praise the opportunity to see the application of their coursework to a real job as reflected in a comment of one of students taking practicum from the Fall of 2007 (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.”

As evidence of the relevancy and coherence of the practicum experience, details of the practicum sites, students’ reflection on their practicum experience, and supervisors’ assessment of students’ work are available on site.

**Graduate Library Professional (GLP) Program:** In addition to practicum, SLIS collaborates with the CUA Libraries to offer seven (7) Graduate Library Professional (GLP) scholarships each year in different units within the CUA Libraries. Currently, there is a GLP serving in reference, technical services, rare books, semitics, and the CUA Archives, to name a few of the departments involved in offering this scholarship and work opportunity. The Graduate Library Preprofessional (GLP) Program has a twofold purpose: providing selected new students in Library and Information Science 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/qlp.cfm](http://slis.cua.edu/finaid/qlp.cfm). Also, details of 31 students participating in the GLP program and GLP position descriptions in six departments - Archives, Rare Book and Special Collections, Reference and Instructional Services, Collection Management, Public Services, and Science Libraries - are available in Appendix.

**Colloquia and Research Day:** A series of colloquium presentations is also made available for students, faculty, professionals, and the public from various issues. A list of colloquia is available (see file of Digital Libraries series and Colloquia). The SLIS also has initiated a research symposium (Research Day) for faculty, students, alumni, and practitioners as a vehicle of a knowledge-sharing. The Research Day offers SLIS students an opportunity to present their research activities, participate in a professional conference, and meet leaders in the field of library and information science. The Research Day is held yearly typically in the spring semester. The first Research Day is scheduled on January 30, 2009. (See announcement on SLIS Website: [http://slis.cua.edu/](http://slis.cua.edu/))

**Advising:** Students are informed and encouraged about these learning opportunities through systematic advising activities between students and academic advisors. Advisors help students plan their programs of study and support individual career goals. For advising, the school provides the detailed course information online – course selection FAQ ([http://slis.cua.edu/courses](http://slis.cua.edu/courses)), course catalog description ([http://slis.cua.edu/courses/courses.cfm](http://slis.cua.edu/courses/courses.cfm)), and course schedule ([http://slis.cua.edu/courses/schedules.cfm](http://slis.cua.edu/courses/schedules.cfm)) on the school’s website. The Curriculum Committee created various advising forms and documents for faculty and students, advising
procedures and forms for students, advising Q&A document, and faculty advising handbook in spring of 2008 (see Advising Handbook and Checklist). These advising process and procedures will be updated by early 2009.

In general, various learning experiences offered by SLIS curriculum are built on the four core courses (LSC551, LSC553, LSC555, and LSC557) designed to lay a solid foundation for students in the knowledge, principles, values, and practice of the field of library and information science and professions. In order to help students understand sequence relationships within the curriculum, information sheets for the generalist degree program, the tracks and concentrations are devised during 2008 and will be available on the school’s website. In addition, the curriculum committee has proposed new numbering system for courses for mid-level courses aligned with core courses and SLIS competencies (See Table II.I.C above). Detail of this new numbering system is available in Curriculum Standard II.1.2 and Appendix. This new numbering system for SLIS courses will be effective from 2009 fall.

Sources of evidence:

1) Advising procedures and forms for students, Advising Q&A document, and faculty advising handbook
2) Experiential opportunities:
   a) Practicums (topics & sites & practicum briefing/workshop)
   b) Colloquium topics
   c) GLP Position Descriptions
   d) Research Day Call for Paper

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 SLIS program currently offers two specialized tracks in school library media and law librarianship. The school library media track prepares students for practice and licensure as school library media specialists in schools. The goals of the school library media track are set to compliant to the standards of the American Association of School Librarians (AASL), the representative body for The National Council for Accreditation of Teacher Education (NCATE). Details about the School Library Media Track such as goals of the SLM track are available in Mission, Goals, and Objectives Chapter (Standard I.2.3).

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>
<thead>
<tr>
<th>Core Courses</th>
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</thead>
<tbody>
<tr>
<td>LSC551 Organization of Information</td>
</tr>
<tr>
<td>LSC553 Information Sources and Services</td>
</tr>
<tr>
<td>LSC555 Information Systems in Libraries and Information</td>
</tr>
</tbody>
</table>
The law librarianship track prepares students to develop knowledge, skills, and expertise to work in a variety of legal settings. The Law track is designed 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 of the new Law Track Document). Students in the law track are required and recommended to take the following courses:

<table>
<thead>
<tr>
<th>Core Courses</th>
<th>LSC551 Organization of Information</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>LSC553 Information Sources and Services</td>
</tr>
<tr>
<td></td>
<td>LSC555 Information Systems in Libraries and Information Centers</td>
</tr>
<tr>
<td>Required specialty courses</td>
<td>LSC557 Libraries and Information in Society</td>
</tr>
<tr>
<td>Recommended specialty courses</td>
<td>LSC782 Government Information</td>
</tr>
<tr>
<td></td>
<td>LSC906 Practicum</td>
</tr>
</tbody>
</table>

The both tracks, School Library Media Track and Law Track, are built on the four core courses (LSC 551 Organization of Information, LSC 553 Information Sources & Services, LSC555 Information Systems in Libraries and Information Centers, and LSC557 Libraries and Information in Society) to offer a general foundation of Library and Information Studies as our 4 core courses are clearly linked to the SLIS core competencies derived from the professional competencies. (See Table II.1.C above.)

**Track Development Policy:** The school is looking at future developments in the area of possible tracks such as Archives. The track development procedure requires that faculty who proposes/develops a new track consult with competencies of relevant professional organizations and representatives of the field to discuss the best way of offering students specialized learning experience, and include the clear relationship of the track purposes to SLIS program objectives, SLIS competencies, and competencies recommended by related professional organizations in the track proposal. (See Track Development Process and Procedures.)

II.6 *The curriculum, regardless of forms or locations of delivery selected by the school, conforms to the requirements of these Standards.*
SLIS strives for enhancing the flexibility of the curriculum by offering courses at different locations and in different formats. Courses offered by SLIS are available in different locations not only on campus but also at off-site locations (Library of Congress, Northern Virginia, Loudoun County, and Richmond) 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 2 or 3 in-person meetings) by full-time and adjunct faculty (See appendix for an analysis of course formats from summer 2004 to fall 2008). Also, SLIS is experimenting Marratech to offer synchronous online sessions with CLSC 551 Organization of Information, LSC 555 Information Systems in Libraries and Information Centers, and CLSC 606 Cataloging and Classification. In addition, there are week-long intensive courses for summer sessions (such as, LSC 843 Art and Museum Librarianship, LSC 882 Institute on Federal Library Resources, and CLSC 884 Institute for Intellectual Property Issues in Libraries and Information Centers).

Developing new delivery formats and exploring the integration of new technologies for teaching and learning are in the SLIS Working Plan towards ensuring SLIS is in sync with the needs of its stakeholders.

**Ensuring consistency in teaching and learning:** In order to ensure consistent teaching and learning across forms of course delivery and class locations, the Curriculum Committee decided to implement a course chair system for the core courses in spring of 2008. 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. Figure II.6.1 illustrates the workflow of a course chair system and a responsible body for each core course. In spring of 2008, the core course chairs identified sample outcomes measures for core courses to ensure development of desired competencies and meeting of program objectives. Based on this core course chairing system, the core courses (551, 553, and 555, and 557) will be reviewed and revised by the end of 2008 so that revision of core courses can be implemented in spring of 2009. In spring of 2009, outcomes measures for core courses will be collected and analyzed to assess courses and determine if the measures are appropriate. The curriculum committee will revise and update the policy for systematic curriculum and program evaluation in fall of 2009 as part of the SLIS Working Plan milestones.
Course Chair(s) Responsibilities

1. Ensures consistency in standards and expectations for the four core course(s): coordinated coverage of important issues and topics so that the four cores can provide a solid foundation for all students.

2. Review core courses in accordance with the Working Plan.

3. Reviews course delivery formats and determines the cycle for converting the course to an alternative format (if applicable).

4. Ensures compliance with the standards set forth by the School for non-traditional delivery.

Curriculum Committee

1. Establish a course syllabus template based on CUA syllabus template
   - course goals
   - course objectives
   - course learning outcomes
   - course core assignments

2. Mentors the adjunct faculty; identifies training needs; makes recommendations to the entire faculty.

3. Solicits input from adjunct faculty teaching a core on the course.

4. Communicates faculty decision to instructors teaching a core.

5. Make suggestions for adjunct faculty hire.

6. Ensures that required courses are reviewed on a regular cycle as established in the Working Plan
   - keep track of working plan
   - inform the curriculum committee of the schedule
   - collect data and prepare review.

Course Chair(s)

Adjunct faculty

---

**Figure II.6.1. Course Chair System Workflow**

SLIS has offered workshops on teaching pedagogy, course management technologies, (such as LiveText and Sakai), and outcomes assessment (the spring of 2008) for full-time and adjunct faculty. 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 updated the School’s adjunct faculty handbook to a Web site to guide and support their teaching. Adjunct Faculty Resources is online available at [http://slis.cua.edu/people/adjunctresources.cfm](http://slis.cua.edu/people/adjunctresources.cfm). The website includes detailed class teaching procedures such as a syllabus template, classroom location, grading, technical
Outcomes Measures of Learning: The SLIS curriculum requires students to take a comprehensive examination which is a proctored examination that is held on the CUA campus in fall, spring, and summer semesters. The examination is held on the two days set aside on the University’s academic calendar for having comprehensive examinations. The examination is entirely a written examination and there are five questions each day of which a student selects two. The examination questions are devised by a faculty committee and edited and finalized by the entire SLIS faculty. Two faculty grade each question. If there is a decision between the two faculties that the student’s answer does not pass on the first reading, a second round of reading occurs during which the marginal answers are reviewed by the entire faculty and there is a vote after discussion of the answer. Students who do not pass the examination have one more opportunity to retake the examination. In order 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.

Pass-fail ratio of comprehensive exam results is another data point to demonstrate consistent teaching and learning across forms of course delivery and class locations of SLIS curriculum. As shown in Table II.6.2, the average ratio of passing the comprehensive exam is 90%. Details of analysis of questions and answering patterns of comprehensive examination are available in Appendix. The school will continue to monitor a comprehensive exam results to improve student performance on the exam.

### Table II.6.2. Comprehensive Exam Pass Results

<table>
<thead>
<tr>
<th></th>
<th>Sum 05</th>
<th>Fall0 5</th>
<th>Sp0 6</th>
<th>Su0 6</th>
<th>Fall0 6</th>
<th>Sp0 7</th>
<th>Sum0 7</th>
<th>Fall0 7</th>
<th>Sp0 8</th>
<th>Sum0 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total # of students</td>
<td>33</td>
<td>22</td>
<td>38</td>
<td>36</td>
<td>26</td>
<td>50</td>
<td>41</td>
<td>28</td>
<td>42</td>
<td>20</td>
</tr>
<tr>
<td># of students Passed</td>
<td>29</td>
<td>17</td>
<td>34</td>
<td>34</td>
<td>22</td>
<td>44</td>
<td>39</td>
<td>26</td>
<td>40</td>
<td>19</td>
</tr>
<tr>
<td>Pass %</td>
<td>87.9</td>
<td>77.3</td>
<td>89.5</td>
<td>94.4</td>
<td>84.6</td>
<td>88.0</td>
<td>95.1</td>
<td>92.9</td>
<td>95.2</td>
<td>95</td>
</tr>
</tbody>
</table>

Appendix:
1) Analysis of Course Delivery by Formats from Summer 2004 to Fall 2008
2) Adjunct Faculty Handbook
3) Report on the review of core courses and subsequent changes to ensure consistency in the delivery of education at all sites
4) Summary of comps results and analysis of answering patterns

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

The curriculum committee 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. Table II.7.3 (appendix at the end of this chapter) highlights actions and plans of the curriculum committee from the Working Plan.

**Curriculum Review and Plan:** SLIS curriculum is reviewed systematically to ensure its quality and adapt to the changes. The review is planned on a 3-year cycle as stated in the SLIS Working Plan: core courses review during 2008, mid-level courses review during 2009 – 2010, upper courses review during 2010-2011. During the three year time frame outlined in the Working Plan, the faculty continually reviews the entirety of the SLIS curriculum, identify needed improvements and develop measures to address these needed improvements.

In spring of 2008 four subcommittees of the curriculum committee reviewed the four core course for their objectives, content, and use of technologies. The objective was to have core courses that cover appropriate topics and latest development, make strategic use of technologies, and have valid outcomes measures to help us assess student learning. In addition, the subcommittees identified sample outcomes measures for each core course. (Appendix -The following table II.7.1 highlights core course and curriculum review plan during 2008-2011.)

**Curriculum Updates**
The SLIS curriculum has been updated in terms of course title, course description, prerequisites to keep updated. Several courses’ titles were changed since 2001. In spring and fall of 2008, the curriculum committee has reviewed and updated course description and prerequisites based on students' achievements and course relationship. In fall of 2008, the curriculum committee approved a new course numbering system to show coherent relationship of course content and sequential relationship (See Table II.1.C above). This new numbering system will be implemented from fall of 2009. See appendix for new course description.

<table>
<thead>
<tr>
<th>Course</th>
<th>Prerequisites (effective Jan. 2009)</th>
<th>Current Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>LSC 607: Management</td>
<td>None</td>
<td>557</td>
</tr>
<tr>
<td>LSC 712: Foundations of Digital Libraries</td>
<td>555</td>
<td>555 and 610</td>
</tr>
<tr>
<td>LSC 715: Organization of Internet Resources</td>
<td>551</td>
<td>555 and 610</td>
</tr>
<tr>
<td>LSC 718: Programming for Web Applications</td>
<td>555</td>
<td>555, 610</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Prerequisites</td>
</tr>
<tr>
<td>------------</td>
<td>-------------------------------------------------------</td>
<td>---------------------------------------------------------</td>
</tr>
<tr>
<td>LSC 730</td>
<td>Use and Users of Libraries and Information</td>
<td>None</td>
</tr>
<tr>
<td>LSC 741</td>
<td>Systems Analysis and Evaluation</td>
<td>551, 555</td>
</tr>
<tr>
<td>LSC 745</td>
<td>Research Methods in Library and Information Science</td>
<td>None</td>
</tr>
<tr>
<td>LSC 745</td>
<td>&lt;consider changing course number to 645&gt;</td>
<td>None</td>
</tr>
<tr>
<td>LSC 746</td>
<td>Library and Information Service Evaluation</td>
<td>None</td>
</tr>
<tr>
<td>LSC 772</td>
<td>Media Services</td>
<td>555</td>
</tr>
<tr>
<td>LSC 776</td>
<td>Design and Production of Multimedia</td>
<td>772</td>
</tr>
<tr>
<td>LSC 782</td>
<td>Government Information</td>
<td>553 or 9 credits in graduate political science or related area.</td>
</tr>
<tr>
<td>LSC 809</td>
<td>Adult Services</td>
<td>553</td>
</tr>
<tr>
<td>LSC 828</td>
<td>Advanced Legal Research</td>
<td>826 or J.D. Degree</td>
</tr>
<tr>
<td>LSC 831</td>
<td>Music Bibliography</td>
<td>553 or 9 credits in graduate credit in music.</td>
</tr>
<tr>
<td>LSC 842</td>
<td>Special Collections</td>
<td>None</td>
</tr>
<tr>
<td>LSC 870</td>
<td>Health Sciences Literature</td>
<td>553 or 9 credits in graduate credit in nursing or allied health discipline</td>
</tr>
<tr>
<td>LSC 880</td>
<td>Telecommunications</td>
<td>555</td>
</tr>
<tr>
<td>LSC 895-899</td>
<td>Independent Study</td>
<td>551, 553, 555, 557, and relevant coursework, permission of the dean and the advisor.</td>
</tr>
<tr>
<td>LSC 906</td>
<td>Practicum</td>
<td>551, 553, 555, 557, course work relevant to the area of practicum, and permission of advisors and Practicum Coordinator.</td>
</tr>
</tbody>
</table>

**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 from each course at the end of the term in which the course is taught. 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.7.2 shows comparison of overall course evaluation among CUA courses, SLIS on-campus courses, and SLIS off-campus courses. As shown, average of SLIS course evaluation is higher than one of CUA course evaluation.

**Table II.7.2 Overall Course Evaluation from 2006 to 2008**

75
<table>
<thead>
<tr>
<th>Year/Semester</th>
<th>CUA average</th>
<th>SLIS on-campus average</th>
<th>SLIS off-campus average</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006 sp</td>
<td>8</td>
<td>8</td>
<td>8.6</td>
</tr>
<tr>
<td>2006 sum</td>
<td>8.5</td>
<td>8.7</td>
<td>8.9</td>
</tr>
<tr>
<td>2006 fall</td>
<td>7.9</td>
<td>8.1</td>
<td>8.3</td>
</tr>
<tr>
<td>2007 sp</td>
<td>7.9</td>
<td>7.9</td>
<td>8</td>
</tr>
<tr>
<td>2007 sum</td>
<td>8.2</td>
<td>8.5</td>
<td>8.5</td>
</tr>
<tr>
<td>2007 fall</td>
<td>7.9</td>
<td>8.4</td>
<td>8.2</td>
</tr>
<tr>
<td>2008 sp</td>
<td>7.8</td>
<td>8.2</td>
<td>8.6</td>
</tr>
<tr>
<td>2008 sum</td>
<td>8.6</td>
<td>8.7</td>
<td>n/a</td>
</tr>
<tr>
<td>Mean</td>
<td>8.1</td>
<td>8.3</td>
<td>8.4</td>
</tr>
</tbody>
</table>

(Note: 10 point scale: 1: lowest… 10: Highest)

The Committee seeks feedback from students, alumni, employers to determine how well SLIS achieves its program objectives. Surveys of students and alumni in the spring of 2008 found that SLIS curriculum was perceived very positively, and the scores improved in all aspects compared to the survey results in 2004 (see Figures II.7.1, II.7.2, II.7.3). It is worth noting that students’ perception of practicum and 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.
* Key:
Q-a. The SLIS program covers the subject areas I am interested in
Q-k. The quality of instruction is above average.
Q-l. SLIS Web-based (e.g., online/blended) courses are above average.
Q-m. Practicum opportunities provide valuable field experience.
Q-n. Faculty and students interact well in most of my courses.
Q-s The advisement and assistance from my advisor is very good.
Q-x. Computing resources in Marist Hall are appropriate for my learning.
Q-cc. Overall, the SLIS program is a very good one

(Note: A survey scale was 6 point scale: 1= strongly disagree, 6= strongly agree)

Figure II.7.1 Comparison of 2004 and 2008 Average Scores from a student survey

<table>
<thead>
<tr>
<th>Question</th>
<th>2004 Average</th>
<th>2008 Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q-a</td>
<td>4.07</td>
<td>5.1</td>
</tr>
<tr>
<td>Q-k</td>
<td>3.66</td>
<td>4.96</td>
</tr>
<tr>
<td>Q-l</td>
<td>3.88</td>
<td>4.33</td>
</tr>
<tr>
<td>Q-m</td>
<td>4.62</td>
<td>5.38</td>
</tr>
<tr>
<td>Q-n</td>
<td>4.58</td>
<td>5.24</td>
</tr>
<tr>
<td>Q-s</td>
<td>3.73</td>
<td>5</td>
</tr>
<tr>
<td>Q-x</td>
<td>3.43</td>
<td>4.93</td>
</tr>
<tr>
<td>Q-cc</td>
<td>4.28</td>
<td>5.24</td>
</tr>
</tbody>
</table>

*Key:
Q-a. The SLIS program covered the subject areas I was interested in
Q-k. The quality of instruction was above average.
Q-l. SLIS Web-based (e.g., online/blended) courses were above average.
Q-m. Practicum opportunities provided valuable field experience.
Q-n. Faculty and students interacted well in most of my courses.
Q-s The advisement and assistance from my advisor was very good.
Q-x. Computing resources in Marist Hall were appropriate for my learning.
Q-cc. Overall, the SLIS program was a very good one

(Note: A survey scale was 6 point scale: 1= strongly disagree, 6= strongly agree)
Figure II.7.2 Comparison of 2004 and 2008 Average Scores from an alumni survey

*Key:
Q-1. The SLIS program offers/offered a variety of courses
Q-2. The scheduling of courses (days and times) meets/met my needs.
Q-3. Instruction in the four core courses provides/provided a solid foundation.
Q-4. The SLIS curriculum provides/provided me with a solid understanding of information technology issues in the LIS field
Q-5. The SLIS curriculum provides/provided me with a solid understanding of library administration and management practices
Q-6. The SLIS curriculum provides/provided me with a solid understanding of information organization (e.g., cataloging and classification).
Q-7. The SLIS curriculum provides/provided me with a solid understanding of information sources and services (e.g., reference).
Q-8. The SLIS curriculum provides/provided me with a solid understanding of research practices in the library and information science field.
Q-9. The SLIS special programs, workshops, and colloquia add/added to the quality of my educational experience.

(Note: A survey scale was 6 point scale: 1= strongly disagree, 6= strongly agree)
Technological Assessment for Curriculum: The Technology Committee surveyed students, alumni, and other stakeholders, to assess that the technology needs for learning and practice were met. From the survey, the Curriculum Committee will pay special attention to survey results on the following questions:

Question 9: “Please indicate your level of agreement with the following statement: The SLIS program helped me to understand the following information technology concepts:"

Question 11: Please indicate your level of agreement with the following statements: The SLIS program helped me to:

Question 13: Please indicate your level of agreement with the following statements: The SLIS program helped me learn to effectively:

Survey findings will be examined to assess the effectiveness of the technology education within the SLIS curriculum. The Curriculum Committee will develop an action plan for revising the curriculum and strengthening technological support for the curriculum. Since technology is highly important to information professionals in the 21st century, we will conduct a technology survey of students and faculty annually to monitor our progress in this particular area.

Sources of evidence:
- The Curriculum Committee meeting agenda and minutes
- SLIS Working Plan
- Student Survey Report
- Alumni Survey Report
- Employer Survey Report
- Technology Survey Report

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 (see Table II.7.3). We will continue to assess and develop our curriculum to ensure we are responsive to technological and societal changes.

Table II.7.3 Timeline of Curriculum Working Plan during 2008-2011

<table>
<thead>
<tr>
<th>Date</th>
<th>Task</th>
</tr>
</thead>
</table>
| Fall 2008 | • Identify faculty “course chairs” for tracks and develop advisory committees to develop and refine tracks.  
• Course Description Review  
• Review of Concentration areas of SLIS curriculum  
• Develop a process for evaluating track proposals  
• Review core competencies  
• Core courses will be reviewed to determine (1) relevance and currency of subjects, (2) appropriate coverage and use of technologies, and (3) relationship to other cores and electives.  
• Review and revise the four core courses (by Dec 2008) |
| 2009   | 2009 Task |
|        | • Investigate possible course sharing opportunities with the Wide Area Information Science Education (WISE) network for School Library Media program. Fall, 2008  
• Implement additional curricular initiatives to respond to multicultural and multi-ethnic issues in curriculum with curriculum review as stated in Diversity Plan  
• Add service learning opportunities to a core course, LSC 557, to enhance students’ awareness of issues involved in serving a multicultural, multi-ethnic society, and to help students appreciate the connection between |

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theory and practice.

- Infuse technology into the curriculum in a systematic manner to provide a rich set of experiences and opportunities to develop knowledge and skill (TSP, 4/22, Obj 2.1)
  - a. Update the documented course revision process to include technology review as part of each course revision
- Revise mid-level courses
- Develop a policy and procedure to adopt a special topic course into a regular curriculum

**2009 Spring Task**

- Implement revised core courses
- Involve stakeholders. Share progress on core competencies, SLIS program objectives, course revisions, and mapping of course objectives with stakeholders and obtain feedback.
- Assess student learning outcomes
  - a. Identify how to assess outcomes, how to select courses, and what to assess in the selected courses
- Implement changes to core curriculum
  --Assessment of learning outcomes of revised cores
- Investigate/develop a post-Masters certificate in LIS technology for mid-career LIS professionals
  - o Conduct feasibility analysis

**2009 Fall Task**

- Incorporate feedback from constituencies and survey findings into curriculum revisions
- Review core courses to determine (1) relevance and currency of subjects, (2) appropriate coverage and use of technologies, and (3) relationship to other cores and electives.
- Develop, launch and update the policy for systematic curriculum and program evaluation
- Develop a process for converting independent study topics and special topic courses into regular courses
- Investigate/develop a post-Masters certificate in LIS technology for mid-career LIS professionals
  - o Plan and develop certificate program
- Obtain feedback on curriculum changes to SLIS core courses
- Revise the curriculum per feedback in Fall 2009

**2010**

- Continue to offer a wide range of educational experiences through a variety of experiential opportunities including --practica, field trips, colloquia, GLP opportunities, Research Day, independent study topics, special topics courses
  - a. Develop a process to refine and improve experiential learning in SLIS
- Evaluate the development of a Continuing Education program.
| | a. select subject areas for CE  
| | b. design CE offering options  
| | c. develop plan for marketing and management of CE  
| | d. examine feasibility of converting current Institute courses into a CE series for alumni/professionals in the field  
| | * Infuse technology into the curriculum in a systematic manner to provide a rich set of experiences and opportunities to develop knowledge and skill (TSP, 4/22, Obj 2.1)  
| | o Revise upper-level courses  
| | • Conduct a comprehensive curriculum review to include curriculum revision  
| | • Implement changes to core curriculum  
| | • Gain University approvals for Certificate Program  
| 2011 | • Publicize Certificate Program  
| | • Launch Certificate Program  
| | • Develop a process for converting independent study topics and special topic courses into regular courses  


Standard III: Faculty

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

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 professors who work together to sustain and develop our program. SLIS experienced high turnover between 2003 and 2007. Fortunately, since June 2006, we have hired five new full-time faculty members who have excellent educational credentials, rich experience in the field of library and information science (LIS) and possess a strong technology background. Table F-1 provides data on the faculty positions in SLIS. The table shows the total number of faculty positions in SLIS and the number of positions at each rank.

Table III-F-1: Full-time Faculty Ranks and Total Number in Each Rank

<table>
<thead>
<tr>
<th>Faculty Rank</th>
<th>Total Number of Faculty in Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assistant Professor</td>
<td>5 (one vacancy)</td>
</tr>
<tr>
<td>Assistant Clinical Professor</td>
<td>2 (one vacancy)</td>
</tr>
<tr>
<td>Associate Clinical Professor</td>
<td>1</td>
</tr>
<tr>
<td>Ordinary Professor</td>
<td>2</td>
</tr>
<tr>
<td>Assistant Adjunct Professor</td>
<td>1</td>
</tr>
<tr>
<td>TOTAL FACULTY POSITIONS</td>
<td>11</td>
</tr>
<tr>
<td>CURRENT FILLED POSITIONS</td>
<td>9</td>
</tr>
</tbody>
</table>

We are currently recruiting to replace one full-time tenure-track faculty member in school library media and one of the two newly approved clinical faculty positions. The vacant clinical assistant professor position is in the area of school library media to assure we have sufficient depth and breadth in this area through hiring two new faculty members. When hiring is complete, we will have a faculty of nine (9) full-time faculty members, an assistant dean, and the dean (see Table F-1). The SLIS Working Plan (Appendix A) details the steps the program is taking now and over the next three years, to attract, retain, develop and promote faculty. This chapter will review what we have done to date and how our planning process addresses faculty support and development to ensure 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 is 219 students; down slightly from the previous accreditation visit in 2006 (the student body was 248 at that time). The SLIS program offerings are continually updated with input from SLIS’ stakeholders. Currently, SLIS offers a generalist degree, for students seeking a well-rounded degree for a variety of information setting, eight other areas of concentration and two tracks: school library media and law librarianship. Although the number of students has remained relatively constant, during the same time period, the number of SLIS faculty has continued to grow in order to assure that SLIS
has sufficient faculty to review, revise, improve and achieve the program’s goals and objectives. As Table F-1 shows the program’s faculty is expanding while the student body has remained constant. This development has contributed to SLIS faculty’s ability to increase the percentage of courses taught by full-time faculty and supported curriculum revision and improvement.

Further, 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 assure its program maintains currency with internal and external trends and continues to meet its Program Objectives. This chapter also provides information on SLIS’ efforts with continuous planning and assessment, providing faculty support toward their goal of successfully achieving promotion and tenure, ensuring student satisfaction remains high and increases, and ensuring SLIS involves its stakeholders systematically and consistently in all of its planning, revision and new initiatives. Further, that the faculty are sufficient to develop learning outcome measures and institute student learning outcome measures.

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

III.1.1: The school has a faculty capable of accomplishing program objectives AND, III.1.3. 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. (NOTE: Coverage of Standard III.2 begins on page 33 and follows coverage of Standards III.1.1 and III.1.3)

The faculty members of the School of Library and Information Science (SLIS), at The Catholic University of America (CUA), have demonstrated the capacity to accomplish the School’s Program Objectives in the previous three years through:

1. **Comprehensive planning.** Their leadership in the comprehensive planning process which began in 2007 with a retreat which is part of an ongoing planning process repeated on a yearly basis,

2. **Revision of the School’s core values, vision, mission, goals and objectives.** Their participation in the revision of the School’s Vision, Mission, Core Values, and refining the School’s program objectives, a process that is revised every year per the School’s Working Plan (see Appendix A),

3. **Developing the SLIS Competencies.** Their leadership in creating professional competencies, to supplement the Program Objectives and provide additional criteria for measurement, accountability and continuous improvement.
4. **Creating the Program Objectives.** Their leadership in creating the latest set of Program Objectives that are actionable and measurable and form the basis for planning and assessment.

5. **Creating the Core Course Chair approach.** Their leadership in creating the course chairs approach for the four 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 there is an ongoing planning process to maintain, improve and evaluate the quality of SLIS’ four, core courses and,

6. **Developing the Schools’ Working Plan.** Their participation in devising the School’s *Working Plan*, the School’s planning document covers the entirety of the program (Appendix A) and includes yearly milestones for the three year period covered (2008 – 2011) by the *Working Plan*.

To ensure there is 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 assures there are sufficient full-time faculty members, with a sufficient variety of specialties, to achieve the SLIS program objectives. Table F-2 shows the appointment of each of the SLIS full-time faculty, their length of appointment, and their rank.

Table F-2 SLIS MSLS Full-Time Faculty Appointments

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>R. Chancellor (assistant clinical professor)</td>
<td>January</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Y. Choi (assistant professor)</td>
<td></td>
<td>September</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>M. Choquette (assistant professor)</td>
<td>September</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I. Hsieh-Yee (ordinary professor)</td>
<td>August</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>K. Kelley (ordinary professor, dean)</td>
<td>August</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B. Kules (assistant professor)</td>
<td>September</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>J. Lussky (assistant professor)</td>
<td>September, 2006</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>D. Shumaker (associate clinical professor)</td>
<td>June</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>T. Steelman (assistant adjunct)</td>
<td>December</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
As Table F-2 demonstrates, the SLIS faculty is sufficient in number to successfully fulfill their responsibilities to develop and maintain a comprehensive plan for the program, and develop and deliver the curriculum.

In addition, as the number of faculty within SLIS increases, the percentage of courses taught by SLIS’ faculty continues to rise. Table F-3 shows the current distribution of teaching among the SLIS full-time and part-time faculty.

Table F-3: Full-Time and Adjunct Faculty Teaching Distributions for Core and Elective Courses in SLIS:

<table>
<thead>
<tr>
<th>Course Type</th>
<th>Courses Taught 2006 by</th>
<th>Courses Taught 2007 by</th>
<th>Courses Taught 2008 by</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Full-time</td>
<td>Adjunct</td>
<td>Full-time</td>
</tr>
<tr>
<td>Core</td>
<td>10</td>
<td>16</td>
<td>13</td>
</tr>
<tr>
<td>Elective</td>
<td>13</td>
<td>52</td>
<td>48</td>
</tr>
<tr>
<td>TOTAL</td>
<td>23</td>
<td>68</td>
<td>61</td>
</tr>
</tbody>
</table>

As Table F-3 demonstrates, the SLIS full time faculty is continually increasing the number of the 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 goals and 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 has a faculty with the necessary competencies to achieve the SLIS Program Objectives, Table F-4 shows how the SLIS faculty members are sufficient in number and areas of specialty 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. Table F-4 provides 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 F-4: SLIS Full-time Faculty, and Their Alignment to SLIS Program Objectives:

<table>
<thead>
<tr>
<th>Program Objectives</th>
<th>SLIS Full-Time Faculty Members</th>
</tr>
</thead>
<tbody>
<tr>
<td>PO 1: Are skilled in organizing, disseminating, managing, preserving information</td>
<td>Youngok Choi; Mary Edsall Choquette; Ingrid Hsieh-Yee; Bill Kules; Joan Lussky; Timothy Steelman</td>
</tr>
<tr>
<td>PO 2: Are skilled in the use of information technologies and articulate the role of information technology in</td>
<td>Youngok Choi; Ingrid Hsieh-Yee; Bill Kules; Joan Lussky; Timothy Steelman</td>
</tr>
</tbody>
</table>
facilitating information management

PO 3: Demonstrate a commitment to the philosophy, principles and legal and ethical responsibilities of the field
Renate Chancellor; Mary Edsall Choquette; Kimberly Kelley; Joan Lussky; David Shumaker

PO 4: Are capable of serving information seekers in a global society
Renate Chancellor; Youngok Choi; Mary Edsall Choquette; Ingrid Hsieh-Yee; Kimberly Kelley; Bill Kules; Joan Lussky; David Shumaker

PO 5: Appreciate education and service as integral to the role of the information professional in society
Renate Chancellor; Youngok Choi; Mary Edsall Choquette; Ingrid Hsieh-Yee; Kimberly Kelley; Joan Lussky; David Shumaker

PO 6: Interpret and apply research results from library and information science and related fields
Renate Chancellor; Youngok Choi; Mary Edsall Choquette; Ingrid Hsieh-Yee; Kimberly Kelley; Bill Kules; Joan Lussky; David Shumaker

PO 7: Articulate the economic, political, cultural, and social importance of the information profession
Renate Chancellor; Youngok Choi; Mary Edsall Choquette; Ingrid Hsieh-Yee; Kimberly Kelley; David Shumaker

PO 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
Renate Chancellor; Youngok Choi; Mary Edsall Choquette; Ingrid Hsieh-Yee; Kimberly Kelley; Bill Kules; Joan Lussky; 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, that they are able to monitor the achievement of the program’s goals and objectives. Table F-5 provides the full-time faculty’s teaching responsibilities from 2005–2008 to provide additional evidence of the full-time faculty members’ ability to successfully achieve the SLIS Program Objectives through the breadth and depth of their teaching. As Table F-5 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, and in addition, cover a diversity of electives to provide a well developed curriculum that achieves the SLIS Program Objectives.

Table F-5: Full-Time Faculty Classes Taught by SLIS Competency 2005 - 2008

<table>
<thead>
<tr>
<th>SLIS Competency</th>
<th>Fall 05</th>
<th>Spring 06</th>
<th>Fall 06</th>
<th>Spring 07</th>
<th>Fall 07</th>
<th>Spring 08</th>
<th>Fall 08</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Identity</td>
<td>Gardner (557)</td>
<td>Gardner (557)</td>
<td>Gardner (557)</td>
<td>Gardner (557)</td>
<td>Shumaker (557)</td>
<td>Shumaker (557)</td>
<td>Shumaker (557)</td>
</tr>
<tr>
<td>Management</td>
<td>Shumaker (607)</td>
<td>Shumaker (607)</td>
<td>Choquette (630)</td>
<td>Shumaker (607; 876)</td>
<td>Shumaker (607)</td>
<td>Shumaker (876)</td>
<td></td>
</tr>
<tr>
<td>Services</td>
<td>Choquette (553; 630)</td>
<td>Choquette (553; 559)</td>
<td>Choquette (553 – 2; 630)</td>
<td>Choquette (879; 561)</td>
<td>Shumaker (553)</td>
<td>Shumaker (553)</td>
<td></td>
</tr>
<tr>
<td>Information Organization</td>
<td>Hsieh-Yee (606 – 2 sections; 713)</td>
<td>Hsieh-Yee (606 (2); 610)</td>
<td>Choi (551)</td>
<td>Choi (551; 712)</td>
<td>Choi (551; 715)</td>
<td>Hsieh-Yee (713; 606)</td>
<td>Hsieh-Yee (551; 606)</td>
</tr>
<tr>
<td></td>
<td>Lussky (551, 2 sections)</td>
<td></td>
<td>Hsieh-Yee (606; 713)</td>
<td>Hsieh-Yee (606; 610; 896)</td>
<td>Hsieh-Yee (606)</td>
<td>Lussky (896; 745)</td>
<td>Lussky (606)</td>
</tr>
<tr>
<td></td>
<td>Shumaker (555)</td>
<td>Shumaker (555)</td>
<td>Kules (776)</td>
<td>Shumaker (555)</td>
<td>Kules (555)</td>
<td>Shumaker (555)</td>
<td>Shumaker (555)</td>
</tr>
<tr>
<td></td>
<td>Steelman (776)</td>
<td>Steelman (776)</td>
<td>Steelman (555)</td>
<td>Steelman (555)</td>
<td>Steelman (555)</td>
<td>Steelman (555)</td>
<td>Steelman (745)</td>
</tr>
</tbody>
</table>
### III.1.2. Full-time faculty members are qualified for appointment to the graduate faculty within the parent institution

The SLIS faculty has 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. Table F-6 shows each full-time faculty member and his/her highest degree, and research and teaching interests, spanning the years 2004-2008:

**Table F-6: SLIS Full-time Faculty Degrees and Areas of Specialty, Research, and Teaching Interests**

<table>
<thead>
<tr>
<th>Faculty Member</th>
<th>Highest Degree, School, Year</th>
<th>Areas of Research and Teaching Interests</th>
</tr>
</thead>
<tbody>
<tr>
<td>Renate Chancellor</td>
<td>PhD, Information Studies, University of California, Los Angeles, 2008</td>
<td>Reference, Law, Diversity, Intellectual freedom</td>
</tr>
<tr>
<td>(appointed September, 2008)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Youngok Choi</td>
<td>PhD, School of Information Science, University of Pittsburgh, 2000</td>
<td>Digital libraries, Organization of information, User behavior, Human computer interaction, Visual information searching and retrieval</td>
</tr>
</tbody>
</table>


<table>
<thead>
<tr>
<th>Name</th>
<th>Degree</th>
<th>Institutions</th>
<th>Specialization</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ingrid Hsieh-Yee</td>
<td>Ph.D., Library and Information Studies with minor in sociology and psychology, University of Wisconsin-Madison, 1990.</td>
<td>Organization of information, User behavior, Research methods</td>
<td></td>
</tr>
<tr>
<td>William Kules</td>
<td>Ph.D. Computer Science, University of Maryland at College Park, May 2006.</td>
<td>Human computer interaction, User behavior, Information systems analysis and design, User interface design and evaluation, Programming languages, Information technology (IT) project management</td>
<td></td>
</tr>
<tr>
<td>Joan Lussky</td>
<td>Ph.D., College of Information Science and Technology, Drexel University, 2005.</td>
<td>Organization of information, Research methods, Database management, Sociology of scientific knowledge, Subject headings, taxonomy and thesauri, Scholarly communication, Content analysis, Classification theory and research</td>
<td></td>
</tr>
<tr>
<td>David Shumaker</td>
<td>M.S., Management, University of Maryland University College, 2003</td>
<td>Special libraries, Libraries in society, Management</td>
<td></td>
</tr>
<tr>
<td>Information sources and services</td>
<td>Reference/research</td>
<td></td>
<td></td>
</tr>
<tr>
<td>----------------------------------</td>
<td>--------------------</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Timothy Steelman (asst dean)</th>
<th>M.S. in Library and Information Science, 2003, The Catholic University of America</th>
</tr>
</thead>
<tbody>
<tr>
<td>Media services</td>
<td>Technology</td>
</tr>
<tr>
<td>School library media</td>
<td>Multimedia production and design</td>
</tr>
<tr>
<td>Administration</td>
<td></td>
</tr>
</tbody>
</table>

Table F-6 demonstrates that the faculty members have sufficient professional, educational and scholarly credentials for appointment to the graduate faculty at CUA. In addition, in order to be appointed to the SLIS faculty, the credentials of a prospective faculty member are reviewed by the School’s faculty, the Provost and the University’s President prior to an on-campus interview to ensure that s/he is sufficiently accomplished to be eligible for appointment to the CUA faculty.

At the point of appointment, a new SLIS faculty member candidate submits his or her Form 1-a, the official form for appointment to the faculty, which is evaluated at the School level by the School’s Committee on Appointment and Promotion (CAP). The CAP makes a recommendation to the Provost and President who also review the appointment package. The process is thorough and rigorous. In view of this, the SLIS faculty appointee is selected with the appropriate credentials and regularly evaluated and mentored to ensure s/he is continuing to develop his/her credentials for promotion and tenure. The process for appointment to the SLIS faculty is identical to all of the other Schools within the University and ensures consistency in expectations and an affirmation of a faculty member’s qualifications upon appointment to the School.

The processes, procedures and responsibilities of being a faculty member at CUA and within SLIS are outlined in the *Faculty Handbook*. The *Handbook* is available in the accreditation files on-site and is available in its entirety online via the Provost’s Web site at: http://provost.cua.edu. The *Faculty Handbook* includes the following topics in Part II, which are most relevant for the SLIS faculty appointment and, promotion:

**Part II:**

1. The appointment of the faculty
2. Categories and terms of appointments
3. Procedures for appointment and promotion
4. Criteria for reviews
5. Appeal from adverse decisions
6. Termination of appointments
7. Policy and procedures for termination of Schools, departments and programs.

This *Handbook* is approved by the University’s Faculty Senate, Provost, President and the University’s Board of Trustees and governs the SLIS faculty and their relationship with the
University. As part of the faculty mentoring process, SLIS faculty are engaged at regular intervals with the following activities to continually develop and affirm their qualifications:

1. Yearly review of their Faculty Activity Report (FAR) which includes faculty self review guidelines,
2. Regular meetings with the Dean to review their progress in all areas of their responsibility,
3. Two year review and re-appointment which includes a review of the faculty’s credentials by the CAP and Provost,

The SLIS faculty members go through a yearly review process, the Faculty Activity Report (FAR), that requires that they demonstrate their accomplishments in teaching, research and service which is reviewed by the School’s Dean. The FAR form and the faculty’s FAR documents from SLIS are provided in Appendix B. The process for appointment and promotion is consistent, extensive and ensures the SLIS faculty members are demonstrating their credentials within the School and to the larger academic community at CUA. Further, that the consistency in use of forms that are used across the University provides further evidence that they are on par with the entirety of the CUA faculty in terms of their credentials and scholarly output and demonstrate their ability to be appointed to the graduate faculty and promoted accordingly.

Tenure track faculty members are expected to engage in research, and the non-tenure track faculty members also participate in research projects. The research process becomes part of the classroom experience and the total contribution of the faculty member, through research, teaching and service, becomes the faculty package that is reviewed annually as part of the mentoring program for tenure track faculty within the School.

Sources of Evidence:

1) CVs of full-time and part-time faculty, expressed in tabular form. We expect to use a method of presentation that provides their expertise, their skills and areas of knowledge in support of the SLIS program including linking their skills/abilities/knowledge to the program objectives and SLIS core competencies derived from the American Library Association competencies and related professional organizations in LIS.
2) A list of courses taught by each faculty member, both full-time and part-time, independent studies. Our purpose here is to demonstrate that our faculty can teach in a variety of areas. We will demonstrate the diverse specialties of our faculty and their relationship to the core mission of SLIS, its program objectives, and the larger CUA community.
3) CVs of adjunct professors and summer session instructors, emphasizing the professional specialization of each. We will demonstrate how we work collaboratively with a host of professionals in the metropolitan area to offer a rich array of courses and Institutes in the summer session to complement and expand the offerings in the fall and spring semesters.
4) A list of the courses taught by each professor and adjunct instructor including their relationship to the program objectives at SLIS and their skills/abilities and knowledge that support the ALA competencies to inform the SLIS program objectives.
5) A review of the SLIS hiring process within CUA to demonstrate how we are working within the University, identifying mechanisms to strengthen the faculty ranks through the SLIS planning process.

6) The Equal Employment Opportunity (EEO) policies of the University.

7) Examples of the paperwork associated with most recent hiring processes within SLIS as evidence in support of our hiring process and recruitment efforts for SLIS.

8) The CUA promotion and tenure policy documents.

9) A review of the current workload of the SLIS faculty including the Dean’s policy on faculty workload and the CUA policy on faculty workload in the Faculty Handbook.

10) Course schedules from 2005-2008 to demonstrate the School’s variety and depth of offerings to serve SLIS students.

III.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 a program.

Table F-4 (above) shows how the SLIS full-time faculty members provide sufficient breadth and depth in their specialties to ensure they are capable of carrying out the major share of teaching, research and service activities required for the program.

In addition, SLIS is fortunate to be in a major metropolitan area with a rich diversity and depth of libraries and information professionals representing 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 F-7 provides the SLIS adjunct faculty names and their contribution toward achieving the SLIS program objectives.

TABLE F-7: SLIS Adjunct Faculty and Their Alignment to the SLIS Program Objectives

<table>
<thead>
<tr>
<th>Program Objectives</th>
<th>SLIS Part-Time Faculty Members</th>
</tr>
</thead>
<tbody>
<tr>
<td>PO 1: Are skilled in organizing, disseminating, managing, preserving information</td>
<td>Bateman; Fessler; Joffrion; King; Lammay; Leadbitter; McElrath; Newman; O’Byrne; Pierce; Provenzano; Putnam; Ray; Ritter; Rouse; Sampson</td>
</tr>
<tr>
<td>PO 2: Are skilled in the use of information technologies and articulate the role of information technology in facilitating information management</td>
<td>Bateman; Fessler; King; Lammay; Leadbitter; McElrath; Newman; O’Byrne; Pierce; Provenzano; Putnam; Ray; Ritter; Rouse; Sampson</td>
</tr>
<tr>
<td>PO 3: Demonstrate a commitment to the philosophy, principles and legal and ethical responsibilities of the field</td>
<td>Abramowitz; Boettcher; Dessy; Evans; Freiband; Gilrud; Gunn; Hines; Leadbitter; McElrath; Newman; O’Byrne; Pierce; Provenzano; Putnam; Ray; Ritter; Rouse; Sampson</td>
</tr>
<tr>
<td>PO 4: Are capable of serving information seekers in a global society</td>
<td>Bateman; Fessler; Gilrud; Gunn; Hines; Leadbitter; McElrath; Newman; O’Byrne; Pierce; Provenzano; Putnam; Ray; Ritter; Rouse; Sampson</td>
</tr>
<tr>
<td>PO 5: Appreciate education and service as integral to the role of the information professional in society</td>
<td>Bateman; Clay; Evans; Freiband; Gilrud; Gunn; Hines; Leadbitter; McElrath; Newman; O’Byrne; Pierce; Provenzano; Putnam; Ray; Ritter; Rouse; Sampson</td>
</tr>
</tbody>
</table>
The diversity of capabilities towards achieving the SLIS curriculum and program objectives through the contribution of SLIS’ adjunct faculty is evidenced in Table F-7. In addition, 10 of SLIS’ adjunct faculty members have served SLIS for more than five years continuously. Table F-8 provides a list of the SLIS adjunct faculty members, his or her position, and areas of specialty to show how each contributes toward achieving SLIS’ curriculum and program objectives. The level of professional achievement among SLIS’ adjuncts is further evidence of the ability of SLIS’ faculty to achieve the program’s objectives.

TABLE F-8: SLIS Adjunct Faculty 2008-2009: Current Positions and Areas of Specialty

<table>
<thead>
<tr>
<th>Name</th>
<th>Current Position and Areas of Specialty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lynda Abramowitz</td>
<td>Assistant Attorney General, Office of Attorney General, District of Columbia</td>
</tr>
<tr>
<td></td>
<td>Legal literature</td>
</tr>
<tr>
<td>Judith Bateman</td>
<td>Retired Assistant Professor, SLIS, CUA</td>
</tr>
<tr>
<td></td>
<td>Organization of information</td>
</tr>
<tr>
<td></td>
<td>Science and technology information</td>
</tr>
<tr>
<td></td>
<td>Information literacy</td>
</tr>
<tr>
<td></td>
<td>Web-based instruction</td>
</tr>
<tr>
<td>Jennifer Boettcher</td>
<td>Business Bibliographer, Georgetown University, Washington, DC</td>
</tr>
<tr>
<td></td>
<td>Business information</td>
</tr>
<tr>
<td>Ellie Briscoe</td>
<td>Manager, Technical Services/Circulation Systems, National Geographic Society, Washington, DC</td>
</tr>
<tr>
<td></td>
<td>Reference</td>
</tr>
</tbody>
</table>

93
Edwin Clay  
Technical services  
Director, Fairfax County Public Library

Linda Crump  
Public libraries  
Management  
Libraries and information in society  
Retired

Eric Delfino  
K-12 schools  
School library media  
Assistant to the Director, Technology Policy Directorate, Library of Congress

Blane Dessy  
Legal research  
Management  
Research Technology Librarian, Supreme Court of the United States

Patricia Evans  
Federal library resources  
Management  
Legal research  
Research Technology Librarian, Supreme Court of the United States

Vera Fessler  
Cataloging  
Technical services  
Collection development  
Organization of information  
Managing information technology  
Associate Director, Fairfax County Public Library, Fairfax, VA

Susan Freiband  
Collection development  
Reference  
Intellectual freedom  
International librarianship  
Library education  
Professor, Graduate School of Information Science and Technologies, University of Puerto Rico

Saiid Ganjalizadeh  
Distance Education  
Technology  
Assistant Director, Instructional Technology, Academic Technology Dept, CUA

James Gillispie  
Government information  
Reference  
Head, Access Services and Government Publications/Maps/Law Library, Johns Hopkins University, Baltimore, MD

Marianne Giltrud  
Information sources and services  
Reference  
Library instruction  
Access Services Librarian, CUA Libraries

94
Kevin Gunn
Coordinator, Religious Studies, Philosophy, Canon Law, and Humanities Libraries, CUA

Humanities information
Reference
Library instruction

Stephanie Hines
Librarian, The Potomac School, McLean, VA

School library media

Randolph Hock

Information sources and Web design
Internet searching

Karen Huffman
Manager of Knowledge Initiatives, National Geographic Society, Washington, DC

Library automation and project management
Digital libraries
Information technology
Content management systems

Bruce Hulse
Director of Information Services, Washington Research Library Consortium, Washington, DC

College and university libraries

Elizabeth Jeffiron
Senior Program Officer, Preservation and Access, National Endowment for the Humanities (NEH)

Archives management

Karen King

Beverly Lammay
Legislative Liaison to General Assembly, Henrico County Schools, VA

Practicum

Elizabeth Leadbitter
Head Librarian, Georgetown Day School, Washington, DC

School library media practicum

Douglas McElrath
Curator, Marylandia & Rare Books –National Trust for Historical Preservation Library, University of Maryland, College Park, MD

Special collections

Wilda Newman
Information Resources Manager, Knowledge Associate Resources, LLC, Columbia, MD

Knowledge management

Barbara O’Byrne
Elementary Library Media Specialist, Loudoun County Public Schools

K-6 schools

Sydney Pierce
School library media
Retired

Joseph Provenzano
Training Manager/Curriculum Developer, Office of Technology, Washington College of Law, American University, Washington, DC

Collection development
Multimedia design and development  
Database design  
School library media  

Nathan Putnam  
*Catalog Librarian, George Mason University, Fairfax, VA*

Music bibliography  
Cataloging  

Tom Ray  
*Collection Management Coordinator, The Library of Virginia, Richmond, VA*

Cataloging and classification  
Collection development  

Kimberly Ritter  
*Consultant, Macklin Library Media*

K-12 schools  
Media for children  
Media for Adolescents  
School library media  

Bruce Rosenstein  
*Reference Librarian, USA Today, Washington, DC*

Special libraries  
Reference  

Abigail Ross  
*Information Resources Manager, Keller & Heckman, LLP*

Law librarianship  
Legal research  
Reference  

Lenore Rouse  
*Curator, Rare Books & Special Collections, CUA*

Rare book librarianship  
Cataloging  
Special Collections  

Sara Sampson  
*Head of Reference, Georgetown University Law Library, Washington, DC*

Legal literature  
Reference  

Roberta Shaffer  
*Executive Director, FLICC/FEDLINK, Library of Congress, Washington, DC*

Legal research and literature  
Competitive Intelligence  
Management  

Raymond Stewart  
*Director of Academic Technology Infrastructure, The Potomac School, McLean, VA*

School library media  
Technology in libraries  
Media services  

Barry J. Trott  
*Senior Library Services Director, Williamsburg Regional Library, Williamsburg, VA*

Libraries and information in society  

Alphonse Vinh  
*Reference Librarian, National Public Radio, Washington, DC*

Public libraries
As Table F-8 (above) demonstrates, the quality of SLIS’ adjunct faculty is high and their contribution to the field and the School is important to the quality of education within SLIS. Their engagement with our School is also 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 and opportunities for improvement.

Appendix C provides a listing of the courses taught by SLIS’ adjuncts and demonstrates how their teaching role within the School serves to widen, deepen, and enhance the courses and program SLIS is able to offer to its students.

The adjunct faculty does not merely teach in SLIS, they are partners in our efforts to deliver a relevant and quality education and achieve our program objectives. The adjunct faculty plays an essential role in our development, evaluation, and revision of the curriculum. SLIS has a semi-annual full faculty meeting on a Saturday, which is web cast, to engage the SLIS’ adjunct faculty in planning, curriculum development, delivery and assessment. The web casts are available at: http://slis.cua.edu/accreditation and the documentation associated with the semi annual meetings are available in Appendix D. As members of our community and stakeholders in our future, the SLIS adjunct faculty members are our partner in the delivery of a quality education that is beneficial to our full time faculty, students, and stakeholders. Table F-9 shows the attendance at the last two SLIS full faculty meetings which demonstrates the level of commitment adjunct faculty have as members of the SLIS community.

Table F-9: Attendance of Adjuncts at Recent SLIS Full Faculty Meetings:

<table>
<thead>
<tr>
<th>Semester</th>
<th>Attendance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2007</td>
<td>28 (of 32)</td>
</tr>
<tr>
<td>Spring 2008</td>
<td>23 (of 28)</td>
</tr>
</tbody>
</table>
The SLIS adjunct faculty members also provide a diversity of experience, the view of the experts and professionals in their areas of expertise, and the perspective of a practitioner. The SLIS program is especially eager to engage and develop adjunct faculty because of our focus on master’s level education and the importance of establishing strong ties with professionals in the region to maintain and establish practicum sites, identify future employment opportunities, and solicit their views on the SLIS’ program.

Through the adjunct faculty, SLIS develops important relationships with its campus, community, region, and the LIS field. The majority of SLIS adjunct faculty members teaches one to three courses per year and attends the semi annual faculty meetings where we solicit their feedback and engage them in planning. Further, we offer educational opportunities in support of their continuing education needs as a faculty member in the School.

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.

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’ efforts to have multi-disciplinary influences on research and teaching in LIS and help LIS contribute to other areas of inquiry. Table F-6 (above) provides the name of the faculty member, his/her date of appointment, and areas of specialty to demonstrate how SLIS is expanding its faculty diversity and level of cross disciplinary inquiry.

The most recent hires have expanded SLIS’ 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 (Choquette and Kules) demonstrate SLIS’ commitment to engaging other disciplinary areas of inquiry in LIS; two hires deepen and enhance capabilities in research and diversity studies in the SLIS curriculum (Lussky and Chancellor). Throughout the hiring and appointment process, the faculty hiring committees are focused on expanding SLIS’ capabilities to further the teaching, research and service opportunities for the current and incoming faculty. The recent hires contribute to the stimulating research and teaching environment in SLIS and have contributed to our ability to achieve our program objectives.

There is also institutional support for the SLIS faculty to help the faculty develop and expand their teaching, research and service agenda. The range and types of support available contribute to the success of the faculty in developing and deepening their research and teaching agendas. The types of support that exist include:

- **The SLIS Working Plan** milestones for faculty development.
• **The Technology Strategic Plan.** The Technology Strategic Plan contains milestones for continuous improvement of the research and teaching technology, facilities, and software in support of SLIS’ faculty and students.

• **The Information Commons.** The Information Commons is discussed in-depth in Chapter Five (p.x). The efforts by the Dean and the School’s Technology Committee to develop and expand the Information Commons to support student innovation, teaching innovation, and research innovation has steadily expanded 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 IC 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 work with current students to develop presentations, poster sessions, and briefings. The goal is to create connections, foster inquiry, develop future researchers among the SLIS students, and introduce the students to practitioners and researchers across the LIS spectrum and provide the faculty an opportunity to develop his/her research and teaching agenda.

• **The University Grants-in-Aid grants 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 F-X for the SLIS faculty and their success in obtaining grants-in-aid at CUA.

• **The CUA Office of Sponsored Programs:** [http://sponsoredprograms.cua.edu/](http://sponsoredprograms.cua.edu/)

• **The Office of Technology Transfer:** [http://sponsoredprograms.cua.edu/](http://sponsoredprograms.cua.edu/)

• **The SLIS research assistant program.** SLIS provides each faculty member funding for a research assistant in support of faculty research or teaching innovation.

• **Innovative course development funding.** SLIS provides funding for innovative course design, or re-design 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 with a course designer and editor working with the faculty team revising the course.

• **The SLIS faculty development program** within the School which includes:
  o Semi-annual faculty development workshops
  o Regular meetings and workshops for SLIS’ faculty on relevant professional development which include:
    ▪ A presentation on grants and contracts
    ▪ A presentation on Sakai
    ▪ A presentation on outcomes assessment

• **The colloquia series in SLIS** that provides periodic meetings on topics in the field from within and beyond the LIS field.

Table F-10: Faculty Grants from the CUA Grants-in-Aid Program 2005-2008
Name                      Number of Grants-in-Aid
Young Choi               2
Mary Edsall Choquette     2
Ingrid Hsieh-Yee         1
William Kules            1
Joan Lussky              0
David Shumaker           0

Further, as SLIS reviews its program objectives, and the Working Plan, any areas where there is an opportunity to enhance or improve SLIS’ success in achieving its goals through new faculty hires, the search committee reviews the program objectives and selects prospective faculty who reflect the needs of the School and as a means to continually improve SLIS’ capability to meet its goals and program objectives.

Faculty commitment to service is in evidence in SLIS. With a small faculty, it is important to engage them in service activities and balance them 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, and further, to contribute to the greater needs of the University and professional community. As Appendix E shows, the SLIS faculty is engaged in service work at the School, University, and the LIS field.

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

The Catholic University of America 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://eeo.cua.edu/policies/ and http://eeo.cua.edu/Procedures/. In the web site of the Office of Human Resources (http://humanresources.cua.edu/positions/hiring.cfm), 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.” Following the University’s policies, the school includes the mandatory statement “The Catholic University of America is an Affirmative Action/Equal Opportunity Employer.” in advertisements for open faculty positions. Table F-11 below demonstrates the diversity of the School’s faculty.

Table F-11: SLIS Full-time Faculty Diversity in Total Percentages

<table>
<thead>
<tr>
<th>Gender</th>
<th>Age</th>
<th>Ethnicity</th>
</tr>
</thead>
<tbody>
<tr>
<td>63% female</td>
<td>41-45 - 37.5%</td>
<td>African American – 12.5%</td>
</tr>
<tr>
<td>37% male</td>
<td>46-50 – 25%</td>
<td>Asian – 25%</td>
</tr>
<tr>
<td></td>
<td>51-55 – 37.5%</td>
<td>Caucasian – 62.5%</td>
</tr>
</tbody>
</table>
The Catholic University of America has explicit and equitable faculty personnel policies and procedures that are published, accessible, and implemented. The document is available online at http://policies.cua.edu/Faculty/index.cfm. The School follows the University’s personnel policies and procedures with regard to appointments and promotion of faculty.

SLIS continually strives to identify, recruit, mentor and retain faculty who are multicultural, multiethnic, and multilingual. The SLIS Diversity Action Plan was an important first step that was submitted with the previous Program Presentation in 2005. The School has been in compliance with the Diversity Action Plan; ensuring it is diligent in its advertising venues, committee member make-up, and that its procedures are supportive of increasing and enhancing our current faculty diversity. To ensure that SLIS continues to make progress, the Diversity Action Plan is under review by the SLIS faculty, the Advisory Committee and the SLIS Alumni Board. Actions for implementing the revised Diversity Action Plan are incorporated into the SLIS Working Plan. The revised Diversity Action Plan has been shared with the entirety of SLIS constituencies through the SLIS Web page to solicit comments and suggestions.

Sources of Evidence:

1) The faculty contract for The Catholic University of America.
2) The Equal Employment Opportunity (EEO) policies of the University. (http://eeo.cua.edu)
3) The web site of the Provost at The Catholic University of America to detail the policies for faculty at The Catholic University of America.
4) The University’s statement on non-discrimination in hiring.
5) Advertisements for the most recent hires of full-time faculty.
7) The Working Plan milestones for the faculty recruitment plan for three years hence with diversity action items to continue our efforts to attract multiethnic, multicultural, and multilingual faculty.
8) A listing of the current SLIS faculty, both full-time and part-time, and their backgrounds emphasizing our current progress on developing a multicultural, multiethnic, and multilingual faculty at SLIS.
9) The make-up of the most recent hiring committees in SLIS to demonstrate our commitment to a fair process that includes multiethnic, multicultural and multilingual members in the process of selection.

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

Table F-6 provides the areas of specialty, research and teaching of the SLIS faculty. Further, each SLIS faculty member teaches in the areas that are directly tied to his/her area of research and specialty areas. Table F-12 provides information on each of the full time faculty member and his/her courses offered for the previous three years. As Table F-12 demonstrates, the SLIS faculty is engaged in teaching and is teaching in areas where they have a wealth of experience and expertise.
<table>
<thead>
<tr>
<th>Faculty</th>
<th>Research Interests</th>
<th>Courses taught</th>
</tr>
</thead>
<tbody>
<tr>
<td>Youngok Choi</td>
<td>Digital libraries, Organization of information, User behavior, Human computer interaction, Visual information searching and retrieval</td>
<td>LSC551 Organization of Information, LSC712 Foundations of Digital Libraries, LSC715 Organization of Internet Resources, LSC896 Independent Study</td>
</tr>
<tr>
<td>Mary Edsall Choquette</td>
<td>Archives, Preservation, Cultural heritage, Arts, Special Collections, Art and Museum Libraries</td>
<td>LSC 553 Information Systems in Libraries and Information Centers, 559 Storytelling, 561 Oral History, 630 Archives Management, 843 Art and Museum Librarianship, 879 Special Topics, 896 Independent Study</td>
</tr>
<tr>
<td>Ingrid Hsieh-Yee</td>
<td>Organization of information, User behavior, Research methods</td>
<td>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</td>
</tr>
<tr>
<td>Kimberly Kelley</td>
<td>Collection development, Intellectual property, Administration, College and university libraries, Information technology in libraries, Distance education</td>
<td>LSC 608: Collection Development, CLSC 884: Intellectual Property in Libraries and Information Centers</td>
</tr>
<tr>
<td>Bill Kules</td>
<td>Human computer interaction, User behavior</td>
<td>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</td>
</tr>
<tr>
<td>Authors</td>
<td>Subjects</td>
<td>Codes</td>
</tr>
<tr>
<td>-------------------------</td>
<td>--------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------</td>
</tr>
<tr>
<td>Joan Lussky</td>
<td>Organization of information, Research methods, Database management, Sociology of scientific knowledge, Subject headings, taxonomy and thesauri, Scholarly communication, Content analysis, Classification theory and research</td>
<td>551 Organization of Information, 553 Information Sources and Services, 606 Cataloging and Classification, 740 Database Management, 745 Research Methods in Library and Information Science</td>
</tr>
<tr>
<td>David Shumaker</td>
<td>Special libraries, Libraries in society, Management, Information sources and services, Reference/research</td>
<td>553 Information Sources and Services, 555 Information Systems in Libraries and Information Centers, 557 Libraries and Information in Society, 607 Management, 876 (Special Topic: Marketing)</td>
</tr>
<tr>
<td>Timothy C. Steelman</td>
<td>Media services, Technology, School library media, Multimedia production and design, Administration</td>
<td>772: Media Services, 776: Design and Production of Multimedia, 606: Cataloging and Classification</td>
</tr>
</tbody>
</table>

Further, in Appendix F, the faculty’s engagement with the School, University and the field through service and participation in appropriate professional organizations is detailed to
demonstrate the level of participation of SLIS faculty in appropriate organizations to support his/her research, teaching and toward contributing to the quality of the SLIS education.

The competence of the faculty is constantly monitored. Teaching effectiveness comprises one element of the annual performance review of the faculty through the FAR report which is reviewed by the Dean, the School’s CAP and with the faculty member.

Second, each faculty member, by School and University policy, delivers a student evaluation each semester. The results of the student evaluation and comparative data from the School and University are provided to the faculty to assist him/her to evaluate his/her performance in teaching. The evaluations, including qualitative comments, are anonymous and after faculty review, are reviewed by the Dean with the faculty member.

The faculty member conducts an analysis of his/her student evaluations and each year, and in his/her goal statement for the year provided to the Dean includes his/her goals for teaching that address the feedback provided by the student evaluations. The analysis of the student teaching evaluations is part of the tenure process also. The SLIS program has its own set of individualized questions, that supplement the questions asked across the University, and these are used to provide SLIS faculty tailored feedback on his/her teaching.

The processes in place are designed to development and assist the faculty to self-evaluate to continually improve his/her practice. The evaluations, combined with the faculty member’s self review annually and statement of goals for the upcoming year, ensure a continual review process that ensures competence in the classroom.

The faculty is also aware that student evaluation is only one aspect of ensuring quality courses and a quality curriculum. As the curriculum chapter discusses (p. XX) the faculty has designated course chairs for each of the core courses in SLIS. One responsibility of a course chair is to solicit peer and stakeholder review of the core courses and adjust the curriculum accordingly. Further, all upper level, independent study, and special topics courses are now subject to review by the School’s Curriculum Committee to ensure that they are appropriately integrated into the curriculum, reflect the need’s of the School and its students, and have sufficient peer and stakeholder review to ensure there is improvement in the curriculum at regular intervals. The Working Plan section on the curriculum details the milestones for the curriculum and provides evidence of SLIS’ efforts to increase peer review and add additional check points to have continual revision and renewal of the SLIS curriculum and to ensure alignment with the SLIS Program Objectives.

Technological awareness

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 where the faculty solicits her assistance. Further, the School is now a member of NITLE (http://www.nitle.org), an organization that provides myriad of technology training opportunities for faculty in a host of areas relevant to the SLIS faculty. Most recently, NITLE provide training
in using Marratech, a multi-point interactive video application that the SLIS faculty are piloting as a potential addition to SLIS’ blended courses. Every faculty member incorporates leading edge technology, as relevant, in his or her course. Further, the faculty are developing a plan for conversion of SLIS courses to a blended format and as part of this initiative, the Dean’s office is providing support in the form of a course developer to provide assistance and education to the faculty member engaged in course conversion. The SLIS curriculum vitae provide information on SLIS’ faculty technology capabilities. With the newer hires in the School, SLIS has demonstrated an enhanced level of technological awareness. One manifestation of the new awareness is the School’s Technology Committee and its role in ensuring faculty are continually engaged and made aware of technology additions in the Information Commons, for research, or for the classroom.

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

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

Table F-13 (below) summarizes the total number of full-time faculty publications and papers accomplished over the last three years.

<table>
<thead>
<tr>
<th>Name</th>
<th>Articles</th>
<th>Conference Papers or Presentations</th>
<th>Book Chapters</th>
<th>Books</th>
<th>Grants</th>
</tr>
</thead>
<tbody>
<tr>
<td>Young Choi</td>
<td>2</td>
<td>6</td>
<td>1</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Mary Edsall Choquette</td>
<td>2</td>
<td>17</td>
<td>1</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>Ingrid Hsieh-Yee</td>
<td>6</td>
<td>17</td>
<td>1</td>
<td>1</td>
<td>4</td>
</tr>
</tbody>
</table>
Each year, SLIS submits an annual report, as required by CUA’s Faculty Handbook, to provide an overview of SLIS’ accomplishments and to provide evidence of SLIS’ faculty support of the University’s Strategic Plan. In the report, the Dean details faculty scholarly accomplishments. The scholarly accomplishments of the SLIS faculty for the fiscal year 2007-2008 are provided below to provide further evidence of the sustained record of accomplishments of the SLIS faculty:

List of Faculty Scholarly Accomplishments for FY 2007-2008:

Peer Reviewed Articles:


**Presentations:**

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

**Grants:**


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. Grant-in-aid, Catholic University of America, for Analyzing image searching on the Web: How do undergraduates search and use visual information? ($2,000).

4. Choquette, Mary. Grant-in-aid, Catholic University of America, for the biographical book research project: Robert Ellis Dunn: A Democratic Artist in a Post-modern World. ($1,000).

III.5.2. 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 program objectives for SLIS are detailed in depth in the Mission Chapter (p. x). The program objectives outline the programmatic goals and obligations. Within the School’s program objectives, the faculty members take responsibility to ensure they are nurturing 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 students’ research interests are nurtured and to provide a forum for student research to be developed and presented in a professional setting;

- Developing and delivering a rich colloquium series to provide an environment that nurtures student intellectual growth and fosters cross-discipline understanding and communication;

- Campus-based and service-related research as detailed in Appendix of this chapter.

- 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 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 F-14 demonstrates, student opinions are progressively more positive regarding their educational experience and interaction with faculty from 2004-2008. 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>
<thead>
<tr>
<th>Statement</th>
<th>Disagree</th>
<th>Agree</th>
<th>n/a</th>
<th>Ave Score (2004/2008)</th>
</tr>
</thead>
<tbody>
<tr>
<td>d. Instruction in the four core courses provides a solid foundation.</td>
<td>14.6%</td>
<td>77.2%</td>
<td>6.3%</td>
<td>-----/4.64</td>
</tr>
<tr>
<td>k. The quality of instruction is above average.</td>
<td>13.9%</td>
<td>78.4%</td>
<td>3.2%</td>
<td>3.94/4.68</td>
</tr>
<tr>
<td>n. Faculty and students interact well in most of my courses.</td>
<td>2.5%</td>
<td>91.1%</td>
<td>1.9%</td>
<td>4.51/5.18</td>
</tr>
<tr>
<td>p. Full-time faculty members have a good knowledge of their subject areas.</td>
<td>3.1%</td>
<td>83%</td>
<td>9.5%</td>
<td>4.73/5.45</td>
</tr>
<tr>
<td>q. Adjunct faculty members have a good knowledge of their subject areas.</td>
<td>4.4%</td>
<td>84.2%</td>
<td>7.6%</td>
<td>4.48/5.30</td>
</tr>
<tr>
<td>r. The faculty is very responsive to requests for help.</td>
<td>5.7%</td>
<td>87.4%</td>
<td>2.5%</td>
<td>-----/5.15</td>
</tr>
</tbody>
</table>
Sources of Evidence
1) The lists of publications, scholarly presentations, and research funding for each full-time and part-time faculty member with tabular summaries for the School as a whole
2) The faculty curricula vitae
3) The faculty activity reports detailing faculty accomplishment in scholarship and research
4) The faculty goal statements for their development in research and scholarship and how this process results in an annual review of faculty toward improving his/her success as a faculty member
5) A description of faculty research and other scholarly activities

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

The collaborative activities of the SLIS faculty are provided in Table F-15 which shows each faculty member’s current collaborative activities that span disciplines and demonstrate a diversity and breadth of specialties:

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Collaborative Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mary Edsall Choquette</td>
<td>As a member of the Dance Heritage Coalition Focus Group on Copyright and Fair Use of Dance Film and Video, I have been working with librarians and dance scholars in the Washington DC and Philadelphia areas to work towards policy development for the field.</td>
</tr>
<tr>
<td></td>
<td>As the Preservation SIG convener for ALISE I work with other LIS faculty and practitioners to develop program topics for these meetings.</td>
</tr>
<tr>
<td></td>
<td>As an invited participant, I took part in a two-day international preservation forum at the Library of Congress, May 2008, to discuss preservation education issues.</td>
</tr>
<tr>
<td></td>
<td>As Editor, for A Core Collection in Dance, I continue to work with dance librarians to complete the second edition of this volume.</td>
</tr>
<tr>
<td></td>
<td>As a member of the Arts Section of ALA, I worked with library practitioners to develop the Arts Guide, Philadelphia 2008, for the Mid-Winter ALA meeting.</td>
</tr>
<tr>
<td></td>
<td>As a member of the Editorial Board for RBMS, ALA, I work collaboratively with LIS educators and practitioners, to produce the publication, RBM.</td>
</tr>
</tbody>
</table>
As a member of the CUA Catholic History Research Center and Archives, I work with CUA faculty and outside faculty to advise on the work and policies of the Center and Archives.

I routinely work with archives and library practitioners to develop course experiences for SLIS students. I also work with AU History faculty on co-teaching, and archives fieldwork experiences (this is not reflected on my CV and may not be what you want to include.)

Ingrid Hsieh-Yee

I have collaborated with faculty members at SLIS and other LIS programs on research and published more than 10 papers with them. Topics include LIS education, the development of a metadata education and research information commons, federated search, subject access through LCSH and table of contents, subject searches for images, and analysis of user tags and LC metadata for LC’s photo collections.

I have also collaborated with information professionals to conduct research on the information seeking behavior of college students and faculty members; how users interact with Web resources; how digital resources are used by school media specialists, middle school teachers, and middle school students in their teaching and learning; FAST headings and subject directory; and analysis of the performance of Google Scholar and Academic Search Premier. Many of these efforts result in conference presentations and refereed papers.

I have worked closely with the Library of Congress and the Association of Library Collections and Technical Services on the future of cataloging and metadata education. My 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). My 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.

Over the years I 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). I value collaboration between educators and practitioners and continue to promote such collaboration within ASIST and ALISE. I am currently chairing the SIG of Education of ASIST and have put together programs for the 2008 conference. I will be responsible for developing programs for the 2009 conference as well.

I actively engage 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. My purposes are to balance theory and practice and to include local information professionals in the life of the School.
I 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.

I am chairing the CUA Scholarly Communication Project and our first initiative is to build a digital repository for the CUA Community. The Project Team includes faculty, archivists, and librarians from CUA.

Bill Kules
A study of a faceted OPAC. Collaboration with the following researchers:
- Robert Capra, Ph.D., UNC Chapel Hill
- Tito Sierra, NCSU Libraries

Organizing the Second Workshop on Human-Computer Interaction and Information Retrieval (HCIR 2008) with two researchers:
- Ryen White, PhD, Microsoft Research
- Danial Tunkelang, PhD, Endeca

I am collaborating or have collaborated with the following people on papers:
- Ben Shneiderman, PhD
- monica (mc) schraefel, PhD
- Max Wilson (a student of mc's)
- Ingrid Hsieh-Yee, PhD
- Youngok Choi, PhD

No new courses were regularized from 2003-2008, so independent studies and special topic courses are provided here to illustrate the range of expertise of the current faculty. As shown in Table F-16, the faculty is able to successfully deliver the core curriculum, the program’s electives and further, is constantly offering new courses that address emerging trends and needs of the field and their research interests.

Table F-16: List of Independent Study Topics supervised by SLIS Faculty

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Semester/Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Youngok Choi</td>
<td>• Spring 2007 New information technology management for users at academic libraries</td>
</tr>
<tr>
<td></td>
<td>• Fall 2008 The Future of Bibliographic Control</td>
</tr>
<tr>
<td>Mary Choquette</td>
<td>• Spring 2007 Advanced Topics in Art Librarianship</td>
</tr>
<tr>
<td></td>
<td>• Spring 2007 Information Literacy/User Education on the Web</td>
</tr>
<tr>
<td></td>
<td>• Spring 2007 Oral History</td>
</tr>
</tbody>
</table>
Ingrid Hsieh-Yee  
- Summer 2003 Feasibility of using FAST on Ulrich's Directory

Bill Kules  
- Fall 2006 Implementing faceted search interfaces with PHP
- Spring 2007 Programming in C#
- Spring 2008 JavaScript and Ajax Programming

Joan Lussky  
- Fall 2007 Cataloging: current and potential, future practice
- Spring 2007 Subject analysis: traditional and alternative

Dave Shumaker  
- Spring 2007 Embedded Librarians: Information professionals as knowledge analysts
- Fall 2007 “Friends of the library” Groups and Library marketing.

In addition, as Table F-17 demonstrates, the SLIS faculty are constantly developing new courses to respond to SLIS’ stakeholders, employers, and current and prospective students. Through constant innovation, the SLIS curriculum is revised, updated and refreshed.

Table F-17: SLIS Special Topics Courses from 2004 to 2008

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course Number</th>
<th>Title (Topic)</th>
<th>Instructor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer 2004</td>
<td>CLSC 878</td>
<td>Entrepreneurial Librarianship</td>
<td>Clay, Edwin</td>
</tr>
<tr>
<td>Spring 2005</td>
<td>LSC 874</td>
<td>Electronic Records Management</td>
<td>Wallace, David</td>
</tr>
<tr>
<td>Summer 2005</td>
<td>CLSC 874</td>
<td>Intellectual Freedom</td>
<td>Gardner, Carrie</td>
</tr>
<tr>
<td>Spring 2006</td>
<td>CLSC 874</td>
<td>Entrepreneurial Librarianship</td>
<td>Clay, Edwin</td>
</tr>
<tr>
<td>Summer 2006</td>
<td>LSC 874</td>
<td>Knowledge Management</td>
<td>Newman, Wilda</td>
</tr>
<tr>
<td>Summer 2006</td>
<td>CLSC 874</td>
<td>Managing Digital Projects</td>
<td>Delfino, Erik</td>
</tr>
<tr>
<td>Fall 2006</td>
<td>LSC 875</td>
<td>Ethics</td>
<td>Almagno, Stephen</td>
</tr>
<tr>
<td>Fall 2006</td>
<td>LSC 877</td>
<td>User Interface Design &amp; Evaluation</td>
<td>Kules, Bill</td>
</tr>
<tr>
<td>Spring 2007</td>
<td>LSC 876</td>
<td>Marketing Lib &amp; Info Services</td>
<td>Shumaker, David</td>
</tr>
<tr>
<td>Spring 2007</td>
<td>LSC 877</td>
<td>User Interface Design &amp; Evaluation</td>
<td>Kules, Bill</td>
</tr>
<tr>
<td>Term</td>
<td>Course Code</td>
<td>Course Title</td>
<td>Instructor</td>
</tr>
<tr>
<td>------------</td>
<td>-------------</td>
<td>---------------------------------------------------</td>
<td>------------------</td>
</tr>
<tr>
<td>Spring 2007</td>
<td>LSC 879</td>
<td>Archives Fieldwork</td>
<td>Edsall, Mary</td>
</tr>
<tr>
<td>Summer 2007</td>
<td>LSC 874</td>
<td>Knowledge Management</td>
<td>Newman, Wilda</td>
</tr>
<tr>
<td>Summer 2007</td>
<td>LSC 875</td>
<td>Developing Electronic Collections</td>
<td>Kraft, Ned</td>
</tr>
<tr>
<td>Fall 2007</td>
<td>LSC 879</td>
<td>(No topic listed)</td>
<td>Choquette, Mary</td>
</tr>
<tr>
<td>Fall 2007</td>
<td>CLSC 874</td>
<td>Competitive Intelligence</td>
<td>Shaffer, Roberta</td>
</tr>
<tr>
<td>Spring 2008</td>
<td>LSC 879</td>
<td>Archives Fieldwork</td>
<td>Choquette, Mary</td>
</tr>
<tr>
<td>Spring 2008</td>
<td>LSC 876</td>
<td>Marketing Libraries and Information Services</td>
<td>Shumaker, David</td>
</tr>
<tr>
<td>Summer 2008</td>
<td>LSC 874</td>
<td>Knowledge Management</td>
<td>Newman, Wilda</td>
</tr>
<tr>
<td>Summer 2008</td>
<td>LSC 875</td>
<td>Developing Electronic Collections</td>
<td>Kraft, Ned</td>
</tr>
<tr>
<td>Fall 2008</td>
<td>LSC 875</td>
<td>Comparative and International Librarianship focusing on Latin America and the Caribbean</td>
<td>Freiband, Susan</td>
</tr>
</tbody>
</table>

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 several School strategic planning initiatives and two previous successful accreditation program presentations. Prior to his arrival at SLIS, Dr. Kules owned his own programming company which included responsibility for management, planning and accountability. Dr. Kelley has her Ph.D. in higher education planning and leadership 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. Further, in her previous position Dr. Choi was a member of the Faculty Assembly and served on an Advisory Board and program committee for the new joint master degree program in human-computer interaction.

SLIS faculty members continually demonstrate their leadership and planning skills by leading the School’s committees and through their participation in SLIS’ planning activities. Table F-18 shows the leadership faculty provide in leading SLIS’ committees and through their leadership, demonstrating their planning ability:

Table F-18: Faculty Leadership on SLIS Committees

<table>
<thead>
<tr>
<th>Name</th>
<th>Committee Chairmanship</th>
</tr>
</thead>
<tbody>
<tr>
<td>Young Choi</td>
<td>Co-chair Standard II: Curriculum Chapter, Program Presentation</td>
</tr>
<tr>
<td>Mary Edsall Choquette</td>
<td>Co-chair Standard I: Mission Chapter, Program Presentation</td>
</tr>
<tr>
<td>Ingrid Hsieh-Yee</td>
<td>Advisory Committee, Accreditation Steering Committee</td>
</tr>
</tbody>
</table>
The faculty engages in all levels and aspects of planning in SLIS. The program has a Working Plan that involved the faculty in its development, revision, and finalization. The annual retreat and continuous planning that takes place within SLIS ensures faculty are constantly engaged in planning and ensures quality management. In addition, the SLIS Strategic Planning Committee, which is comprised of SLIS faculty, ensures that planning continues on a regular basis and accountability measures are reviewed and regular updates are adopted and vetted by SLIS’ stakeholders.

The SLIS faculty members have a planning retreat on a yearly basis, meeting weekly for the Faculty and Curriculum Committees and on a quarterly basis for the School’s Accreditation Committee. The School’s planning activities have been very active to ensure SLIS demonstrates its capability to plan and provides the Committee on Accreditation evidence of the faculty’s expertise and commitment to planning for the School.

Sources of Evidence:

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

The full faculty meeting agendas/webcasting of the event in fall and spring semester

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

The Catholic University of America has produced Faculty Handbook ([http://provost.cua.edu/handbook](http://provost.cua.edu/handbook)). Part III in 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 with their specialties and research interests as demonstrated in Table F-19, every SLIS faculty member is expected to share in teaching core courses and basic electives important to the program. The match between faculty teaching assignments and program needs is clear.

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Research Interests</th>
<th>Course taught</th>
</tr>
</thead>
<tbody>
<tr>
<td>Youngok Choi</td>
<td>Digital libraries</td>
<td>LSC551 Organization of Information</td>
</tr>
<tr>
<td></td>
<td>Organization of information</td>
<td>LSC712 Foundations of Digital Libraries</td>
</tr>
<tr>
<td></td>
<td>User behavior</td>
<td>LSC715 Organization of Internet Resources</td>
</tr>
<tr>
<td></td>
<td>Human computer interaction</td>
<td>LSC896 Independent Study</td>
</tr>
<tr>
<td></td>
<td>Visual information searching and retrieval</td>
<td></td>
</tr>
<tr>
<td>Mary Edsall Choquette</td>
<td>Archives</td>
<td>LSC 553 Information Systems in Libraries and Information Centers</td>
</tr>
<tr>
<td></td>
<td>Preservation</td>
<td>559 Storytelling</td>
</tr>
<tr>
<td></td>
<td>Cultural heritage</td>
<td>561 Oral History</td>
</tr>
<tr>
<td></td>
<td>Arts</td>
<td>630 Archives Management</td>
</tr>
<tr>
<td></td>
<td></td>
<td>843 Art and Museum Librarianship</td>
</tr>
<tr>
<td></td>
<td></td>
<td>879 Special Topics</td>
</tr>
<tr>
<td></td>
<td></td>
<td>896 Independent Study</td>
</tr>
<tr>
<td>Name</td>
<td>Special Collections</td>
<td>Art and Museum Libraries</td>
</tr>
<tr>
<td>-------------------</td>
<td>---------------------</td>
<td>--------------------------</td>
</tr>
<tr>
<td>Kimberly Kelley</td>
<td>Collection development</td>
<td>Intellectual property</td>
</tr>
<tr>
<td>Bill Kules</td>
<td>Human computer interaction</td>
<td>User behavior</td>
</tr>
<tr>
<td>Joan Lussky</td>
<td>Organization of information</td>
<td>Research methods</td>
</tr>
</tbody>
</table>
Full-time faculty typically teaches in the regular academic year (Fall and Spring terms). Summer teaching is optional for full-time faculty since summer sessions are given as a research release for full-time tenure-track faculty. The typical teaching load for full-time faculty is five courses per year. The Dean reduced the teaching load to four courses from five courses in 2007 - 2008 to support faculty to prepare the COA Accreditation, given the emergent circumstance of the school’s conditional status. Course releases are given to accommodate sabbatical, research via buy-out, or other forms of leave. Course release was also provided for newly-hired faculty. Table F-20 presents teaching loads for full-time faculty during 2006-2008.

Table F-20: Faculty Teaching Courses by Semester [revise per Ingrid’s suggestion]

<table>
<thead>
<tr>
<th>Faculty</th>
<th>2006 Fall</th>
<th>2007 Spring</th>
<th>2007 Fall</th>
<th>2008 Spring</th>
<th>2008 Fall</th>
<th>Summer teaching</th>
</tr>
</thead>
<tbody>
<tr>
<td>Youngok Choi</td>
<td>LSC551</td>
<td>LSC551</td>
<td>LSC551</td>
<td>LSC551</td>
<td>LSC712</td>
<td></td>
</tr>
<tr>
<td></td>
<td>LSC712</td>
<td></td>
<td>CLSC551</td>
<td>LSC551</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>LSC715</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mary Edsall Choquette</td>
<td>LSC 553 (Sec. 1)</td>
<td>LSC630</td>
<td>LSC630</td>
<td>LSC561</td>
<td>559</td>
<td>843 (2007, 2008)</td>
</tr>
<tr>
<td></td>
<td>LSC 553 (Sec. 2)</td>
<td>LSC879</td>
<td>LSC879</td>
<td>879</td>
<td>609</td>
<td></td>
</tr>
<tr>
<td></td>
<td>LSC630</td>
<td></td>
<td>CLSC879</td>
<td>879</td>
<td>630</td>
<td></td>
</tr>
<tr>
<td></td>
<td>LSC879</td>
<td></td>
<td>LSC551</td>
<td>879</td>
<td>879</td>
<td></td>
</tr>
<tr>
<td>Ingrid</td>
<td>LSC 606</td>
<td>CLSC 606</td>
<td>LSC 606</td>
<td>CLSC 606</td>
<td>LSC 551</td>
<td>715 (2008)</td>
</tr>
</tbody>
</table>
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, re-visit and revise faculty workload as necessary to enhance the quality of instruction and in compliance with the University’s policies. 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 to devise a three year course schedule and through this longer-term planning process, further clarify faculty teaching responsibilities and help faculty plan their time most effectively. In addition, the School is identifying opportunities for faculty to identify and mentor part-time faculty in the areas of the faculty member’s expertise. One example of this is that mentorship of the 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 to ensure we continue 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 our efforts to continually develop and engage the full-time and part-time faculty in support of our program objectives.

All faculty carry different committees and administrative responsibilities and institutional and professional services (see Table F-18).

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

Sources of Evidence:

11) School workload memo/policy and summary of its application over the past four years
12) A tabular presentation of the courses taught by faculty members since their appointment to SLIS
13) Quantitative summary of independent studies supervised by SLIS faculty members
14) The faculty “anchor” program documents outlining the process in SLIS
15) Documents on student advising procedures and advising forms
16) List of School and University committees on which faculty members serve
17) Tabulation of service loads for individual faculty members
18) Tabulation of teaching releases per faculty member and for the School as a whole
19) Curriculum committee meeting minutes
20) A tabular presentation of faculty strengths, linked to the program objectives and the courses faculty are eligible/qualified to teach

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

All full-time faculty members submit annual “Faculty Activity Reports” (FARs) to reflect their achievement in teaching, research, and service annually (on-site documents: FARs). 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 of Appointments and Promotions (CAP) is responsible for the reviews of tenure-track faculty and the clinical professor.

The CAP consists of senior tenured faculty members, Drs. Kim Kelley and Ingrid Hsieh-Yee. Dr. Hsieh-Yee has served on the CAP 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 CAP since she joined SLIS in the fall of 2007. The CAP 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 for “Recommendation for Term Reappointment”) and provide evidence of achievement in teaching, research and service. The review within SLIS is completed within two months after 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, the faculty member will complete a standard form (Form I-T for “Recommendation for Appointment with Continuous Tenure”) and provide evidence on achievement in teaching, research, and service. Evaluation criteria are set forth in the CUA Faculty Handbook, including the invitation of external reviewers to assess the achievement of a faculty member under review. If the result of the CAP review is positive, the case is sent to the Academic Senate Committees on Appointments and Promotions (Senate CAP) for further review. If the Senate CAP 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 has the option of appealing 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 professors and one clinical professor. The progress of non-tenured faculty members is summarized in the following table:
Table F-21: Progress of Tenure Review for SLIS Faculty

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Status</th>
<th>Tenure Review Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Youngok Choi</td>
<td>Assistant Professor</td>
<td>Passed 2nd year review in December 2007</td>
</tr>
<tr>
<td>Mary Edsall Choquette</td>
<td>Assistant Professor</td>
<td>Passed 2nd year review in December 2006</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4th year review due in spring 2009</td>
</tr>
<tr>
<td>Bill Kules</td>
<td>Assistant Professor</td>
<td>Passed 2nd year review in December 2007</td>
</tr>
<tr>
<td>Joan Lussky</td>
<td>Assistant Professor</td>
<td>Passed 2nd year review in December 2007</td>
</tr>
<tr>
<td>David Shumaker</td>
<td>Clinical Associate Professor</td>
<td>Passed 2nd year review in December 2007</td>
</tr>
</tbody>
</table>

To assist faculty in achieving their goals and objectives, Dean Kelley has asked each faculty member to submit annual goals and objectives starting in the spring of 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. Due to low online participation rate, we began using paper evaluation form again in the fall of 2008, but faculty members teaching online courses usually use an online survey to collect data on teaching. 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.

The SLIS evaluation process, to ensure it is meeting its program objectives, includes regular surveys of its current students, alumni and employers in the metropolitan area. 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 also.

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:

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

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

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

The School’s policies for students have been integrated into our Working Plan for regular and systematic review to ensure that they are consistent with our school’s mission, goals and program objectives, as well as ensure that they reflect the needs of our students.

Recruitment: As listed in the Working Plan, the SLIS Recruitment Committee and the Special Assistant to the Dean are reviewing and refining our current recruitment policies, especially in regard to minority recruitment; implementing a recruitment policy that incorporates a plan that is both sustainable and meaningful; and writing a marketing plan. Starting in the spring of 2008 and continuing on a yearly basis the Committee and Assistant are assessing the current market demographics and activities; carrying out an environmental scan of other LIS programs; and identifying new audiences for our program. Starting in 2009 they plan on outlining 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 the past year’s
recruiting efforts and adjust plan accordingly; review and revise administrative brochures and publications to ensure accuracy and impact. Our 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; and marketing plan created and approved by SLIS stakeholders.

Evidence that we have been utilizing our recruitment policy includes examples of past recruitment efforts held at the Library of Congress, Loudoun County, Virginia, Fairfax County, Virginia, and the Catholic University of America; material distributed; and advertisements placed on the radio, online and in relevant publication channels like the CUA Gazetteer, the Library Journal and local, professional listservs. Another piece of evidence of our efforts to recruit and retain a diverse student body is our recently obtained IMLS grant that will help us educate and mentor new school librarians with a focus on urban school librarianship. A description of the grant is available at http://publicaffairs.cua.edu/Releases/2007//07SLISgrant.cfm and http://www.imls.gov. A description and list of recipients in available in Appendix IV.1.a)

**Admissions:** SLIS has undertaken to review all of its academic and administrative policies, including admissions, as stated in our *Working Plan*, to ensure currency and accuracy within each, and consistency across all SLIS and CUA policies. The SLIS Strategic Planning Committee has (is?) devising a plan for reviewing and revising SLIS policies annually; subsequently gaining approval of revisions through the Faculty Committee; and implementing the changes annually. Our stated outcome measure is the plan for SLIS policy development and revision. Evidence of our existing admission policies is available in appendix IV.1.b, IV.1.c, IV.1.d, and an anonymous exemplar of an admissions folder (available onsite).

**Financial Aid:** Beyond what was mentioned in the above paragraph, SLIS continues to provide student scholarship information to prospective and current students via the SLIS webpage and the SLIS listserv. As stated in our *Working Plan* the Dean and the Assistant Dean started working with this information in spring of 2008 in an ongoing way and our outcome measure for this part of the plan is that scholarship information on the web and listserv is current and accurate. Evidence of our implementation of our existing financial aid policy includes details about the 54 students who received financial aid during the 2007/08 academic year. This aid comes from a variety of sources including an IMLS grant which resulted from a partnership with the District of Columbia Public Library System and American University, Graduate Library Professional work/study program, and various CUA scholarships. In addition to this we have numerous cooperative agreements with local agencies 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, which provide special tuition rates for their employees. Information available on our web page is found in Appendix IV.1.e. Data on students receiving financial aid in Appendix IV.1.f and IV.1.g)
Placement: SLIS continues to develop its placement support for current students and alumni of the program. As stated in our Working Plan, the Assistant Dean has started an ongoing effort to develop a plan for student placement support which includes ensuring 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 our students in securing professional employment. Our outcome measures for this effort is workshops offered, opportunities posted on the SLIS listserv; collaboration with CUA Career Services; and annual career panel held. Evidence of our continuing efforts are available by viewing recent posts to our listserv and reviewing the list of various career panels SLIS student groups have hosted in recent years (available in appendix IV.1.h)

The student body composition: SLIS monitors the composition of its student body, watching for opportunities to foster learning environments that compliment our mission, goals and program objectives.

The students attending SLIS come from all over the world, for example in the fall of 2007 we had students from China, Germany, France, India and South Korea (Appendix IV.1.i). The majority of our students come from the District of Columbia and the two surrounding states of Virginia and Maryland (Appendix IV.1.j). Our students demonstrate a diversity of ethnic backgrounds including Asian American, African American, and Hispanic American (Appendix IV.1.k and Appendix IV.1.l). Over the last 7 years, the majority of our students have been between the ages of 21 to 40 (Appendix IV.1.m) and enrolled as part-time students (Appendix IV.1.n). Our school’s enrollment over the last 7 years has represented five percent of the total undergraduate and graduate enrollment at CUA and eleven percent of the total graduate enrollment. (Appendix IV.1.l) Currently our total student body at SLIS is 224 (Appendix IV.1.o). In the fall of 2003 we raised the admission criterion. Consequently we are able to engage with a slightly higher caliber of students while continuing to maintain healthy enrollment figures.

jpl: We are still missing data on:
- “application, admission, enrollment, and retention statistics: including the number of students who finished the program, the length of time to finish the program, statistics on those admitted who didn’t come, and those students who started the program but then stepped out on a leave of absence.”
- “statistical comparison of SLIS’s diversity compared to CUA’s student body diversity overall”

Is it possible to obtain this data?

Evidence of our success in meeting our programs goals can be seen in the number of students graduated and the results of our recent student survey and alumni survey. Since 2002/03 we have
graduated an average of 77 students per year, which represents roughly a third of the students enrolled at any one time. (Appendix IV.1.p.)

According to the results of our latest student survey, our students are especially interested in the following subject areas within LIS: user services, collection development, information organization, information systems, youth services, archives, and web content management. In addition, ninety percent of the student respondents agree that the current SLIS curriculum covers their individual subject interests. Refer to the SLIS Student Survey for further details and supporting evidence.

According to the results of our latest alumni survey, four-fifths of the respondents agree that: our core courses gave them a solid foundation in LIS, their overall education at SLIS was good, and their MLS degree prepared them well for their career. The majority of the alumni responding to this 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 website is the primary service point for public information. Since the fall of 2006, and with increasing depth after the arrival of the new Dean in August of 2007, the faculty has undertaken a process of reviewing, rewriting, and harmonizing the SLIS policies, documents, and web pages in an effort to make it easier for all of our stakeholders to locate needed information. SLIS has a Web Committee (Tim Steelman, Dave Shumaker, and the student Web Content Manager) that is responsible for making sure that our policies and documents are accurately reflected on our webpage and their annual responsibility is stated in the Working Plan. The outcome measures of this effort are: SLIS webpages are up-to-date; SLIS webpages are reviewed regularly; SLIS webpages incorporate changes in a timely manner. Evidence of these efforts includes the survey of our current students in the fall of 2007 on their response to the webpage and the subsequent redesign that provides more information that is grouped in a more useful manner.

Most of SLIS’s policies and relevant information is available on our webpage (http://slis.cua.edu). The webpage includes information on:

1. School’s mission, vision, program goals
2. Current course syllabi, course descriptions, course schedules
3. Faculty web pages (http://slis.cua.edu/directory)
Within the faculty section of the SLIS webpage, individual pages for faculty can be found within each faculty member’s profile.

4. Information for prospective students on admission requirements and financial aid options.
5. Documents to help our students build coherent programs of study including information on the tracks available within our program: School Library Media and Law; the generalist program of study; and areas of concentration beyond a generalist program of study.
5. General information on graduate education at SLIS including guidelines on student assessment.
6. Details on how to incorporate a practicum or internship into their program of study, as well as information on current job, practicum and internship opportunities.
7. Orientation material for new students, invitations to our SLIS orientation session, and a video of a previous orientation session (Jan 14, 2008 session available at: http://slis.cua.edu/people/news.cfm)
8. Guides for using the university’s computer system including information on the class registration system and getting help from the campus computer center.
9. Student comprehensive exam orientation material including: links to the video tapes of the orientation sessions, and past comprehensive exam questions on web.

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

The SLIS Admissions Committee has a policy statement on how to evaluate each individual applicant that takes into account the totality of each applicant. The policy is available in the SLIS Faculty Handbook (Appendix IV.3.a) and guides the evaluator through the process of
assessing the applicant’s possibility for success at SLIS based upon their scores on graduate entrance exam, cumulative grade point average in undergraduate school, patterns of achievement in undergraduate studies, strength of their references, strength of their personal statement, and evidence of achievement within their personal history.

Evidence in support of this standard includes:

1. Summary and analysis of admissions decisions including: number of applications, number of students admitted and rejected. (jpl: this data is still needed. Is it possible to obtain this data?)

2. Information and application material on the School web page and in the Graduate Announcements available in Appendix IV.1.b, SLIS admission information; Appendix IV.1.c, CUA admission information; and Appendix IV.1.d admission requirements;

3. Admissions information included in an anonymous exemplar of an admissions folder (available onsite) as mentioned above in section IV.1.Amissions.

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.

Coherent Programs of Study: SLIS provides strong support for students to construct coherent programs of study within a variety of course delivery options. As stated in our Working Plan, the faculty has reviewed the student advisement process and consequently developed a student advising handbook to help us keep track of advisees’ progress and development in our program. Relationships between courses and track descriptions will be made explicit and shared with students by way of the SLIS Web site and Graduate Catalog. In addition, information sheets on career paths supported by the program are being developed, (see the Curriculum Chapter). We have made significant changes to the SLIS web page by adding more information, improving information organization, and improving the interface. We will survey students and alumni to systematically improve our communication with students and provide effective guidance to them.
Constructing Programs of Study Facilitated by Course Mappings: Since the 2007 fall 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 (document 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. Using the findings collected through Student and Alumni survey (appendix 1.m), the faculty identified students’ preferences on course offerings, and schedules. This level of communication proved most effective and will be employed on a continual basis, as is noted in the SLIS Working Plan (appendix 1.n)

Program Requirements: Additionally, this year the faculty further defined and refined the course offerings through a renumbering/reclassification system that directly connects every mid-level and upper-level course offering with one of the four core courses (jpl: is this in the curriculum chapter?). A continual review cycle for the mid-level and upper level courses is detailed in the SLIS Working Plan (appendix 1.n). To further ensure consistency in teaching and learning outcomes, the faculty implemented a course “chair” system for the core courses (appendix 1.p) Two to three fulltime faculty work together to examine the effectiveness of each core course in achieving those outcomes, coordinate with all the faculty teaching these courses to ensure consistent learning objectives, and continue to reevaluate and revise the core courses as is outlined in the SLIS Working Plan. In addition, student involvement is solicited in this process at key steps in the reevaluation and revision cycle.

Student Needs: To accommodate the geographic diversity of our students and their individual time constraints, the School continues to offer a majority of its classes in the online and hybrid variety of blended format within the overall curriculum, using Blackboard and Sakai programs for online delivery aspects of these courses. A summary of courses offered at off-campus sites and online courses including the blended courses and our on-going planning process in regard to course delivery is available in Appendix IV.4.a and in Appendix I.d. (jpl: In the MGO chapter? Is this correct? Make sure the data jibes.).

The school continues to review and subsequently document and issue the results of the review of the school’s tracks and areas of concentration. As part of the NCATE review, the Dean and Assistant Dean reviewed the School Library Media track to ensure that the school library media track is in compliance with the accrediting board. The other track currently in place is the Law Librarianship track, which was reviewed, revised, and submitted to the full faculty for approval. Moreover, a process by which to propose any new curricular tracks was developed and approved for use by the faculty. Details about the SLIS programs tracks and the career path information sheets are provided in the Curriculum Chapter, section II.4, of this document.

The faculty has just completed a review of the generalist track and the courses it contains. All three of these tracks have been written up in a track document and have been uploaded to our website. Next, as reflected in our Working Plan, we will formulate information sheets on the various areas of concentration available at SLIS, the courses recommend for the concentration, and writing up this information and posting it to our webpage. (jpl: do we have a url for these track documents?)
The school has implemented a systematic process for assessing the incoming students’ knowledge and ability in 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. In the spring of 2009, as reflected in our Working Plan, the Technology Committee will develop diagnostic assessment mechanisms, enhance the existing baseline technology workshop offerings, and add a formal technology prerequisite for our LSC555 core course and incorporate this into the student advising handbook. Then in the fall of 2009 the Technology Committee will make provisions for delivery of the educational resources on technology via the online environment to allow for a self-paced approach to learning. In the spring of 2010 the Technology Committee will ensure that the baseline technology workshops are offered throughout the D.C. and Virginia areas on a regular basis and sometime in 2011 the Technology Committee will evaluate this whole initiative. Outcome measures of this initiative are the technology survey, diagnostic assessment data, workshop surveys, and workshop schedules and enrollement.

**Evaluation of Achievement:** Per the requirements of the University Provost, the SLIS faculty adopted the course syllabus template for use in creating course syllabi. Within this structure are areas that address student evaluation and learning outcomes. Faculty are required to explain the evaluation process and outline the levels of achievement through a documented system. The University requires a specific grading system of A-F, based upon a 4.0 scale of achievement. This year the faculty developed a systematic rubric instrument for evaluating achievement on the Comprehensive Examination. The rubric directly correlates to the SLIS competency statements as well as the SLIS Goals and Objectives, ensures more consistency in grading by the faculty, and provided valuable feedback to those students who may fail the exam.

Beyond what is aspired to in the classroom, 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, Phi Beta Mu. The 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 themselves among their fellow student as having achieved academic success and demonstrated the potential to make a positive impact within the LIS field. Nomination to membership in Phi Beta Mu is decided by the entire fulltime faculty, selecting a percentage of those students with the highest grade point average. (jpl: we need some kind of evidence of these recipients. Maybe recipients/year since 2003)

<table>
<thead>
<tr>
<th>Year</th>
<th>Scholarship Recipient</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008-09</td>
<td>Ms. Carmen Boston</td>
</tr>
<tr>
<td>2007-08</td>
<td>Ms. Nora Daly</td>
</tr>
<tr>
<td>Year</td>
<td>Student</td>
</tr>
<tr>
<td>------</td>
<td>-----------------</td>
</tr>
<tr>
<td>2008</td>
<td>Ms. Nora Daly</td>
</tr>
<tr>
<td>2007</td>
<td>Mr. Mark Brzozwski &amp; Ms. Tiffany Smith</td>
</tr>
<tr>
<td>2006</td>
<td>Ms. Lauren Chase</td>
</tr>
<tr>
<td>2005</td>
<td>Ms. Stephanie Salmon</td>
</tr>
<tr>
<td>2004</td>
<td>Ms. Mara McGarry</td>
</tr>
<tr>
<td>2003</td>
<td>Ms. Mari-Jana Phelps</td>
</tr>
<tr>
<td>2002</td>
<td>Ms. Bev Lammay</td>
</tr>
</tbody>
</table>

**Guidance and Counseling/Student Advising:** In the 2007-2008 academic year the faculty adopted a more proactive approach to student advising. The faculty assessed and evaluated the state of the SLIS student advisement process and developed a student advising handbook to help 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. This assignment and relationship is based upon closely matching the student’s expressed interests and background with the professional background of the faculty, while maintaining an equitable advising workload among the faculty. In the faculty/student advising relationship, the 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 renovation. The student advising handbook includes information on the degree requirements, check list of actions a new student needs to do to “get in the system”, information on the courses within our school library media track and law librarianship track, the courses in our generalist degree and recommended courses within a variety of subject concentrations. In addition, the handbook includes worksheets that help the student and advisee monitor the student’s progress through the program. A copy of our recently updated advising handbook is provided in the Curriculum Chapter, section II.4, of this document.

All faculty offer regularly scheduled office hours and are also available to students for further guidance by appointment, and through other forms of communication, such as phone and email correspondence. Additionally, CUA provides a variety of counseling services. There is
instructional assistance provided by Academic Tutoring and Learning Assistance Service (available at http://counseling.cua.edu/atlas/). Psychological counseling is provided by the CUA Counseling Center (available at: http://counseling.cua.edu/services/ and http://counseling.cua.edu/about/helpafriend.cfm). CUA provides help with educational accommodations thru the office of Disability Support Services (http://disabilitysupport.cua.edu/) as well as help with educational accommodations thru the office of Disability Support Services (http://disabilitysupport.cua.edu/).

**Placement Assistance:** Other options for student to enhance their experience while at SLIS and to assist in career placement process is to take 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); and/or internships, which are advertised on our listserv at: http://slis.cua.edu/tech//listserv.cfm. Independent study experiences are available to all students and are offered by all fulltime faculty members, as an alternative course option to gain specialized experience and/or conduct specific relative research. 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 (for a listing by faculty: http://slis.cua.edu/courses/independent.cfm). An overview of most recent independent studies undertaken by our students is available in appendix 1.0. Individual faculty coordinate student participation in the various professional associations related to work in libraries, archives, and other information environments, such as ALA, ASSIST, ARLIS, SLA, and SAA, by coordinating student chapters of these organizations and related activities. 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:** All of our students are automatically members of the Association of Graduate Library and Information Science Students (AGLISS), which is the student organization of the school [http://studentorg.cua.edu/agliss/constitution.cfm](http://studentorg.cua.edu/agliss/constitution.cfm). Its goal is to provide social and professional opportunities for the students. It also serves as the voice of SLIS students to the faculty and staff of SLIS as well as to the Graduate Student Association (GSA) of CUA. SLIS also has 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 chapter’s of SLA and ASIST, 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). Our student chapters of these professional organizations (SLA, ASIST, and SAA) facilitate opportunities for our students to learn about and interact with practitioners as well as the knowledge and skills needed to succeed in professional settings.

These organizations give our students opportunities to develop leadership skills and meaningful engagement with our field beyond the boundaries of a formal classroom setting. In addition, our students are encouraged to attend professional meetings and to participate by making presentations in professional. Our student groups are consistently engaging our students and promoting conversations with area professionals and current issues faced by area professionals. Currently we are fortunate to have exceptionally committed faculty members serving as faculty advisors to our student groups. Dave Shumaker, a long standing member of the DC-SLA and national SLA, serves as the faculty advisor to CUA-SLA. Joan Lussky, a long standing member of 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.

**SLIS student groups’ recent activities**

<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>ASIST (11/7/07)</td>
<td>&quot;Bringing it Home: Highlights from the ASIS&amp;T National Meeting&quot;</td>
<td>Five members of PVC-ASIST shared the presentations they gave at the ASIST ’07 conference.</td>
</tr>
<tr>
<td>ASIST (4/17/08)</td>
<td>&quot;Annual Career Day: The Other Librarians&quot;</td>
<td>Featured 8 local area practitioners sharing insights into their unique jobs and how to prepare for them.</td>
</tr>
<tr>
<td>SLA (9/17/07)</td>
<td>&quot;What is a special library?&quot;</td>
<td>Susan Fournier (Incoming DC/SLA president) and Diane Schnurrpusch (DC/SLA President Elect) spoke on</td>
</tr>
<tr>
<td>SLA (10/29/07)</td>
<td>&quot;Dine-Around&quot;</td>
<td>Networking &quot;Dine Around&quot; at Guapo’s Restaurant, Washington, DC:</td>
</tr>
</tbody>
</table>
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.

**SLIS student most recently serving on SLIS committees**

<table>
<thead>
<tr>
<th>SLIS students on SLIS</th>
<th>Student Member</th>
</tr>
</thead>
<tbody>
<tr>
<td>SLIS Dean Search Committee 2007</td>
<td>Mark Brzozwski</td>
</tr>
<tr>
<td>SLIS Curriculum Standard</td>
<td>Kristin Eliason</td>
</tr>
<tr>
<td>SLIS Facilities Standard Committee</td>
<td>Sue Ann Orsini</td>
</tr>
<tr>
<td>SLIS Student Standard Committee</td>
<td>Meghan Gates</td>
</tr>
<tr>
<td>SLIS Student Standard Committee</td>
<td>Linda Todd</td>
</tr>
<tr>
<td>SLIS Student Standard Committee</td>
<td>Sarah New</td>
</tr>
<tr>
<td>SLIS Failing Grades Committee</td>
<td>Sarah New</td>
</tr>
<tr>
<td>SLIS Technology Committee</td>
<td>Colleen Candri</td>
</tr>
</tbody>
</table>
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. SLIS will be hosting a research day in January of 2009 in order to promote student engagement in research of their own, in collaboration with others, and that of the faculty. This will be an annual event at SLIS as specified in the SLIS Working Plan.

Sampling of student participation in professional meetings or conferences:

<table>
<thead>
<tr>
<th>Student name</th>
<th>Conference and paper topic</th>
<th>Papers and links</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tiffany Smith</td>
<td>American Society for Information Science &amp; Technology 2007 Original research on the categories of use regarding social tags</td>
<td><a href="http://dlist.sir.arizona.edu/2061/">http://dlist.sir.arizona.edu/2061/</a></td>
</tr>
<tr>
<td>Rebecca Cooper</td>
<td>Art Libraries Society of North America, Annual Conference 2007</td>
<td></td>
</tr>
</tbody>
</table>

Another activity we have built into our Working Plan to assist in providing students with channels for participation and communication is that the Dean and/or Assistant Dean, starting in 2008, will 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.

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

The SLIS faculty regularly gathers feedback from our students in order to improve the outcomes of our teaching. Learning outcomes are measured by course objectives, and achievement of program objectives is assessed by surveys of stakeholders, end-of-semester course evaluations, and outcomes analysis of the comprehensive exams. The faculty improves their teaching by analyzing student achievement in individual courses. Our evidence in support of this standard includes the survey data and other evaluative data used by the Curriculum Committee to make changes to the curriculum. Milestones in the Working Plan include a process of continually reevaluating the SLIS curriculum with student feedback from course evaluations and surveys of students and alumni.

Insert a paragraph on student evaluations here.

The school has and will continue to execute stakeholder surveys in our ongoing efforts to improve our program based on feedback and evaluation. The surveys are discussed in the Mission, Goals and Objectives section of this document: Student exit survey (executed in May, 2008 and every three years), Alumni survey (executed in May, 2008 and every three years), employer survey (will be executed in 2009 and every following three years). Other initiatives of the SLIS Curriculum Committee in regard to feedback and evaluation are discussed in the Curriculum section of the document.

The pass / fail rate of our students on their comprehensive exams provides us with valuable feedback on how well they are able to articulate the core concepts of our program. Since 2005 we have experienced a 90% pass rate and since 2007 that rate has improved to 95%. Further discussion and documentation is provided in the Curriculum section of this document.

[ihy: The COA will examine our evaluation of student achievements and learning outcomes closely. Be sure to use data effectively to support your claims.]
Appendix

Appendix IV.1.a.  Information and list of IMLS grant recipients
Insert chart here

Appendix IV.1.b.  Admission policy information available on SLIS’s webpage:

<table>
<thead>
<tr>
<th>SLIS ADMISSIONS INFORMATION ON</th>
<th>URL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Information and application material on the School webpage</td>
<td><a href="http://slis.cua.edu/admissions/">http://slis.cua.edu/admissions/</a></td>
</tr>
<tr>
<td>Letter to perspective students</td>
<td><a href="http://slis.cua.edu/admissions/letter.cfm">http://slis.cua.edu/admissions/letter.cfm</a></td>
</tr>
<tr>
<td>Degree Requirements</td>
<td><a href="http://slis.cua.edu/MSinLS/degree.cfm">http://slis.cua.edu/MSinLS/degree.cfm</a></td>
</tr>
<tr>
<td>Transfer/Waiver of Credit</td>
<td><a href="http://slis.cua.edu/admissions/transferwaiver.cfm">http://slis.cua.edu/admissions/transferwaiver.cfm</a></td>
</tr>
<tr>
<td>Continuing Education</td>
<td><a href="http://slis.cua.edu/admissions/continuinged.cfm">http://slis.cua.edu/admissions/continuinged.cfm</a></td>
</tr>
<tr>
<td>International Students</td>
<td><a href="http://slis.cua.edu/admissions/international.cfm">http://slis.cua.edu/admissions/international.cfm</a></td>
</tr>
<tr>
<td>FAQs</td>
<td><a href="http://slis.cua.edu/admissions/faq.cfm">http://slis.cua.edu/admissions/faq.cfm</a></td>
</tr>
</tbody>
</table>

Appendix IV.1.c.  Admissions information available on CUA’s webpage:

<table>
<thead>
<tr>
<th>CUA ADMISSIONS INFORMATION ON</th>
<th>URL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Application (links back to CUA application information)</td>
<td><a href="https://applyonline.cua.edu/">https://applyonline.cua.edu/</a></td>
</tr>
<tr>
<td>Admissions checklist</td>
<td><a href="https://webapp.cua.edu/apply/graduate/checkl">https://webapp.cua.edu/apply/graduate/checkl</a></td>
</tr>
</tbody>
</table>

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Appendix IV.1.d. SLIS requirements and criterion for admission

<table>
<thead>
<tr>
<th>Criterion for Admissions (available at: <a href="http://slis.cua.edu/admissions/">http://slis.cua.edu/admissions/</a>)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Completed application form</td>
</tr>
<tr>
<td>2. Personal statement demonstrating effective communication skills and</td>
</tr>
<tr>
<td>3. Three letters of reference indicating applicant’s potential</td>
</tr>
<tr>
<td>4. GPA of 3.0, or GRE combined score of 1000, or a cogent indication of potential in supporting documents (International students:</td>
</tr>
<tr>
<td>5. Pre-admission interview indicating applicant’s potential</td>
</tr>
</tbody>
</table>

20. Appendix IV.1.e  SLIS information on financial aid

<table>
<thead>
<tr>
<th>TUITION INFORMATION ON</th>
<th>URL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition and fees</td>
<td><a href="http://slis.cua.edu/finaid/tuitionfees">http://slis.cua.edu/finaid/tuitionfees</a>.</td>
</tr>
<tr>
<td>SLIS overview of financial aid</td>
<td><a href="http://slis.cua.edu/finaid/">http://slis.cua.edu/finaid/</a></td>
</tr>
<tr>
<td></td>
<td><a href="http://slis.cua.edu/finaid/overview.cfm">http://slis.cua.edu/finaid/overview.cfm</a></td>
</tr>
<tr>
<td>Special SLIS tuition rates and</td>
<td><a href="http://slis.cua.edu/finaid/specialtuiti">http://slis.cua.edu/finaid/specialtuiti</a></td>
</tr>
<tr>
<td>Student loan information</td>
<td><a href="http://slis.cua.edu/finaid/loans.cfm">http://slis.cua.edu/finaid/loans.cfm</a></td>
</tr>
<tr>
<td>Graduate Library Pre-professional</td>
<td><a href="http://slis.cua.edu/finaid/glp.cfm">http://slis.cua.edu/finaid/glp.cfm</a></td>
</tr>
<tr>
<td>Rovelstad Scholarship</td>
<td><a href="http://slis.cua.edu/finaid/rovelstad.c">http://slis.cua.edu/finaid/rovelstad.c</a></td>
</tr>
<tr>
<td>Other funding sources</td>
<td><a href="http://slis.cua.edu/finaid/outsidesour">http://slis.cua.edu/finaid/outsidesour</a></td>
</tr>
</tbody>
</table>
21. **Appendix IV.1.f History of students benefiting from our financial aid**

Insert chart here

**Appendix IV.1.g History of students benefiting from our special tuition rates 2004-2008**

<table>
<thead>
<tr>
<th>Year</th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>55</td>
<td>35</td>
<td>26</td>
<td>30</td>
<td>25</td>
<td>47</td>
</tr>
</tbody>
</table>

**Appendix IV.1.h Career Panels hosted by SLIS student groups**

<table>
<thead>
<tr>
<th>Event</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>AGLISS (April, 5, 2006)</td>
<td>Featured 9 local area practitioners sharing insights into their unique jobs and how to prepare for them.</td>
</tr>
<tr>
<td>SLA (March 27, 2007)</td>
<td>Featured 6 local area practitioners sharing insights into their unique jobs and how to prepare for them.</td>
</tr>
<tr>
<td>ASIST (April 17, 2008)</td>
<td>Featured 8 local area practitioners sharing insights into their unique jobs and how to prepare for them.</td>
</tr>
</tbody>
</table>

**Appendix IV.1.i ALISE country of origin data on SLIS student enrollment in fall 2007**

<table>
<thead>
<tr>
<th>Country</th>
<th>Total international students</th>
<th>China</th>
<th>Germany</th>
<th>France</th>
<th>India</th>
<th>South Korea</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>5</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

**Appendix IV.1.j ALISE geographic data on SLIS enrollment in fall 2007**
Appendix IV.1.k  ALISE ethnicity data on SLIS enrollment in fall 2007

<table>
<thead>
<tr>
<th>Total</th>
<th>Asian American</th>
<th>African American</th>
<th>Hispanic American</th>
<th>White</th>
<th>Non-Resident</th>
<th>Unknown</th>
</tr>
</thead>
<tbody>
<tr>
<td>225</td>
<td>7</td>
<td>20</td>
<td>12</td>
<td>146</td>
<td>5</td>
<td>35</td>
</tr>
</tbody>
</table>

Appendix IV.1.l  ALISE age data on SLIS student enrollment in fall 2007

<table>
<thead>
<tr>
<th>Total</th>
<th>20 - 24</th>
<th>25 - 29</th>
<th>30 - 34</th>
<th>35 - 39</th>
<th>40 - 44</th>
<th>45 - 49</th>
<th>50 – 54</th>
<th>&gt; 54</th>
</tr>
</thead>
<tbody>
<tr>
<td>225</td>
<td>26</td>
<td>63</td>
<td>38</td>
<td>34</td>
<td>20</td>
<td>23</td>
<td>14</td>
<td>7</td>
</tr>
</tbody>
</table>

Appendix IV.1.m  SLIS enrollment data for the last 7 years

Insert chart here

Appendix IV.1.n  ALISE gender data on SLIS student enrollment in fall 2007

<table>
<thead>
<tr>
<th>Total student population</th>
<th>Full-time female</th>
<th>Full-time male</th>
<th>Part-time female</th>
<th>Part-time male</th>
</tr>
</thead>
<tbody>
<tr>
<td>225</td>
<td>26</td>
<td>8</td>
<td>154</td>
<td>37</td>
</tr>
</tbody>
</table>

Appendix IV.1.o  SLIS student enrollment in fall of 2003 - 2007

<table>
<thead>
<tr>
<th>2003</th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>225</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>224</td>
</tr>
</tbody>
</table>

Appendix IV.1.p  Increased number of SLIS graduates from academic year 2002/03 to 2006/07

<table>
<thead>
<tr>
<th>Year</th>
<th>2002/03</th>
<th>2003/04</th>
<th>2004/05</th>
<th>2005/06</th>
<th>2006/07</th>
<th>Total</th>
<th>Mean =77</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduation</td>
<td>69</td>
<td>58</td>
<td>85</td>
<td>80</td>
<td>95</td>
<td>387</td>
<td></td>
</tr>
</tbody>
</table>

Appendix IV.3.a  SLIS Faculty Handbook
Appendix IV.4.a  Course delivery format Summer 2004-Fall 2008

(chart may be more effective than graph?)
Standard V: Administration and Financial Support

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

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.

Introduction

The School of Library and Information Science (SLIS) is one of the twelve 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, 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” which provides evidence of SLIS’ autonomy and stature within the University. Further, the School is also listed as a School in the annual publication of the CUA Fact Book as a School of the University.

Table A-1: The Organizational Reporting Structure of SLIS Within CUA

<table>
<thead>
<tr>
<th>CUA Board of Trustees</th>
</tr>
</thead>
<tbody>
<tr>
<td>CUA President</td>
</tr>
<tr>
<td>CUA Provost</td>
</tr>
<tr>
<td>Dean, SLIS</td>
</tr>
<tr>
<td>Faculty member 1, 2…</td>
</tr>
</tbody>
</table>
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, Donald W. Wuerl.

SLIS, as one of the 12 Schools of the University, 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 apportioned by population. SLIS has two faculty members with voting privileges on the Academic Senate.

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. For example, the School makes admissions decisions after the prospective student has met the general University requirements for admission to the University and the Graduate School.

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.

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.

The School determines who to appoint to graduate assistantships; the Provost determines the level of scholarship support and how many assistantships the School is allocated each year.

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. SLIS faculty is steadily increasing their participation on school, university and field committees as opportunities arise.

In addition, 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. Tables A-2 and A-3 provide examples of how SLIS’ faculty is involved throughout the campus. 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 also.

Table A-1 provides an overview of the extent of SLIS faculty involvement on committees within the University that serve to ensure SLIS is represented fully across the University in many decision making venues. Table A-2 provides some specific examples of faculty involvement on governance and major decision making bodies at the University to demonstrate the School’s engagement across the institution. Table A-3 provides data on the richness of faculty engagement on the campus in research, teaching and governance capacities.

**Table A-1: SLIS’ Full-time Faculty Service for SLIS, the University and the LIS Field:**

<table>
<thead>
<tr>
<th>Faculty Name</th>
<th>Total Number of Committee Memberships for SLIS</th>
<th>University Wide</th>
<th>LIS Field-based</th>
</tr>
</thead>
<tbody>
<tr>
<td>Youngok Choi</td>
<td>9</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>Mary Edsall Choquette</td>
<td>7</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Ingrid Hsieh-Yee</td>
<td>10</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Kimberly Kelley</td>
<td>16</td>
<td>9</td>
<td>3</td>
</tr>
<tr>
<td>Bill Kules</td>
<td>7</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Joan Lussky</td>
<td>6</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>David Shumaker</td>
<td>11</td>
<td>7</td>
<td>3</td>
</tr>
<tr>
<td>Tim Steelman</td>
<td>14</td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>

**Table A-2: SLIS Full-time Faculty Service on Governance Bodies of the University:**

<table>
<thead>
<tr>
<th>Faculty Name</th>
<th>Governance Bodies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mary Edsall Choquette</td>
<td>Dean Search Committee</td>
</tr>
<tr>
<td>Ingrid Hsieh-Yee</td>
<td>Academic Senate</td>
</tr>
<tr>
<td></td>
<td>Academic Senate, Committee on Appointments and Promotions, 2005-2008</td>
</tr>
<tr>
<td></td>
<td>- Academic Senate Library Committee, 2007 (Interim Chair), 2008- (member)</td>
</tr>
<tr>
<td></td>
<td>Dean Search Committee</td>
</tr>
</tbody>
</table>

| 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                             |

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Table A-3: SLIS Faculty Engagement with Other Campus Organizations/Departments/Schools:

<table>
<thead>
<tr>
<th>Faculty Name</th>
<th>Organization/Department/School</th>
</tr>
</thead>
</table>
| Mary Edsall Choquette | University Archives  
|                    | Global Education Committee                                                                   |
| Youngok Choi       | Department of Media Studies                                                                   |
| Ingrid Hsieh-Yee   | University Libraries                                                                           |
| Kimberly Kelley    | University Archives  
|                    | University Libraries  
|                    | Distance Education Taskforce                                                                  |
|                    | First Year Experience Task Force                                                               |
|                    | Digital Art Task Force (Arts & Sciences)                                                       |
|                    | School of Nursing                                                                              |
|                    | Metropolitan College                                                                           |
|                    | Middle States Task Force                                                                        |
| Bill Kules         | School of Arts and Sciences                                                                     |
| Joan Lussky        | Library search committee                                                                       |
|                    | Faculty grievance committee                                                                     |
| David Shumaker     | Middle States Taskforce                                                                        |
| Timothy Steelman   | Assistant Dean’s Council                                                                       |

The School of Library and Information Science (SLIS)

Decisions concerning the MSLS program are made in the faculty and 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.”

The School has 15 standing committees:

1. Admissions Committee
2. Failing Grades Committee
3. Comprehensive Examinations
4. Faculty Committee
5. Curriculum Committee
6. Committee on Appointments and Promotions
7. Technology Committee
8. Academic Honesty Committee
9. Scholarship and Awards Committee
10. Facilities
11. Strategic Planning
12. Recruitment
13. Web Committee
14. Alumni Board
15. SLIS Advisory Committee

The SLIS Advisory Committee

The program has one standing committee that engages with SLIS’ internal and external stakeholders for planning and program development on a regular basis. The SLIS Advisory Committee plays a pivotal role in ensuring that 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 SLIS’ program and to ensure SLIS is responsive to its stakeholders. Information on this important planning body is provided below:

The SLIS Advisory Committee

The School also has an Advisory Committee which was selected to represent the views and obtain the input of practitioners, stakeholders, and academicians within the 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 meets quarterly and 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 multi-point interactive video. In between formal meetings, the Advisory Committee communicates informally by telephone and via electronic mail.

The Advisory Committee Members are:

Sam Clay, Fairfax County Public Library
Maralita Freeny, District of Columbia Public Library
Marianne Giltrud, Board of Alumni Representative
Ingrid Hsieh-Yee, SLIS Ordinary Professor
Kimberly Kelley, CUA SLIS Dean
Zia Mafaher, CUA, Center for Planning & Information Technology
Deanne Marcum, Library of Congress
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 School is committed to collaboration across the University planning and working with other academic and support units within the University community including:

- 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 Law School
- The Department of Education
- The six departments SLIS has joint degrees
  - Music
  - Law
  - English
  - Biology
  - Religious and Theological Studies
  - History

Table A-1 through A-3 provide a detailed overview of the extent to which SLIS engages with other campus organizations on a regular basis.

The CUA administrators who are responsible for budgeting on behalf of the University provide a written, standardized approach to budgeting and finance-related matters for the academic and administrative divisions of the University. Further, the University provides resources and support to the School to achieve their financial, administrative, and program objectives. At the same time, CUA is not a wealthy institution and its reliance on tuition for its overall institutional support creates certain, understandable challenges typical of private institutions. The School has to be fiscally responsible, creative in its use of limited funds, and not all initiatives can be funded to the extent desired. In addition, the School must demonstrate an ability to be entrepreneurial and continually improve its business model to remain fiscally secure. The School has successfully maintained its budget and has continually identified new fiscal means to achieve its program objectives. SLIS has a stable and continually improving administrative and fiscal environment to support faculty, staff and students. At the same time, the fiscal situation has been negatively affected due to the conditional accreditation status of the School. Understandably, the School has experienced a 3.5% decrease in new enrollments. While this affects SLIS’ financial health, at the same time, the University administration has been working to assist the School...
financially so 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 is detailed below in Table A-4:

### Table A-4: Recent Financial Support from the University Administration at CUA:

<table>
<thead>
<tr>
<th>Initiative</th>
<th>In-Kind or Financial Support</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strategic Planning and Improvement Grant</td>
<td>$93,000 (one time)</td>
</tr>
<tr>
<td>Upgrades to the SLIS computer laboratory</td>
<td>$25,000 (every two years)</td>
</tr>
<tr>
<td>machines</td>
<td></td>
</tr>
<tr>
<td>Upgrades to the SLIS wireless infrastructure in</td>
<td>$25,000 (irregular)</td>
</tr>
<tr>
<td>Marist</td>
<td></td>
</tr>
<tr>
<td>Upgrades for SLIS computer software licenses</td>
<td>$32,000 (as requested/needed)</td>
</tr>
</tbody>
</table>

Efforts within the School will continue, as outlined in the SLIS Working Plan, to continually refine and develop the School’s financial model and identify new initiatives to support the School’s financial needs. At the same time, SLIS’ financial support is stable and remains strong.

Sources of evidence include:

- Organization charts for the University and for the School
- A narrative of the role of the Office of Graduate Studies at the University and SLIS’ role as part of the Office of Graduate Studies.
- A review of the policies that apply to faculty within the School as part of the larger University
- A review of the SLIS Faculty Handbook
- A review of the SLIS Faculty Web page
- A presentation of the SLIS policies on the SLIS web page
- A description of the autonomous academic policies and procedures for the School,
- A description of the role and activities of the Dean of SLIS within the School and at the University level
- A description of the reporting relationships for the School’s administration and the role of the Provost in relation to the School
- A description of the role of the university’s faculty senate and its role in governing faculty and students
- A description of the student governance groups within SLIS and their role in relationship to the Dean’s office
- A description of the Advisory Board for SLIS and their role within SLIS
- A description of the standing committees in SLIS
- A copy of the School’s budget and a description of the budget process at SLIS including Strategic funding initiatives that support the CUA Strategic Plan and the collaborative budget decision making process.
V.2 The School’s faculty, staff and students have the same opportunity for representation on the institution’s advisory or policy-making bodies as do those of comparable units throughout the institution. The school’s administrative relationships with other academic units enhance the intellectual environment and support interdisciplinary interaction; further, these administrative relationships encourage participation in the life of the parent institution.

The formal relationships with other departments and schools at the Catholic University of America (CUA) have occurred primarily with those schools and departments where SLIS offers a joint degree. SLIS offers six joint degrees: 1) JD/MSLS, 2) M.A. Musicology/MSLS, 3) MA English/MSLS, 4) B.S. Biology/MSLS, 4) M.A. Religious and Theological Studies/MSLS and 5) M.A. History/MSLS, and 6) M.A. Education/MSLS. SLIS faculty members also regularly interact on an intensive level with the Department of Education because SLIS offers the school library media track within the MSLS degree and due to reporting requirements associated with certification and the District of Columbia and the school library media track.

In addition, the Dean sits on several committees engaged in developing new degree program proposals on behalf of the University. These include such efforts as the undergraduate degree program under consideration in digital art and the health informatics master’s degree under consideration as a collaborative effort with the School of Nursing. Also, the Dean has been actively engaged with several initiatives for the campus including:

1. Serving as a member of the classroom technology task force to provide recommendations for improving technology support for CUA’s classrooms;
2. Chairing the University’s Distance Education Task Force that provided a white paper for the Provost for the development of distance education policy and recommendations for next steps;
3. Serving as a member of the University’s Middle States committee on general education and,
4. Serving as a member of the committee on retention to develop a plan for supporting retention efforts at the undergraduate level.

Further, 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 on-going research project; the collaboration of SLIS faculty with the University Archivists to revise and deliver the School’s Religious Archives Institute; the collaborative efforts of the SLIS faculty with the University Libraries to establish the first institutional repository for the university to enhance and develop digital scholarship; and one SLIS faculty member’s collaboration with faculty from several departments to advocate for the purchase of an eye tracker, which was successful, and led to collaborative research use of the eye tracker across several departments and schools.

The SLIS faculty serves on a wide range of CUA committees and other decision making bodies. As the faculty chapter outlines, the SLIS faculty are actively engaged in committee work on
behalf of the School, in the field and within the University (see p.X, Faculty chapter). Faculty service is documented in their curricula vitae which is an appendix to Standard III: Faculty.

As the SLIS faculty ranks have stabilized, developed and expanded, their relationships across the University are developing and becoming ever greater and more diverse. Their efforts foster mutual understanding and support across the Schools and departments of the University and expand the role of SLIS on campus.

Chapter 4, Students, of this Program Presentation provides information on SLIS students’ representation and engagement on University-based student organizations. As Chapter 4 indicates, students in SLIS are equitably represented on the Graduate Student Association of the University and have equal opportunities to participate on the institution’s advisory and policy making bodies.

SLIS staff has 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 also.

Sources of evidentiary support include:

- A description of the University Senate and SLIS’ faculty roles on the Senate
- A description of the staff committee in SLIS
- A list of committees at the School and University level on which SLIS faculty are eligible to serve on and on which they have served
- The relationship of SLIS with the University Libraries
- A description of the joint degree programs between SLIS and six other academic departments on campus
- A description of SLIS’s role on the committee for teacher education (CTE) at the University
- A description of SLIS’s student governance bodies and their role in conjunction with the Graduate Student Board for CUA

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.

The executive officer for the SLIS program is Associate Provost and Dean of SLIS, Dr. Kimberly Kelley. The financial data, provided in the appendices on-site in SLIS, provide...
evidence that Dr. Kelley has a title, salary, status and authority that is comparable to similar units within the parent institution. Dr. Kelley’s salary is above the mean for the University’s administrative salary for 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 a member of the Provost’s leadership team and her stature has increased as a result. The new organizational structure for SLIS and the University Libraries presents challenges but at the same time, it has already led to numerous synergies between the libraries and the schools and has enhanced the School’s reputation and visibility on campus. These developments have been a positive development for the School and promise to continue to aid the School to foster cross departmental relationships toward our aim of developing and graduating competent, professionals.

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, sufficient administrative and managerial skill to manage the school effectively, and some to 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 to lead the School, Dr. Kelley was selected as the best individual to lead the School, develop the faculties’ potential and take the School to the next level through innovation and leadership within the School, throughout the University and within the LIS field.

Before becoming Dean, Dr. Kelley was the Vice Provost and Dean for Libraries, Course Development and Design, the Center for Intellectual Property and Career Services at the 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, experienced in planning, and someone deeply committed to LIS 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. She was reviewed and 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, merited tenure at the
University and 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 and the University’s and Dean’s mutual decision to continue him/her in the role as Dean. In the event the Dean is not renewed, s/he returns to the faculty if s/he is a tenured faculty member in a department or School.

The Dean has the necessary decision making authority to establish School priorities, establish 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
- Curricular decisions in consultation with the faculty
- Evaluation and other personnel-related decisions
- Salary and promotion recommendations and,
- New hiring decisions in consultation with the faculty

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, and assisted by the School’s Dean, the colloquium series has continually expanded, 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.
Continual enhancements to the School’s Information Commons. The Information Commons is discussed in-depth in Chapter Six (p.x). The efforts by the Dean and the School’s Technology Committee to develop and expand the Information Commons to support student innovation, teaching innovation, and research innovation has steadily expanded 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 IC can provide SLIS’ faculty to encourage and foster innovation in research and teaching.

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.

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. Further, the practicum experience provides important socialization opportunities for the SLIS students as they develop their professional capabilities and professional identities.

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.

Scheduled dinner and other events. SLIS regularly hosts several dinners and related events for faculty and students to attend and as opportunities for informal mentoring. The SLIS calendar provides evidence of these events and SLIS’ continuing commitment to encourage faculty and student interaction.

Sources of evidence include:

8. The organizational chart of the School
9. Curriculum Vitae of the two most recent Deans of SLIS
10. A tabular presentation of the Dean’s, and their years of service for SLIS
11. The process for selecting the Dean of the School
12. The process for evaluating the Dean for rank and tenure
13. The process for evaluating the Dean of the School through the Provost’s Office
14. A description of the responsibilities and administrative activities of the Dean
15. A description of the Dean’s participation within the University
16. A description of all activities which support the socialization of students into the field
17. A copy of the retreat documents for SLIS
18. A copy of the agendas and Webcasts from the full faculty meetings
19. A copy of the faculty meeting minutes
20. A copy of the Working Plan for SLIS
21. A copy of the budget documents and strategic requests prepared by the Dean
22. A list of colloquiums, workshops, and events held by SLIS
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 (SLIS) is as follows:

Table A-5: Dean’s Office Administrative Staff

<table>
<thead>
<tr>
<th>Position</th>
<th>Employee Category</th>
<th>FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dean</td>
<td>Faculty</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Dean</td>
<td>Staff</td>
<td>1</td>
</tr>
<tr>
<td>Administrative Assistant to the Dean</td>
<td>Staff</td>
<td>1</td>
</tr>
<tr>
<td>Administrative Assistant for Business Functions</td>
<td>Staff</td>
<td>1</td>
</tr>
<tr>
<td>Administrative Assistant for Student Services</td>
<td>Staff</td>
<td>1</td>
</tr>
<tr>
<td>SLIS Computer Laboratory Managers</td>
<td>Staff</td>
<td>.75</td>
</tr>
<tr>
<td>Special Assistant to the Dean for Special Projects</td>
<td>Staff</td>
<td>.50</td>
</tr>
<tr>
<td>Student Support (10 hours per week)</td>
<td>Student</td>
<td>.25</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>6.50</strong></td>
</tr>
</tbody>
</table>

The employee data sheets, providing an overview of each of the duties of the members of the Dean’s staff, are available in Appendix A.

In order to provide increased support for the School, the Dean hired a new half-time employee when she arrived, to provide increased planning and administrative support for the School and its faculty. 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 important initiatives within the School and ensuring 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, like Valdosta State University’s LIS program, began to share staff with the University Libraries. 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 numerous ways which are beneficial to the School 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 assuring 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 CPIT to achieve its goals for the technology infrastructure of the School, as evidenced in chapter 6, Facilities. Further, the School relies on CPIT staff to continually upgrade and enhance the technology available in the School’s computer laboratory, offices and meeting rooms, and 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 SLIS’ technology goals for the School.

Also, SLIS is continually improving its administrative support by using its finances creatively to attain technology and educational opportunities through outsourcing. In order to improve the administrative support for technology education and access, SLIS joined the National Institution for Technology in Liberal Education (NITLE) to obtain access to Marratech, a multi-point 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 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 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 though current resources and expanding resources through outsourcing and other means as deemed relevant and fiscally viable.

Sources of evidence include:

- The organizational chart of SLIS staff
• Position descriptions for the administrative staff
• Description of the function of faculty meetings and of the School committees in the
decision making processes
• A listing of the research associates hired in support of the SLIS faculty
• SLIS faculty committee meeting minutes
• SLIS curriculum committee meeting minutes
• SLIS technology committee meeting minutes
• Standing and ad hoc SLIS committees

V.5 The parent institution provides continuing financial support sufficient to develop and
maintain library and information studies education in accordance with the general principles set
forth in these Standards. The level of support provides a reasonable expectation of financial
viability and is related to the number of faculty, administrative and support staff, instructional
resources, and facilities needed to carry out the school’s program of teaching, research and
service.

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

Financial planning for the School rests with the Dean and the faculty. The planning process
SLIS has devised plays an important part in charting SLIS’ financial model in an increasingly
digital world. The planning process and the SLIS Working Plan play a significant role in
assuring SLIS’ financial health and are an essential element in helping SLIS as it faces the
challenge of retaining its identity as a small, responsive, primarily face-to-face program while
continually expanding its delivery modalities to be more accessible in an environment of
increasing competition regionally and nationally.

The financial resources within CUA are more than adequate to support the SLIS program. The
Center for Planning and Information Technology (CPIT) and the University Libraries provide
substantial support for the SLIS program, its students and faculty. These resources contribute
directly to the School’s overall financial health and ensure SLIS meets Standard V.5. Chapter
VI, Facilities, of this report, concerning facilities, also details the relationship of the School with
other units that provide financial assistance that assists 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 fund raising goals. The Office of Student
Support provides assistance for issues pertaining to students including counseling support, and
The primary budget for the School is allocated by the University from tuition revenues through the Board of Trustees of the University. The primary account for SLIS is 390000. In addition, SLIS has a second budget account, 390003, that is the off-campus programs account and for its summer program offerings that are provided at off-campus locations. This account supplements the funds provided by the University and is used to provide raises and/or increase salaries for staff and faculty as appropriate.

The School regularly 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 (Appendix B) that provides an additional influx of funds to support the School and towards achieving the School’s program objectives.

The following tables (A6-7) provide summaries of SLIS actual expenditures, salaries, and program operating expenses.

**Table A-6: SLIS Summary of Actual Expenditures**

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salaries and Wages</td>
<td>$894,875</td>
<td>$1,039,193</td>
<td>$1,016,518</td>
</tr>
<tr>
<td>Operating Expenses</td>
<td>$567,206</td>
<td>$893,061</td>
<td>$204,910</td>
</tr>
<tr>
<td><strong>TOTAL EXPENDITURES</strong></td>
<td><strong>$1,462,081</strong></td>
<td><strong>$1,932,254</strong></td>
<td><strong>$1,221,428</strong>*</td>
</tr>
</tbody>
</table>

*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.

**Table A-7: Annual SLIS Salaries for FY 2007-2008 and Allotments**

<table>
<thead>
<tr>
<th>Personnel</th>
<th>TOTAL BUDGET</th>
<th>Instruction</th>
<th>Computer Lab</th>
<th>Research</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty</td>
<td>$1,417,466</td>
<td>$98,960</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Staff</td>
<td>$185,238</td>
<td>$92,619</td>
<td>$20,000</td>
<td>$72,619</td>
</tr>
<tr>
<td>Student</td>
<td>$49,888</td>
<td>$9,000</td>
<td>$20,000</td>
<td>$20,888</td>
</tr>
<tr>
<td><strong>TOTALS</strong></td>
<td><strong>$1,652,592</strong></td>
<td><strong>$200,579</strong></td>
<td><strong>$40,000</strong></td>
<td><strong>$93,507</strong></td>
</tr>
</tbody>
</table>

**Table A-8: SLIS Administration Support of Faculty Travel**

<table>
<thead>
<tr>
<th>Year</th>
<th>Total Amount for Travel</th>
</tr>
</thead>
</table>
Sources of evidence include:

- A summary of the actual expenditures of the SLIS program for the last three years
- The budget documents submitted to the Provost for strategic planning and for the yearly budget process
- A chart of the annual budget process
- A table of SLIS operating expenses for the previous three Fiscal Years
- Total salaries and wages for SLIS for the most recent Fiscal Year
- The library budget for CUA
- The description of CPIT and its supportive role for SLIS
- A description of the financial aid office and its support of SLIS
- A description of the Student Services Office and its services that support SLIS
- A review of the job description and responsibilities of the employee in support of SLIS’s fund raising efforts
- A description of the Office of Communication and its role in support of SLIS
- The estimated annual salaries for the SLIS faculty and staff
- SLIS’s annual budget for the most recent Fiscal Year
- A table of budget changes for the previous three years
- A review of the gifts/donations received by SLIS

V.6 Compensation for a program’s executive officer, faculty, and other staff is equitably established according to their education, experience, responsibilities, and accomplishments and is sufficient to attract, support, and retain personnel needed to attain program goals and objectives.

The SLIS faculty and staff are compensated similarly to the CUA peers. Faculty salaries are 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 against data drawn from similar institutions identified by the College and University Professional Association for Human Resources (CUPA-HR). The last three years have seen yearly increases in faculty salaries at 5% or greater for each year.
SLIS is in the northeast region for ALISE data purposes. When the salary comparisons are provided by region, faculty salaries at SLIS are at slightly below the mean for the region. The mean salaries, as reported in the ALISE data for faculty by rank in the Northeast for 2005, are as follows: Full Faculty Rank: $91,050, Associate Rank: $74,439 and, Assistant Rank: $63,302. SLIS’ 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 SLIS faculty are at or above the mean for comparable institutions in the Northeast region.

Sources of evidence include:

- The organizational chart of the School
- Curriculum Vitae of the two most recent Deans of SLIS
- A tabular presentation of the Dean’s, and their years of service for SLIS
- The process for selecting the Dean of the School
- The process for evaluating the Dean for rank and tenure
- The process for evaluating the Dean of the School through the Provost’s Office
- A description of the responsibilities and administrative activities of the Dean
- A description of the Dean’s participation within the University
- A description of all activities which support the socialization of students into the field
- A copy of the retreat documents for SLIS
- A copy of the agendas and Webcasts from the full faculty meetings
- A copy of the faculty meeting minutes
- A copy of the Working Plan for SLIS
- A copy of the budget documents and strategic requests prepared by the Dean
- A list of colloquiums, workshops, and events held by SLIS

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.

SLIS Faculty

The School abides by the policies of the greater university in these matters and takes every opportunity to encourage and obtain CUA resources to assist faculty with their research projects, and professional development needs. There are many opportunities for faculty to attain CUA-based funding through the Office of the Vice Provost for Graduate Studies.

Additionally, the School has made a concerted effort over the last three years to provide the newer faculty with ample opportunity to travel, engage in professional development, and pursue his/her research projects. The faculty have availed themselves of the CUA grants-in-aid funds, these funds provide faculty with small grants, $2,000 or less, as seed money for emerging research projects that need financial support to grow and develop.
Travel funds for research and development purposes are centralized in the Office of the Dean for Graduate Studies. These funds are awarded through a grant process (see http://graduatestudies.cua.edu/Grant_in_aid.doc) which are for up to $2,000 dollars and awarded through a process coordinated by the Associate Provost for Graduate Studies. These grants are intended to provide seed money for research projects to aid faculty in obtaining funds from external organizations as a next step.

The Office of Grants and Contracts assists SLIS faculty members in preparing and managing extra mural grant funds.

In addition, SLIS sets aside a substantial number of funds to support faculty travel which is comparable with other Schools of the same size and scope.

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. The University’s Faculty Handbook provides the categories of leave for faculty at the institution. SLIS follows the policy 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. Additionally, as relayed in Chapter III, Faculty, SLIS faculty have been recipients of institutional funds for research projects several times. Further, the School sets aside funds for professional travel and development activities every year and faculty are supported for travel regularly.

CUA does provide 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.

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/her professional needs and development. Table A-8 provides the most recent two years of funding for faculty travel in SLIS:
The faculty grants that SLIS faculty have successfully received provided travel funds in support of their research. These funds have been used to supplement funds provided by SLIS especially in instances where the travel was expensive.

**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 Scholarship program detailed further in Chapter V, Students in this Presentation. 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](http://admissions.cua.edu/pdfs/graduateapp.pdf)). In addition, scholarships available through the University are provided on the University’s Web site for all prospective graduate students at: [http://admissions.cua.edu/graduate/finaid/index.html](http://admissions.cua.edu/graduate/finaid/index.html).

Additionally, SLIS provides information on scholarships through its Web site available at: [http://slis.cua.edu/finaid/](http://slis.cua.edu/finaid/). SLIS provides scholarships to a significant number of its students through reduced tuition arrangements with a myriad of organizations, partial scholarships, the GLP program and the Rovelstad scholarship. In addition, SLIS currently has a Institute for Museum and Library Services (IMLS) grant that affords 10 students from the District of Columbia Public Schools (DCPS) with 100% of their tuition and a stipend to pursue the master’s 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 in SLIS currently fund graduate students through their grants.

**Table A-9: SLIS Students Receiving Aid 2008**

<table>
<thead>
<tr>
<th>All Aid Awards</th>
<th>Enrollment</th>
<th>Number Receiving Aid</th>
<th>Percent Receiving Aid</th>
<th>Total Aid Awarded</th>
<th>Average Award</th>
</tr>
</thead>
<tbody>
<tr>
<td>CERTIFICATE</td>
<td>Part-Time</td>
<td>3</td>
<td>1</td>
<td>33.33%</td>
<td>$2,692.00</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>3</td>
<td>1</td>
<td>33.33%</td>
<td>$2,692.00</td>
</tr>
<tr>
<td>MSLS</td>
<td>Full-Time</td>
<td>32</td>
<td>22</td>
<td>68.75%</td>
<td>$658,215.04</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>188</td>
<td>86</td>
<td>45.74%</td>
<td>$1,100,093.00</td>
</tr>
<tr>
<td></td>
<td>Part-Time</td>
<td></td>
<td></td>
<td></td>
<td>$12,791.78</td>
</tr>
</tbody>
</table>
The CUA financial aid office and the SLIS funds for financial aid provide substantial support and are comparable to other units at the institution. Continually developing our financial aid opportunities and enhancing our support for our students are on-going goals for the School. We are committed to illuminating further our efforts to provide our students with opportunities for funding and through our Working Plan are creating milestones to continually enhance opportunities through fund raising, arrangements with organizations in D.C. and Virginia to provide student scholarships and other financial aide support as will be detailed in chapter IV related to students.

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

V.8 The school’s planning and evaluation process includes review of both its administrative policies and its fiscal policies and financial support. Within applicable institutional policies, faculty, staff, students, and others are involved in the evaluation process. Evaluation is used for ongoing appraisal to make improvements and to plan for the future.

SLIS has completed a comprehensive planning and evaluation process of its administrative policies, fiscal policies and financial support as part of its on-going 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 sub-groups within the School.

The planning process, as detailed in Standard I: Mission, Goals, and Objectives chapter, includes both planning activities and an evaluation process that will review our administrative and fiscal policies and our financial support and future planning to ensure on-going financial health. The planning process is integral to the future of SLIS and is receiving an appropriately high-level of attention to ensure we become what we aspire to be, achieve what we state we want to achieve, and remain responsive and engaged with our students, faculty, University, community and stakeholders.

The sources of evidence to demonstrate our compliance with this standard include:
• 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,
• The three year Working Plan for SLIS to guide our planning activities within the School,
• The purpose and membership of the SLIS Advisory Committee, the body that provides policy advice and counsel, information on the needs of employers and approves public statements of principles and policies, including the mission statement of the School and the goals, and objectives of the MLIS program,
• Report of the retreat in October, 2007 that developed the vision, mission, goals, core values statements and program objectives,
• Report of the retreat in October, 2008 to review the mission, goals, and objectives,
• The Strategic Plan at the University
• The mission statement and the goals and objectives of the University
• The results of the survey of current students, alumni, and employers
• The minutes of meetings of the full faculty to demonstrate our planning efforts,
• The December 1, 2007 report to the Committee on Accreditation of SLIS’s progress toward addressing the Standards and,
• The minutes of the SLIS Technology Committee
• An organizational chart for university, and organizational chart for SLIS
• Copies of the Dean’s meetings agendas for the University
• A description of the budget process for CUA including the Provost’s review, the University Budget Committee and the linkage of the budget process to the University’s Strategic Plan.
• A description of the SLIS budget process
Standard VI: Physical Resources and Facilities

Bill Kules, Co-Chair and CUA SLIS Assistant Professor
David Shumaker, Co-Chair and CUA SLIS Clinical Associate Professor
Stephen Connaghan, Director of Library Operations, CUA
John Coogan, University of Maryland, CUA SLIS alumnus
Bruce Hulse, CUA SLIS Adjunct Faculty
William Lantry, Director, Academic Technology Services, CUA
Sue Ann Orsini, CUA SLIS Student Representative

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

This chapter 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 last accreditation visit in the Fall of 2005.

This chapter is organized as follows: Sections VI.1 and VI.2 address the physical resources of the School, 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 extra-curricular 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.

SLIS has responded to the issue of accessibility, raised by the COA 2005 review, 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 our facilities. Third, the SLIS Working Plan includes specific objectives related to improving the accessibility of our program, and the Facilities Planning committee is identifying additional objectives and milestones through its planning process in the Fall 2008. Fourth, as noted in the Curriculum chapter and elsewhere, SLIS is moving to a blended format as a means to address this issue by lessening the demand for handicap-accessible classrooms and by doing so, increasing our capacity to offer handicap-accessible classroom spaces in Marist. Accessibility is discussed in more detail in section VI.4. Our systematic planning efforts are discussed in section VI.5.

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, which houses the School, is an imposing Victorian/Romanesque building on the north end of the CUA campus,
The School’s dedicated space includes labs, multipurpose meeting spaces, faculty offices, and facilities for independent and small group study, staff and student lounges, and administrative offices. This subsection describes the following facilities and their related resources in support of the MSLS degree:

22. Classrooms
23. The Information Commons
24. Computer labs
25. Offices for faculty, administration and student groups
26. Meeting areas, individual study areas, lounges and common areas

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.

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

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 lab in Marist 131 (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 nine the following classrooms in Marist Hall (including the computer lab in Marist 131) (Table 1. Classrooms available in Marist Hall).

<table>
<thead>
<tr>
<th>Building Name</th>
<th>Room #</th>
<th>Room use</th>
<th>Sq Ft</th>
<th>Dimension</th>
<th>Accessible?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Marist Hall</td>
<td>109</td>
<td>Classroom</td>
<td>955</td>
<td>31'-8&quot;x30'-2&quot;</td>
<td>Yes</td>
</tr>
<tr>
<td>Marist Hall</td>
<td>117</td>
<td>Classroom</td>
<td>268</td>
<td>12'-0&quot;x22'-4&quot;</td>
<td>Yes</td>
</tr>
<tr>
<td>Marist Hall</td>
<td>128</td>
<td>Classroom</td>
<td>210</td>
<td>14'-11&quot;x14'-1&quot;</td>
<td>Yes</td>
</tr>
<tr>
<td>Marist Hall</td>
<td>131</td>
<td>Classroom</td>
<td>524</td>
<td>30'-6&quot;x17'-3&quot;</td>
<td>Yes</td>
</tr>
<tr>
<td>Marist Hall</td>
<td>320</td>
<td>Classroom</td>
<td>235</td>
<td>15'-1&quot;x15'-4&quot;</td>
<td>No</td>
</tr>
<tr>
<td>Marist Hall</td>
<td>207</td>
<td>Classroom</td>
<td>227</td>
<td>14'-9&quot;x15'-5&quot;</td>
<td>No</td>
</tr>
<tr>
<td>Marist Hall</td>
<td>208</td>
<td>Classroom</td>
<td>440</td>
<td>29'-10&quot;x31'-8&quot;</td>
<td>No</td>
</tr>
<tr>
<td>Marist Hall</td>
<td>213</td>
<td>Classroom</td>
<td>870</td>
<td>31'-8&quot;x27'-6&quot;</td>
<td>No</td>
</tr>
<tr>
<td>Marist Hall</td>
<td>210</td>
<td>Seminar</td>
<td>192</td>
<td>16'-0&quot;x12'-0&quot;</td>
<td>No</td>
</tr>
</tbody>
</table>

Floor plans of the first and second floors of Marist Hall, showing the location of classrooms, are provided as Appendices VI.1 and VI.2. 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 (see section ____). In addition, SLIS is able to schedule classes on campus in any classroom in other buildings. In all, there are 145 available classrooms. They include:
Table 2. Summary of classrooms available on campus by type.

<table>
<thead>
<tr>
<th>Classroom Type</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>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)</td>
<td>23</td>
</tr>
<tr>
<td>Tier 3 (Fixed lectern or desk with networked computer, projector, DVD/VCR and sound system)</td>
<td>26</td>
</tr>
<tr>
<td>Tier 2 (Portable instructor cart with networked computer, projector, DVD/VCR and sound system)</td>
<td>13</td>
</tr>
<tr>
<td>Tier 1 (TV/VCR/DVD)</td>
<td>23</td>
</tr>
</tbody>
</table>

On a campus wide basis, 82% (119) classrooms are ADA-compliant, while 18% (26) are not. See Appendix VI.2.3 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 December 2007, the Workgroup 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 to support distance education, with high quality video cameras, streaming video, and conferencing software. The plan also envisions upgrading presentation technology in 43 other classrooms with a long term upgrade cycle. (See Appendix ___ for the Workgroup report.)

To support classes that meet off campus, SLIS ensures that classrooms meet in appropriate spaces. Table 3 summarizes the spaces used during the 2007-2008 academic year.

Table 3. Summary of off-campus classrooms.

<table>
<thead>
<tr>
<th>Location and description</th>
<th>Accessible?</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Library of Congress: classes are held in classroom space managed by the Library of Congress Instructional Unit (LCIU) on the 6th 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, all with Internet access; and a projection system.</td>
<td>Yes</td>
</tr>
<tr>
<td>The Fairfax County Government Center: classes are held in meeting rooms furnished with laptop computer connections, projectors, and Internet access.</td>
<td>Yes</td>
</tr>
<tr>
<td>Richmond, VA</td>
<td>?</td>
</tr>
<tr>
<td>Arlington, VA</td>
<td>?</td>
</tr>
</tbody>
</table>

The Information Commons
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, 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 as Appendix VI.3.

The establishment of the Information Commons was the result of a systematic planning process which addressed the need for a functional environment that enhances 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. N. That plan stated the purposes of the Commons as:

- provides a facility for students and the faculty to work collaboratively;
- promotes development, management, and accessibility of digital content and collections using digital multimedia technology;
- creates synergies among students working with new technologies and experimenting with new techniques;
- serves as a vehicle to channel the School’s support to advance learning and teaching both on-campus and distant education;
- provides an assistive technology environment for students to help serve those with disabilities as well as assistive technology itself who needs it;
- serves as a showcase for the School, promoting interdisciplinary collaboration research and use of information and technology;
- serves as a hub of intellectual and social activities that promotes collaboration, sharing knowledge and ideas within and between students, faculty, alumni, and practitioners;
- establishes 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, starting in the fall of 2006. 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.
The Commons is co-located with the School’s Computer and Media labs and is open during the same hours:

Monday – Thursday, 2:00 p.m. – 9:00 p.m.
Friday, 2:00 p.m. – 5:00 p.m.
Saturday, noon – 5:00 p.m.
Sunday, 1:00 p.m. – 5:00 p.m.

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.

Currently it 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 provides strong support for our curriculum and offers students a comfortable place to try out communication and information technologies. Related to the purposes stated in the initial plan, the Information Commons has achieved each one as documented in Table 4.
<table>
<thead>
<tr>
<th>Purpose</th>
<th>Achievements</th>
</tr>
</thead>
<tbody>
<tr>
<td>provides a facility for students and the faculty to work collaboratively</td>
<td>The Information Commons is open seven days per week for informal use both individually and collaboratively. Usage data are provided in Section VI.N. The facility is frequently used by student groups, including student teams working on group assignments in a wide range of courses.</td>
</tr>
<tr>
<td>promotes development, management, and accessibility of digital content and collections using digital multimedia technology</td>
<td>Facilities include a digital libraries workstation with a scanner, Greenstone software, and other Adobe Creative Suite 3, and other applications which are used by students for SLIS’ Digital Libraries course, other courses, and other academic work involving the creation and manipulation of digital content.</td>
</tr>
<tr>
<td>creates synergies among students working with new technologies and experimenting with new techniques</td>
<td>In addition to the fixed technology assets of the Computer Labs and Information Commons, the School makes audio, video, and computer equipment available to faculty and students for borrowing for School-related purposes. A list of this equipment is provided as Appendix VI.5.</td>
</tr>
<tr>
<td>serves as a vehicle to channel the School’s support to advance learning and teaching both on-campus and distant education</td>
<td>As recording capabilities have been added, Colloquia and other events have been video recorded and hosted on the University’s media server at <a href="http://digitalmedia.cua.edu/">http://digitalmedia.cua.edu/</a>, where they are available for viewing.</td>
</tr>
<tr>
<td>provides an assistive technology environment for students to help serve those with disabilities as well as assistive technology itself who needs it</td>
<td>The Information Commons computer facilities include an assistive technology workstation that is configured with a scanner and specialized software as specified by the University’s Office of Disability Support Services and is available both to demonstrate these tools as well as for the use of any student who may require this type of accommodation.</td>
</tr>
<tr>
<td>serves as a showcase for the School, promoting interdisciplinary collaboration research and use of information and technology</td>
<td>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 video recorded and hosted on the University’s media server at <a href="http://digitalmedia.cua.edu/">http://digitalmedia.cua.edu/</a>, where they are available for viewing. A list of these events is provided as Appendix VI.4.</td>
</tr>
</tbody>
</table>
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. A list of these events is provided as Appendix VI.N.

<table>
<thead>
<tr>
<th>serves as a hub of intellectual and social activities that promotes collaboration, sharing knowledge and ideas within and between students, faculty, alumni, and practitioners</th>
<th>establishes the School as a leader in effective application of technologies for the advancement of learning, teaching, and research in a digital knowledge environment</th>
</tr>
</thead>
</table>

This plan has resulted in the recent installation of a digital video system which allows for the switching of four different inputs among two projectors and three 42” digital monitors, and also the ability to receive and contribute to a campus wide video message board feed. Two of the TSP goals are particularly relevant to the Commons:

- **Goal #4. Innovation**: Foster technology experimentation and innovation among faculty and students to meet diverse user needs – The TSP 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.
- **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 TSP identifies a 3-year objective to identify at least one collaborative project.

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.2.2.8). Information on the evaluation of SLIS facilities is provided in section VI.4.
Requested data, not yet received:

6) Usage data, including data on help requests by visitors to the Commons [need this NOW!]

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.5 includes the inventory of equipment in all these labs. This inventory is publicized and updated on the School’s website at http://slis.cua.edu/tech/inventory.cfm.

Usage of the Computer Labs demonstrates their active use.
NOTE: Data provided by J. Weeks are being compiled by the Dean’s Office for inclusion by Oct. 15.

The Lab is also the site of computer skills workshops which are held on Saturdays during each academic term. These workshops provide a introduction to basic computer skills that prepare students for the demands of the regular SLIS curriculum. There are twelve of these workshops, 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.

Offices for faculty, administration and student groups

All full time faculty, the Dean, Assistant Dean, and full time 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 there is an office available for use by those groups in room 210 on the second floor of Marist Hall. This office comprises 192 square feet and is equipped with table, chairs, desktop computer, and filing cabinets.
A floor plan of Marist Hall, second floor, showing the amount and location of faculty office space, is provided as Appendix VI.2.

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 image, 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.

**Requested data, not yet received:**

2) Faculty and staff standard computing configuration, and availability of hardware and software to support specialized requirements

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

Both dedicated areas in Marist Hall and shared University spaces across campus support, and are used for, meetings, individual study and informal relaxation. 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, 7 days a week. A full list of available lounges and computer labs on campus is provided as Appendix VI.NN.

**VI.3 Instructional and research facilities and services for meeting the needs of students and faculty include access to library and multimedia resources and services, computer and other information technologies, accommodations for independent study, and media production facilities.**

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

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

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

Independent study areas were discussed in section VI.2.

Library facilities

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

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 ½ 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 our shared remote storage facility operated by the Washington Research Library Consortium in Upper Marlboro, MD. 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 WRLC 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 forty-two public desktop computers with full Internet access available in Mullen Library and fourteen more throughout the campus libraries. There are thirty-seven 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 of 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.

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 our virtual reference service which is run via instant messaging. Many CUA librarians also work with the school in several other ways such as new student and faculty orientations, playing the client role in student class projects, and serving as guest lecturers.

The SLIS liaison librarian’s primary office is co-located with a new facility, which opened in Fall 2008, devoted to children’s literature on the second floor of the Mullen Library. Supporting both SLIS and the Education Department, this collection is a valuable new resource for the School’s research and teaching.

The liaison also prepares and teaches sessions on library instruction to support the needs of the SLIS students and classes. She is works with students in one-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. We expect the first online tutorials to be published Fall 2008. The initial tutorials will focus on more broad and introductory library and information literacy skills.

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 as well 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 that involved 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 our library and information science 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 twentieth century authors. The curator also serves as an adjunct faculty in the School.
The Semitics/ICOR Library was established to support the teaching and research activities of the Department of Semitic & Egyptian Languages & 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 The Catholic University of America in 1924, its original nucleus of 40,000 volumes is 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 Catholic University of America Department of Archives, Manuscripts, and Museum Collections, collects, organizes, preserves, makes accessible, and promotes scholarly and public understanding of the records of The Catholic University of America and more generally the documentary and artifactual heritage of the American Catholic people. The ACHCUA houses a collection of over 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 our students to learn about the description and access of archives and the way archival professionals work.

Online information technology resources and campus IT infrastructure

Information technology support for teaching, research and service is delivered through a partnership with the University’s Center for Planning and Information Technology (CPIT). CPIT provides full infrastructure and support services in areas such as networking (wired and wireless), servers, enterprise software, standard personal computer configuration, break/fix, and procurement. The School retains responsibility for dedicated computer lab facilities and equipment, and for the acquisition and support of hardware and software to support specialized needs of the field of library and information science. To gain access to leading software and services that CPIT does not yet provide, the School is a member of the National Institute for Technology and Liberal Education (NITLE). As noted below, this provides our 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 face-to-face and online.

The School of Library and Information Science recognizes that its website is a critical element of the educational and intellectual environment, and maintains an active web stewardship program. The SLIS website 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 website 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 website maintenance is approximately 10 hours per week for the student assistant and 10 to 25% of the time of the Assistant Dean and faculty member.

The operational environment is provided through a university wide content management system (CMS). The CMS 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 website’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.

The School of Library and Information Science 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 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 email list, libsci-l@lists.cua.edu; a jobs list, lisjobs@lists.cua.edu; an alumni list, slis-alum@lists.cua.edu; and a list specifically for adjunct faculty, slis-adjuncts@lists.cua.edu . All lists are managed by the web content management team.

**Student Management System (Cardinal Station)**

The Catholic University of America 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 our custom-built accounting system. The end result of the investigation was the decision to purchase an Enterprise Resource Planning (ERP) 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:

1. PeopleSoft Financials – version 8.9
2. PeopleSoft Student Administration/Human Resource Management – version 9 upgrade under way
3. Enterprise Performance Management – version 8.8
4. Enterprise Portal – version 9.0
University email services

The University runs its own Microsoft Exchange servers for email. Faculty and staff are encouraged to use Outlook as their email client, but other clients are available. Faculty Staff and Students all have access to Exchange Webmail. Quotas for Faculty and Staff are 80 meg, Students are limited to 20. In an effort to expand these quotas, we are looking into moving to Gmail for students sometime before Fall 2009.

Learning Management Systems

The University licenses the BlackBoard learning management system (LMS) to support academic programs. It is also piloting the Sakai system. CPIT provides primary support for the LMS’s. 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, CPIT recommends that you also keep personal copies of your critical data. When you log into a lab computer on campus, this directory becomes available to you under My Computer as a drive labeled "M". While you can access your files this way, the preferred method is through home.cua.edu, as that is available to you from any Web-enabled browser. If your M drive does not automatically map, you can do it manually. The storage space on My Files is limited because it is shared among all members of the CUA community; you may store up to 1 GB there.

Personal web sites

Each faculty, staff, and student has 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" stores private files on a centrally backed server. Within each user’s personal files folder is a folder for the personal web site. Any files put in this folder will be publicly available via the user’s website. Home@CUA provides tools to upload files and images to the web space.

Multi-point 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 that 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: these provide news of campus events, student work opportunities, etc.
- Cardinal Card: The site where students can manage the "card" they use to pay for dining and other services.
- Career Services: A site for job opportunities and postgrad career planning
- Course Descriptions: all course descriptions and schedules are easily browsable here.
- CUA PrayerNet: A mission-related site run by Campus Ministry
- Discussion Forums: A site 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 email 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 (URL: http://www.cua.edu), 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 website provides details about computing at CUA, including information about training, computing resources available, 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 twenty-four hours a day during the semesters. Other computer-equipped classrooms and computing areas are open and monitored by CPIT, and available for use by any CUA student, faculty, or 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 inter-institution 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 the Fall 2008 semester, Columbus School of Law, Crough Center, Marist Hall, McGivney Hall, Mullen Library, Pangborn Hall, Edward J. Pryzbyla University Center, Shahan Hall, and 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 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, 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 24x7 coverage, and 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 is 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 personally-owned computers at heavily discounted prices through special vendor agreements available on the CPIT web site.

**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.

Mail services for Alumni

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.

Accommodations for Blended Learning

The 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 face-to-face delivery on weekends), synchronous delivery using MIV and asynchronous delivery using a 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.

Multimedia resources and production facilities

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

Catholic University 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.

The School of Library and Information Science maintains its own media production and editing, but not hosting, capabilities. The current hardware and software resources specifically supporting audio and video production are listed in the following tables.

Table 5. Specialty hardware maintained by the School.

<table>
<thead>
<tr>
<th>Item</th>
<th>Model and Serial Number</th>
<th>Number Available</th>
</tr>
</thead>
<tbody>
<tr>
<td>Portable Projector</td>
<td>Vivitar 5000 AF 51460503231200</td>
<td>1</td>
</tr>
<tr>
<td>Portable Projector</td>
<td>EPSON Power Lite EMP 703 CWW0150648C &amp; B9M0071553C</td>
<td>2</td>
</tr>
<tr>
<td>Digital Voice Recorders</td>
<td>Olympus WS-300M CUA-SLIS- #1, 2, 3, 4, 5</td>
<td>5</td>
</tr>
<tr>
<td>Video Camera</td>
<td>Panasonic 16X 3CCD B7TD00031R</td>
<td>1</td>
</tr>
<tr>
<td>Sound Recorder</td>
<td>Hamilton HA767 0881</td>
<td>1</td>
</tr>
<tr>
<td>Microphone</td>
<td>Sennheiser EV RE50B</td>
<td>1</td>
</tr>
<tr>
<td>Digital Camera</td>
<td></td>
<td>1</td>
</tr>
</tbody>
</table>

Table 6. Specialized computer software used by the School.

<table>
<thead>
<tr>
<th>Software</th>
<th>Version</th>
<th>Workstation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adobe Photoshop</td>
<td>7</td>
<td>PC Workstation (MAR13203)</td>
</tr>
<tr>
<td>Adobe Reader</td>
<td>7</td>
<td>PC Workstation (MAR132A01) All Laptops</td>
</tr>
<tr>
<td>AutoCAD 2006</td>
<td></td>
<td>PC Workstation (MAR132A01) All Laptops</td>
</tr>
<tr>
<td>Camtasia</td>
<td>Studio 4</td>
<td>PC Workstation (MAR132A01)</td>
</tr>
<tr>
<td>DreamweaverMX</td>
<td></td>
<td>PC Workstation (MAR132A01) All Laptops</td>
</tr>
<tr>
<td>Application</td>
<td>Version</td>
<td>Location</td>
</tr>
<tr>
<td>---------------------</td>
<td>---------</td>
<td>-----------------------------------</td>
</tr>
<tr>
<td>FireFox</td>
<td>1.5</td>
<td>Laptops and PC Workstation (MAR132A01) All Laptops IMAC</td>
</tr>
<tr>
<td>FireworksMX</td>
<td>MX</td>
<td>PC Workstation (MAR132A01) All Laptops</td>
</tr>
<tr>
<td>FlashMX</td>
<td>MX</td>
<td>PC Workstation (MAR132A01) All Laptops</td>
</tr>
<tr>
<td>FreehandMX</td>
<td>MX</td>
<td>PC Workstation (MAR132A01) All Laptops</td>
</tr>
<tr>
<td>HyperSnap DX</td>
<td>4</td>
<td>PC Workstation (MAR132A01) All Laptops</td>
</tr>
<tr>
<td>Ichat</td>
<td></td>
<td>IMAC</td>
</tr>
<tr>
<td>Imovie</td>
<td>8</td>
<td>IMAC</td>
</tr>
<tr>
<td>Internet Explorer</td>
<td>6</td>
<td>PC Workstation (MAR132A01) All Laptops</td>
</tr>
<tr>
<td>IrfanView for Images</td>
<td>3</td>
<td>PC Workstation (MAR132A01) All Laptops</td>
</tr>
<tr>
<td>Iphoto</td>
<td></td>
<td>IMAC</td>
</tr>
<tr>
<td>MS Office</td>
<td>2003</td>
<td>PC Workstation (MAR132A01) All Laptops IMAC</td>
</tr>
<tr>
<td>NeoOffice</td>
<td></td>
<td>IMAC</td>
</tr>
<tr>
<td>Netscape</td>
<td>7.2</td>
<td>PC Workstation (MAR132A01) All Laptops</td>
</tr>
<tr>
<td>OmniOutliner</td>
<td></td>
<td>IMAC</td>
</tr>
<tr>
<td>Photobooth</td>
<td></td>
<td>IMAC</td>
</tr>
<tr>
<td>QuickTime Player</td>
<td>7</td>
<td>PC Workstation (MAR132A01) All Laptops IMAC</td>
</tr>
<tr>
<td>Software</td>
<td>Version</td>
<td></td>
</tr>
<tr>
<td>---------------------------</td>
<td>---------</td>
<td></td>
</tr>
<tr>
<td>Imovie</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>Iphoto</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MS Office</td>
<td>2004</td>
<td></td>
</tr>
<tr>
<td>NeoOffice</td>
<td></td>
<td></td>
</tr>
<tr>
<td>OmniOutliner</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Quick Time Player</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Safari</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FireFox</td>
<td>2.06</td>
<td></td>
</tr>
<tr>
<td>Photobooth</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ichat</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 7. Software installed on the iMac workstation.

Table 8. Software installed on PCs in Marist 132.

<table>
<thead>
<tr>
<th>Software</th>
<th>Version</th>
</tr>
</thead>
<tbody>
<tr>
<td>DreamweaverMX</td>
<td>MX</td>
</tr>
</tbody>
</table>

187
<table>
<thead>
<tr>
<th>Software</th>
<th>Version</th>
</tr>
</thead>
<tbody>
<tr>
<td>FireworksMX</td>
<td>MX</td>
</tr>
<tr>
<td>FlashMX</td>
<td>MX</td>
</tr>
<tr>
<td>FreehandMX</td>
<td>MX</td>
</tr>
<tr>
<td>MS Office 2003</td>
<td>2003</td>
</tr>
<tr>
<td>AutoCAD</td>
<td>2006</td>
</tr>
<tr>
<td>IrfanView for Images</td>
<td>3</td>
</tr>
<tr>
<td>FireFox</td>
<td>1.5</td>
</tr>
<tr>
<td>Internet Explorer</td>
<td>7</td>
</tr>
<tr>
<td>SPSS</td>
<td>14</td>
</tr>
<tr>
<td>Netscape</td>
<td>7.2</td>
</tr>
<tr>
<td>QuickTime</td>
<td>7</td>
</tr>
<tr>
<td>Adobe Reader</td>
<td>7</td>
</tr>
<tr>
<td>Windows Media Player</td>
<td></td>
</tr>
<tr>
<td>Windows Movie Maker</td>
<td></td>
</tr>
<tr>
<td>Camtasia</td>
<td>Studio 4</td>
</tr>
<tr>
<td>Snag It</td>
<td>8</td>
</tr>
<tr>
<td>HyperSnap DX</td>
<td>4</td>
</tr>
</tbody>
</table>

Table 9. Software installed on 5 laptops available for student and faculty use.

<table>
<thead>
<tr>
<th>Software</th>
<th>Version</th>
</tr>
</thead>
<tbody>
<tr>
<td>DreamweaverMX</td>
<td>MX</td>
</tr>
<tr>
<td>FireworksMX</td>
<td>MX</td>
</tr>
<tr>
<td>FlashMX</td>
<td>MX</td>
</tr>
</tbody>
</table>
The School’s media production capabilities are used to support both curricular and extracurricular learning. For example:

1. LSC 876, Archives Fieldwork, produced a video on the history of All Souls Unitarian Church in Washington, DC, in the spring 2007 term.
2. LSC 561, Oral History, mandated the use of digital voice recorders, which were purchased by the School, to record oral history interviews.
4. LSC 607, Management, videorecorded job interview role plays in the fall 2007 term.
5. Colloquia have been recorded when permitted by the presenter, and posted on the University’s media server, starting in the spring 2007 term. A complete list of the programs available is located at: [http://slis.cua.edu/people/video.cfm](http://slis.cua.edu/people/video.cfm).

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

1. Library services
2. Technical support
3. Accessibility
4. Student Evaluation of Facilities

Library services

The CUA Libraries comprise thirty-three professional staff and thirty-six non-exempt staff. The professional positions generally require a Masters degree in library science or equivalent degree. Professional librarians cover seven service points including sixty-seven hours per 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 the appropriate degrees, including the ALA-accredited MLS, and have the appropriate levels of experience for their responsibilities. In addition to its print resources in support of library and information science, the Library also licenses a collection of digital resources to support the specialized information needs of the faculty and students of SLIS. All faculty and students are provided with accounts and the necessary training and support are offered to enable full 24x7 use of these resources via any network connection, off campus as well as on campus. This arrangement is of special importance for the support of the School’s off campus teaching programs. The School is also supported by digital library resources and by consortial arrangements through the Washington Research Library Consortium (WRLC), which provide expanded access to general and specialized resources in the Washington, DC region.

Graduate students may borrow materials for loans that last one semester for CUA items and six weeks for WRLC items. Materials from the other WRLC member libraries may be requested by CUA patrons directly through our shared consortial 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. ILL requests are submitted online.

Course Reserve at the Mullen Library Circulation desk makes available high-demand print and audio-visual 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 Washington Research Library Consortium (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 offsite storage to free space in campus libraries. WRLC enables CUA students, staff, and faculty with current library privileges to borrow items from other libraries in the consortium.

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 physically be on 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.

Technical support

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

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 setup and supply equipment for special events requiring multimedia capabilities, including video projection, sound, and computing resources. 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. DMS has a small production lab and studio located in Leahy Hall where interviews and lectures can be recorded.

Requested data, not yet received:

1) Workshops and training services, both in-person and computer based

2) Description of CPIT technology and media services: staffing, physical facilities, services - done

3) CPIT Lab hours; summary of qualifications of Lab staff

4) SLIS Information Commons and lab hours; qualifications of staff
To ensure that incoming students have basic information technology skills, the School provides a web-based, self-administered test of technology skills. Each student who takes the test receives feedback on areas needing remediation, and resources are provided that address the needed skill sets. This test was piloted in the fall term 2008 and is undergoing review and enhancement during the 2008-09 academic year.

In addition, the School has long presented a series of non-credit 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 schedule of workshops for the fall 2008 term was:

**Fall Schedule of Computer Workshops**

Aug 23  ALADIN Workshop 10-12 noon  
Computing at CUA 1-2 p.m.  
WindowsXP SLIS Desktop 2-3 p.m. (Office 2007 Special Features)  
CUA Email 3-4 p.m.  
Internet 4-5 p.m.

Aug 30 Blackboard for faculty 10-12 p.m.  
Creating a Basic web page 1-2 p.m.  
Reading and Writing HTML Code for Web Pages 2-4 p.m.

Sept 13 Scanning and Inserting Digital Images into Web Pages, Using the digital camera. (you only need to attend 1 session)  
   Sess. 1 10-11:30 a.m.  
   Sess.2 1-2:30 p.m.  
   Sess. 3 2:30-4:00 p.m.

Sept 20  Using Dreamweaver to Create Web Sites 1-4 p.m.

Sept. 27  Wikis and Blogs 1-4 p.m.  
Oct 4  Using PowerPoint for Library Science Presentations 1-4 p.m.  
Oct. 11 Using Dreamweaver to Create Web Sites 1-4 p.m.  
Oct. 18 Using Fireworks to Create Icons and Banners for Web Pages 1-4 p.m.

Oct.25 - Using Photoshop to enhance images for the web 1-4 p.m.  
Nov.1 - Cataloger's Desktop Basic and Advanced Features 1-4 p.m.

Nov. 8 - Using Excel Features to Create Spreadsheets and Workbooks 1-3 p.m.
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 website. 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, Marist 237. These labs are open seven days a week during the academic term.

The SLIS Computer Lab is managed by Ms. Joan Weeks, an adjunct 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 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 our 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. [Kim – do you have any commitments that we can highlight here?]. 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 our facilities. The SLIS Working Plan already includes specific objectives and milestones related to improving the accessibility of our 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 the Fall 2008, and these will be incorporated into the Working Plan. As noted in the Curriculum chapter 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 our capacity to offer handicap-accessible classroom spaces in Marist. It also reduces the need to be in Marist and increases the convenience of our classes for students. This section reviews the current 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, we take advantage of University resources to ensure that students with special needs are able to fully participate in the lives of the School. We coordinate with the registrar to ensure that classes are held in locations that are accessible to all students. With the opening of the Information Commons, SLIS now has accessible space available in Marist Hall for classes, computer labs, seminars, small and large meetings, individual study and research. We recognize the need to continue improving this space. In particular, through the Facilities Planning Committee, we are seeking accessible office space for individual consultation in Marist. In addition, through the SLIS Working Plan, we will continue to identify and pursue additional initiatives to enhance accessibility and provide a constantly improving accessible learning environment for our students.

SLIS also takes seriously the importance of maintaining an ADA-compliant website. To ensure the website meets all users’ needs, we have established a semi-annual testing cycle. For the Spring 2008 ADA compliance testing, the Web Content Manager followed W3C 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 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, Catholic endeavors to comply with all level 1 and most level 2 requirements for accessibility of the Web Accessibility Initiative. Any dynamic content that cannot easily be read by a screen reader or which 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 the JAWS software installed. This supports students with visual impairments as well as providing training opportunities for all students, and usability testing opportunities for web site accessibility testing. For example, in the Information Commons, we have dedicated one desktop computer as an accessible workstation. This computer is configured with accessibility applications as specified by DSS. 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:
At CUA, the Office of Disability Support Services (DSS) coordinates assistance for all students with disabilities in order to promote equal access to all CUA programs and services. The School works closely with DSS to ensure that our facilities and programs are as accessible as possible. When students contact DSS with a documented disability, DSS provides specific guidance for faculty concerning the accommodations needed for that student. DSS also provides support for SLIS programs. For example, announcements of SLIS Colloquia include a DSS-provided statement on accommodations for handicapped individuals, and DSS 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 the spring of 2008. Findings are presented and summarized below.

Questions and answers relevant to facilities are presented 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”.

[It has been suggested that we remove the Disagree and n/a columns. Before doing so, we should confer with other chapter chairs to see how they are presenting the survey data.]

Table 10. Student perceptions of the appropriateness of SLIS facilities and resources.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Disagree</th>
<th>Agree</th>
<th>n/a</th>
<th>Ave Score (2004/2008)</th>
</tr>
</thead>
<tbody>
<tr>
<td>x. Computing resources in Marist Hall are appropriate for my learning.</td>
<td>9.4%</td>
<td>60.8%</td>
<td>24.7%</td>
<td>3.86/5.27</td>
</tr>
<tr>
<td>y. Computing resources at off-campus sites are appropriate for my learning</td>
<td>9.5%</td>
<td>44.4%</td>
<td>42.4%</td>
<td>3.09/5.55</td>
</tr>
<tr>
<td>z. Facilities in Marist Hall are appropriate for my learning.</td>
<td>17.8%</td>
<td>66.5%</td>
<td>12%</td>
<td>3.96/4.72</td>
</tr>
<tr>
<td>aa. Facilities at off-campus sites are appropriate for my learning.</td>
<td>7.6%</td>
<td>60.2%</td>
<td>28.5%</td>
<td>3.33/5.38</td>
</tr>
</tbody>
</table>

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 computing resource availability 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 over 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.

The School’s planning and evaluation process supports School’s goals, particularly the goal, “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. The committees both work in a consultative role for the faculty and to 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 subsection describes the two committees, their major activities, and the planning and evaluation activities conducted related to the physical resources and facilities of the School.

As a first step in a renewed and strengthened process for facilities planning, the School re-established a Technology Committee in the Fall semester of 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.5.1 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 web master 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 per semester it invites leaders of the University’s Center for Planning and Information Technology (see Appendix VI.5.2 for an organizational description of CPIT), and plans further meetings with key contacts in University administration and other academic units. The following table summarizes major actions of the committee during 2007-2008, the committee established a technology acquisition process, a technical support policy, a 2008-2009 Technology Plan, and a 3-year Technology Strategic Plan (TSP) for the School.

Table 11. Summary of major Technology Committee actions 2008-2009.

<table>
<thead>
<tr>
<th>Action</th>
<th>Relevant Element of Working Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Established 2008-09 Technology Plan</td>
<td>III.4.a. develop the technology infrastructure in Marist, off-site, and virtually.</td>
</tr>
<tr>
<td>Researched and recommended portable technology cart for teaching</td>
<td>n/a – predated working plan</td>
</tr>
<tr>
<td>Conducted faculty technology needs survey</td>
<td>VI.1. Conduct an annual faculty technology needs solicitation. III.4.a. develop the technology infrastructure in Marist, off-site, and virtually.</td>
</tr>
<tr>
<td>Drafted strategic funds request, resulting in $93,000 budget for Information Commons enhancements</td>
<td>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</td>
</tr>
<tr>
<td>Established technology acquisition process</td>
<td>VI.3.a. Establish a policy, process and budget for regular software and hardware upgrades</td>
</tr>
<tr>
<td>Established technical support policy</td>
<td>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</td>
</tr>
<tr>
<td>Developed 3-year Technology Strategic Plan</td>
<td>III.4.a. develop the technology infrastructure in Marist, off-site, and virtually.</td>
</tr>
<tr>
<td>Oversaw the purchase and installation of plasma displays for the Information</td>
<td>III.4.a. develop the technology infrastructure in Marist, off-site, and virtually. VI.7. Continue developing the Information Commons as a</td>
</tr>
</tbody>
</table>

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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, presentation and review at the Spring 2008 full faculty meeting with adjunct faculty, and multiple rounds of consultation with the full time faculty. The TSP has been incorporated into the SLIS Working Plan to ensure that the objectives and activities are implemented, monitored, evaluated, and refined.

The School established a Facilities planning committee in the Fall of 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 the Fall of 2008, the committee is identifying short and long-term actions the School can take to improve the accessibility of our 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.

The following documentation is provided as on-site backup evidence for this section:

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