

Standard I

Mission, Goals, and Objectives

Introduction

Southern Connecticut State University (SCSU) is the largest of four academic institutions within the Connecticut State University (CSU) System, the other three being Central Connecticut State University, Western Connecticut State University, and Eastern Connecticut State University. Southern is the flagship for graduate education within the CSU System.

The Department of Information and Library Science (ILS) is the organizational unit within Southern Connecticut State University which provides professional graduate education in library and information studies and which awards the Master of Library Science (MLS) degree. The ILS department as an academic unit is a part of the Division of Academic Affairs headed by Provost and Academic Vice President Dr. Selase W. Williams. The ILS department as an academic discipline is a part of the School of Communication, Information and Library Science headed by Dr. Edward Harris, SCILS Dean. The MLS as a graduate program is a part of the School of Graduate Studies headed by Dr. Sandra Holley, Graduate Dean.

At the time of the 2003 site visit, the ILS department provided online distance education courses through the auspices of *OnlineCSU* administered (and financed) by the Connecticut State University System office. In addition to a wide range of individual courses, the universities of the CSU System offered full degree programs online including: RN to BSN Degree Completion Program (SCSU); Master of Science in Data Mining (CCSU); Master of Science in Educational Technology (ECSU); Master of Library Science (SCSU); and Sixth-Year Certificate in Educational Foundations (SCSU). Since Fall 2007, the management and responsibility, including cost and support services for both faculty and students, for online courses has moved from CSU Central Office to the individual campuses. Southern now provides learning management software, Blackboard VISTA, as a service to all courses as either a supplement to campus lectures and laboratories or as a vehicle to deliver an entire course. Additional programs are expanding into online courses.

ILS has been able to maintain a favorable student-to-faculty ratio. For example, the nursing department has a 49.3:1 student-to-fulltime faculty ration while ILS has a 25.3:1 ratio. Online courses offered by the ILS are capped at 20 students; enrollment in ILS 580 Research in Library and Information Science is capped at twelve.

On Southern's campus, online and on-campus courses can use the Blackboard VISTA learning management system to host or to supplement classroom materials. Support and training was also moved to each campus. At Southern, support and training is provided by the Teaching and Learning Technologies Group, Office of Information Technology

(OIT). On campus and virtual courses on Blackboard VISTA, individual consultation, and trouble shooting are part of services offered by OIT.

The ILS department must balance the interests of these academic and administrative units within the Standards for Accreditation of the Master's Programs in Library and Information Science. For example, although much of campus policy is driven from an undergraduate perspective, ILS has been able to maintain online course caps at 20. This is less than half the general cap set on classes (43). ILS has been able to run classes with what is considered low enrollment (below 9 students) by maintaining an overall average of 15 students per course. We feel we have been able to balance the university's dedication to excellence and its need for sustainable programs and enrollments using available, and at times limited, resources. This allows ILS to achieve its mission while being consistent with the values and culture of the University (Standard 1.1).

I.1 A school's mission and program goals are pursued, and its program objectives achieved, through implementation of a broad-based, systematic 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 university stipulates two broad-based systemic planning and assessment processes affecting the department. The Assessment of Academic Programs review covers all programs administered by the department including the undergraduate curriculum. The more specific Graduate Program Review is directed at the MLS program and the Sixth Year Program. Both are scheduled on a five-year cycle and require written self-studies. Data collection typically includes satisfaction surveys of students, alumni, and employers and the input of an outside expert in the field of study. (*See Tables IV-13 through IV-15 for summaries of input from constituents.*) The student, alumni, and employer surveys permit formal, documented input from our constituency that permits tracking of changes and trends over time. This supplements the on-going informal input through personal conversations, directed inquiry, conferences, and the literature.

The Mission of Southern Connecticut State University as published at http://www.southernct.edu/projects/strategicplan/mission09_07_07.html states:

Southern Connecticut State University provides exemplary graduate and undergraduate education in the liberal arts and professional disciplines. As an intentionally diverse and comprehensive university, Southern is committed to academic excellence, access, social justice, and service for the public good.
(Revised September 07, 2007)

Consistent with the University's mission, the department of Information and Library Science's mission is:

In support of the University's mission, the department of Information and Library

Science provides exemplary education to develop leaders who collect, organize, preserve, manage, and disseminate information in all formats. We do this by instilling values and beliefs in service to our communities in a global society. (Revised November 2007 and Approved by ILS faculty April 10, 2008)

The Program's Values

(Adaptation of SCSU Value Statements)

The Department of Information and Library Science shares and supports the University's Core Values Statements:

Core Value Statements

Excellence: The department values exemplary and distinguished performance in all aspects of academic life by all members of the department community, especially in the areas of teaching, learning, scholarship, and service.

Access: The department values its responsibility to provide opportunities for individuals with potential and motivation to become productive members of the professional and academic communities and demonstrates that value by eliminating barriers that hinder full participation.

Diversity: The department values an educational and work environment in which individuals and cultures are celebrated and respected for the unique talents, insights, and perspectives that they contribute.

Student Success: The department values all students, believes in their potential to achieve, and commits to challenging, supporting, and empowering them to transform their lives.

Life-Long Learning: The department values the pursuit of knowledge and provides an environment for all individuals to intentionally learn and develop throughout the various phases of their lives.

Community Involvement: The department values professional service, engagement, and responsibility by all department members and encourages the integration of these principles in the learning experiences of students, invites participation of practitioners in department affairs, and promotes local, regional, national, and international collaborations.

ILS Department Goals

(From the ALA Program Presentation Plan dated March 15, 2009;)

In consideration of the University's 2006 revisions to its mission and vision statements and the completion of the University's Strategic Plan for 2007-2012, the Department of Information and Library Science re-evaluated and updated the 2003 departmental goals. During the ILS faculty retreat of August 2008, five (5) strategic initiatives/goals were established for 2008-2012:

- Create more effective management of the ILS program's operations in order to enhance services to students and better support online teaching and learning

We believe effective management is a foundational core upon which the other goals can be achieved; therefore, effective management is a key goal in ILS' strategic planning. [Priority level 1]

- Review and enhance curriculum and programs based on ALA Accreditation Standard II, 2008, and ALA Statements of Core Competencies

We believe excellence and exemplary programs must be grounded in widely recognized professional competencies; therefore, assessing the curriculum and programs against the ALA Core Competencies is a key goal in ILS' curricular planning. [Priority level 1]

- Develop support and standards for faculty to enhance online teaching excellence

We believe that to increase educational access and social justice, faculty need support in online teaching; therefore, this is a strategic goal of ILS. [Priority level 2]

- Develop new support for faculty to participate in local/national/international professional activities

We believe that in order to achieve service for the public good, we need to broaden our perspectives; therefore, developing supports for faculty to participate in local, national, and international professional activities is a strategic goal of ILS. [Priority level 2]

- Develop strategies to market the MLS program nationwide

While we have been able to attract and admit outstanding students to our program, we believe that to be "intentionally diverse and comprehensive" in our student body and service to the community, we need to ensure the broader community is aware of our program and have access to it; therefore, development of marketing strategies is a goal of ILS. [Priority level 2]

In developing these goals we built on the university's mission statement, which specifies

that our programs can be described as:

[E]xemplary; intentionally diverse and comprehensive; academic excellence, access, social justice, and service for the public good.

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 science; 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**

Objectives are based on and tied to Goals as represented in core courses, with the outcome that students will demonstrate knowledge and/or application of:

The ethics, values, and foundational principles of the library and information profession as they relate to efficient, effective, free, and open access to information for all citizens. [ILS 503]

The concepts, principles, and techniques of reference and user services that provide access to relevant and accurate recorded knowledge and information to individuals of all ages and groups. [ILS 504]

The methods used to interact successfully with individuals of all ages and groups to provide consultation, mediation, and guidance in their use of recorded knowledge and information. [ILS 504]

The principles and systems involved in the organization and representation of recorded knowledge and information. [ILS 506]

The developmental, descriptive, and evaluative skills needed to organize recorded knowledge and information resources. [ILS 506]

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

These objectives are based on and tied to Goals as represented in core courses, with the outcome that students will demonstrate knowledge and/or application of:

The ethics, values, and foundational principles of the library and information

profession as they relate to efficient, effective, free, and open access to information for all citizens. [ILS 503]

The principles and concepts of planning and managing the effective operations in libraries, including services and programs, human resources, budgets, and public image. [ILS 565]

The concepts behind, issues relating to, and methods for, principled, transformational leadership. [ILS 565]

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

These objectives are based on and tied to Goals as represented in core courses, with the outcome that students will demonstrate knowledge and/or application of:

The ethics, values, and foundational principles of the library and information profession as they relate to efficient, effective, free, and open access to information for all citizens. [ILS 503]

The principles and concepts of planning and managing the effective operations in libraries, including services and programs, human resources, budgets, and public image. [ILS 565]

The concepts behind, issues relating to, and methods for, principled, transformational leadership. [ILS 565]

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

The objectives are based on and tied to Goals as represented in core courses, with the outcome that students will demonstrate knowledge and/or application of:

The principles and concepts of planning and managing the effective operations in libraries, including services and programs, human resources, budgets, and public image. [ILS 565]

The concepts behind, issues relating to, and methods for, principled, transformational leadership. [ILS 565]

The techniques and methods used to investigate and analyze problems and create appropriate responses or solutions. [ILS 580]

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

base

This objective is based on and tied to Goals as represented in this core course, with the outcome that students will demonstrate knowledge and/or application of:

The techniques and methods used to investigate and analyze problems and create appropriate responses or solutions. [ILS 580]

• I.2.6 the importance of contributions of library and information science to other fields of knowledge

This objective is based on and tied to Goals as represented in the core course, with the outcome that students will demonstrate knowledge and/or application of:

The techniques and methods used to investigate and analyze problems and create appropriate responses or solutions. [ILS 580]

• I.2.7 the importance of contributions of other fields of knowledge to library and information science

This objective is based on and tied to Goals as represented in the core course, with the outcome that students will demonstrate knowledge and/or application of:

The techniques and methods used to investigate and analyze problems and create appropriate responses or solutions. [ILS 580]

• 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

These objectives are based on and tied to Goals as represented in core courses, with the outcome that students will demonstrate knowledge and/or application of:

The ethics, values, and foundational principles of the library and information profession as they relate to efficient, effective, free, and open access to information for all citizens. [ILS 503]

The necessity of continuing professional development of practitioners in libraries; and the role of the library in the lifelong learning of patrons. [ILS 503]

Concepts, issues, and methods related to the acquisition and disposition of resources, including evaluation, selection, purchasing, processing, storing, and de-selection. [ILS 504]

Concepts, issues, and methods related to the management and maintenance of collections. [ILS 504]

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

These objectives are based on and tied to Goals as represented in core courses, with the outcome that students will demonstrate knowledge and/or application of:

The methods of assessing and evaluating the specifications, efficacy, and cost efficiency of technology-based products and services. [ILS 501]

The principles and techniques necessary to identify and analyze emerging technologies and innovations in order to recognize and implement relevant technological improvements. [ILS 501]

The necessity of continuing professional development of practitioners in libraries; and the role of the library in the lifelong learning of patrons. [ILS 501]

The ethics, values, and foundational principles of the library and information profession as they relate to efficient, effective, free, and open access to information for all citizens. [ILS 503]

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

This objective is based on and tied to Goals as represented in core courses, with the outcome that students will demonstrate knowledge and/or application of:

The ethics, values, and foundational principles of the library and information profession as they relate to efficient, effective, free, and open access to information for all citizens. [ILS 503]

Concepts, issues, and methods related to the acquisition and disposition of resources, including evaluation, selection, purchasing, processing, storing, and de-selection. [ILS 504]

The principles and concepts of planning and managing the effective operations in libraries, including services and programs, human resources,

budgets, and public image. [ILS 565]

The concepts behind, issues relating to, and methods for, principled, transformational leadership. [ILS 565]

Program Objectives

The department reviewed core competencies from professional associations such as the American Library Association's Core Competences of Librarianship (March 2008), competencies specified by ALA divisions, the Special Libraries Association, the American Association of Law Libraries, NCATE, and others.

We then applied these competencies to the curriculum in order to identify areas of strength and areas that needed revision in courses offered as part of the MLS program. These competencies (basic foundations, knowledge, skills and abilities) are listed in each course syllabus and in other department documents including the departmental website (<http://www.southernct.edu/ils/alacorecompetencies/>)

Each of the ILS courses support an appropriate group of core competencies; and the required core courses cover the fundamentals of all eight competency areas. Each student maintains a capstone portfolio which documents how their course work align with the core competencies.

Statement of MLS Core Competencies [*ALA Core Competency Areas*]

A student graduating with an MLS degree from the Department of Information and Library Science at Southern Connecticut State should know and, where appropriate, be able to employ:

- The ethics, values, and foundational principles of the library and information profession as they relate to efficient, effective, free, and open access to information for all citizens. [*Foundations of the profession*]
- Concepts, issues, and methods related to the acquisition and disposition of resources, including evaluation, selection, purchasing, processing, storing, and de-selection. [*Information resources*]
- Concepts, issues, and methods related to the management and maintenance of collections. [*Information resources*]
- The principles and systems involved in the organization and representation of recorded knowledge and information. [*Organization of recorded knowledge and information*]

- The developmental, descriptive, and evaluative skills needed to organize recorded knowledge and information resources. [*Organization of recorded knowledge and information*]
- The methods of assessing and evaluating the specifications, efficacy, and cost efficiency of technology-based products and services. [*Technological knowledge and skills*]
- The principles and techniques necessary to identify and analyze emerging technologies and innovations in order to recognize and implement relevant technological improvements. [*Technological knowledge and skills*]
- The concepts, principles, and techniques of reference and user services that provide access to relevant and accurate recorded knowledge and information to individuals of all ages and groups. [*Reference and user services*]
- The methods used to interact successfully with individuals of all ages and groups to provide consultation, mediation, and guidance in their use of recorded knowledge and information. [*Reference and user services*]
- The techniques and methods used to investigate and analyze problems and create appropriate responses or solutions. [*Research*]
- The necessity of continuing professional development of practitioners in libraries; and the role of the library in the lifelong learning of patrons. [*Continuing education and lifelong learning*]
- The principles and concepts of planning and managing the effective operations in libraries, including services and programs, human resources, budgets, and public image. [*Administration and management*]
- The concepts behind, issues relating to, and methods for, principled, transformational leadership. [*Administration and management*]

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.

Comprehensive Planning Process

The department evaluates its planning, including central questions of mission, goals and objectives, through the work of committees, especially the Curriculum Committee and the Personnel Committee (*see V.4.2*), and regular faculty meetings.

The foundation of department structure and operations is its bylaws. The CSU Collective Bargaining Agreement **5.21 Department Bylaws** states: “Each department shall have written bylaws consistent with this Agreement and procedures established pursuant to this Agreement describing its structure and procedures; such bylaws shall require approval by a majority of the full-time department members and the appropriate Dean. A copy of such bylaws shall be filed with the Senate, the respective Dean, the Chief Academic Officer, and the local AAUP Chapter.”

Shortly after the 2003 site visit, the faculty reviewed the department bylaws. The faculty found the bylaws limited in effectiveness and failed to align definitively with the Collective Bargaining Agreement and Faculty Senate documents. After iterations of discussion and examination, the faculty approved new bylaws October 11, 2007. The new bylaws are better organized, more comprehensive, and more consistent in structure. They describe a more decentralized organization in that duties are distributed more evenly among the faculty rather than reside with the chairperson and are more prescriptive with respect to duties and responsibilities. The bylaws specify the nature and structure of committees, their membership, and scheduling of meetings. The bylaws were amended in March 2008 to make committee membership more consistent.

The faculty routinely meets monthly but during certain initiatives or considerations faculty meet more frequently.

To prepare the Program Presentation documentation, the faculty as a whole frequently scheduled meetings every other week to report on progress of subcommittees and discuss issues as they arose.

Six main themes have dominated planning since the last site visit: 1) vision, mission and goals; 2) assessment; 3) curriculum review; 4) admissions and graduation criteria; 5) office management; and 6) budget concerns and restructuring of the School following the announced dissolution of SCILS. (*Each is elaborated in the remainder of this section, on the following three pages.*)

1) Vision, mission and goals. [Supports the strategic goal of effective management.]

At the March 15, 2005, faculty meeting a committee formed to review the mission statement and goals, the results of which were approved by the faculty and are included in this Program Presentation. During the February 13, 2006, faculty meeting strengths and weaknesses of the program were discussed as well as action plans for the future. Strengths included: a faculty that brings a wide variety of experiences, expertise and distinctions on the local, state, national, and international levels to the department and to

the university; and a student population that bring increased diversity of cultures and experiences into the course dialog. Challenges included meetings the needs of these diversities without compromising the needs of any one interest.

April 10, 2007, the department began an assessment of its infrastructure and discussion of the need to re-structure the planning process into one that was more distributed (these changes are reflected in the bylaws approved on the following fall). A full day retreat was held on August 28, 2008, to discuss the department's vision and the department's current and future priorities.

2) *Assessment*. [Supports the strategic goal of curriculum and program review.]

At the September 12, 2005 faculty meeting, Marianne Kennedy, coordinator of the newly established SCSU Office of Assessment discussed changes in assessment policies including standardized student, alumni, and employer surveys and summaries needed for on-going internal assessment. In addition to standardizing questions that would be included on surveys, the Office of Assessment altered how assessment would be handled. Previous, the department distributed, collected, and analyzed assessment surveys, generally using paper format. The Office of Assessment would provide Web-based survey administration of assessment surveys, collect and maintain data, and distribute a copy of findings in Excel or SPSS format. Major department surveys of students, alumni, and employers during the past four years have been managed through the Office of Assessment with the department analyzing the data provided by the Office of Assessment.

3) *Curriculum review*. [Supports the strategic goal of curriculum and program review.]

The curriculum review included actions relating to core courses and individual programs (school media, instructional technology). The review also examined broader issues such as updating course descriptions, course rotation and incorporating core competencies.

At the December 11, 2008, faculty meeting the curriculum committee reported that it had reviewed 26 of 54 of the graduate courses; review will continue through the remaining courses. This review included revising, updating and approving course outlines and reviewing syllabi format, including that syllabi comply with Graduate School requirements.

Dr. Okobi, Practicum Coordinator, reorganized the internship documentation and updated the list of prospective host libraries (November 14, 2006). Professor Disbrow, School Media Specialist Coordinator created packets of information for student teaching. There are separate packets for students, cooperating librarians, and university supervisors. The Durational Shortage Area Permit (DSAP) students also receive packets tailored to their situation, such as entering a teaching position in a shortage area, such as school media, and intensified supervision and mentoring, compared to student teaching.

During discussions in 2006, the faculty decided to phase out the Master of Science in Instructional Technology. A sister campus (Eastern) offered its master's degree in educational technology through online courses. The resources needed to maintain the program were not justified by the enrollments and viable alternatives were available through at least two other programs in the CSU System. Instructional Technology courses that support the school media curriculum were transferred to the library science curriculum (ILS 570 *Utilizing Instructional Media* and ILS 575 *Instructional Design Principles*); Prof. HJ Kim, who had been teaching these as well as courses in information and library science, moved with the courses. At the same time, a faculty member from Communications who had been a visiting faculty in the Instructional Technology program retired. The funds that had been used for part-time faculty and equipment in Instructional Technology now could be utilized for the library science programs.

A clarification in admission to the school media certification program was made October 11, 2007: certification-only applicants must meet all requirements for admission to both the MLS program and the School of Education's certification program. Previously there was a six-credit, two course difference between the ILS courses required for certification-only and the MLS with certification. Because the School of Education's admissions criteria are lower than the MLS' admissions criteria, a student could be turned down for the MLS admission but accepted for certification-only. Furthermore, once admitted to a graduate program, the university's registration system allowed students to enroll for any course for which they met the pre-requisites. The 2007 decision, closed a potential loop-hole for a 'back-door' into the MLS degree. Now all students admitted into school media are fully admitted into the MLS degree program with certification.

4) *Admissions and graduation criteria.* [Supports the strategic goal of curriculum and program review.]

Three central criteria were considered:

- The GRE admissions requirement
- The minimum course grade and overall GPA requirement for the MLS degree
- The capstone experience (Special Project) requirement for the MLS degree.

The minimum overall GPA of 'B' (3.0) for all graduate courses and a minimum of 'B' for each course on the MLS Planned Program were passed October 11, 2007, and November 15, 2007, respectively. The GRE admissions requirement has been a recurrent discuss for the last decade. On October 11, 2007, the faculty voted that no waiver of the GRE requirement would be granted for students holding advanced degrees; students applying for admission to the MLS program must submit GRE or other graduate level placement test scores. In a subsequent faculty review and the discussion of the GRE requirement, the faculty voted on September 25, 2008, that the GRE will not be required of applicants with an undergraduate GPA of 3.5 or higher. The undergraduate grade point average (GPA) for students admitted to the program has averaged 3.2 the past five years and the Graduate Record Exam (GRE) scores have averaged 4.5 or better for Analytical, 550 or better for Quantitative and for Verbal (*see Table IV-7*). The

question became one of access: are we limiting access by requiring an exam that has been problematic for some applicants in terms of timing, cost, anxiety.

On May 14, 2009, the faculty voted that admissions criteria would consist of:

- GPA earned for undergraduate work. The Graduate Studies office requires a 3.0 for admission
- The admissions essay*
- Work and other experience
- Letters of recommendation*
- GRE scores

**In the letters and essay we are specifically looking for statements that address the applicant in terms of demonstrated scholarship, professional attitude, integrity, leadership, and service (SAILS).*

A conditional acceptance would be available for those who do not meet minimum undergraduate GPA requirements. The MLS program's conditional acceptance criteria exceeds the Graduate School's minimum requirements: ILS requires a minimum 3.5 overall grade average with no individual grade lower than "B" in the first three courses; the Graduate School requires a 3.0 overall grade average with no individual grade lower than "B" in the first three courses (nine credits). The conditions of admission and the time frame for meeting the conditions are stated in the letter of acceptance sent to the student.

The university's capstone experience (Special Project) and the department's capstone portfolio requirements have undergone many revisions since September 1, 2003. In May 2009, the Graduate Council approved new Special Project guidelines for applied research that parallel the Thesis guidelines; prior to this, the Special Project had limited definition (a few sentence in the Graduate Catalog) and no standardized guidelines. The ILS department closely followed the proposed revisions to the Special Project guidelines and council approval process. Although the new graduate school Special Project guidelines will not be required until Fall 2010, the ILS department adopted the new guidelines last spring; prior to this, ILS had been developing department descriptions and used the portfolio as the mechanism to document a student's major achievements in the MLS, including research and development projects. ILS considered the submission of the portfolio as meeting the Special Project requirement rather than the submission of a report on a single research-based project. With the establishment of university-wide guidelines, ILS recognized two separate submissions: the Report documenting the Special Project (research) and the portfolio documenting achievements in the MLS studies, including the Special Project.

5) *Office management.* [Supports the strategic goal of effective management.]

In 2006, in an attempt to handle expanding storage needs and to prepare for the move to temporary quarters, a office re-organization resulted in some files being lost. This incident was further complicated with a change in office staff when the department

secretary of seven years accepted another opportunity within the university and a new secretary was hired from outside of the university. In the previous decades there had been only one change in secretary and both individuals came to the department as experienced university employees. The department did not have a written procedures manual. This incident made the department keenly aware that formal procedures need to be adopted and recorded in an operations manual, which has begun as collaboration among the department chairperson, Professor Chang Suk Kim, the department secretary, Kathy Muldowney, and Professor Brown.

Some of the lost files included records of some faculty meetings and changes to course outlines and syllabi. At the December 12, 2006, faculty meeting, faculty were given a list of missing items and asked to search their own paper and electronic files for any copies of missing records. On October 11, 2007, faculty discussed the need for a departmental management information system for storage and backup of documents. To that end, Dr. Kusack researched and prepared a Proposal for Departmental Management Information Systems (DMIS) and presented it to the faculty May 27, 2007. Efforts to implement better office records management systems have met with budgetary and administrative obstacles. Funds are not available to purchase identified software for the department and current licenses for the software within the system are not available for department use; therefore we are currently using a paper file system.

6) *Budget concerns.* [Supports the strategic goal of effective management. Also supports developing support for faculty in teaching and professional activities and developing marketing strategies.]

Like the rest of higher education and the country in general, Connecticut, Southern, and ILS are continuing to feel the impact of the global financial crisis. On December 11, 2008, the department received the announcement of a 17% cut in budget. In March 2009, pay and benefit reductions for state employees, including public higher education, were used to cover budget deficiencies. On April 9, 2009, we were told the CSU Board of Trustees approved an increase of 5-1/2 to 6-1/2 percent increase in tuition and fees. It was announced on May 14 that the university had not decided which retiring faculty/staff would be replaced, but that only three-quarters of faculty retirements would be replaced and then only with one year temporary untenured track positions. In addition, only one-third of administrative/secretarial staff would be replaced. At a September 17, 2009, special meeting called with all fulltime faculty in the School of Communication, Information and Library Science, the Provost Selase Williams announced that to help meet the imposed ten percent reduction in administrative positions, the School of Communication, Information, and Library Science would be dissolved and faculty and programs relocated in other existing or reconfigured units. The Provost invited suggestions from faculty on where in the remaining academic organization their programs might be moved. The Provost stated he would announce his final decisions by the end of March 2010. The Provost has scheduled no additional meetings. The chairs of the four departments, however, have held some discussions among themselves and a Wiki was established for open discussion among the school's faculty. Discussion among

the departments was limited and the other three departments proposed new alignments that did not appear advantageous for ILS graduate program interests. Two of the departments, Journalism and Communication, have undergraduate programs only while the third, Computer Science, is primarily an undergraduate program with a small graduate program. None had the kind of rigorous accreditation process as ILS. Some proposed collaborations, such as creating a new interdisciplinary area with the theatre department, were also outside the values and expectations of a graduate professional school. As noted above, in December 2009 the ILS faculty decided to meet with the Dean of the School of Health and Human Services to discuss how ILS and its programs might fit into that school. Meetings were later expanded to include the schools of Arts and Science, Business, and Education. The Provost anticipates that the new organizational outlines will be announced by the end of March 2010.

Planning Processes and Cycles

Prior to the start of the Fall 2008 semester, the department engaged an experienced facilitator to lead a full-day faculty retreat. The purpose of the faculty retreat was to re-examine the department's vision and to update the department's strategic plan in light of the changes in university administration, completion of a new University's Strategic Plan and revisions to the University's Mission and Vision statements.

In preparation for discussions at the retreat, a set of nineteen questions (see Appendix I.A) was given to faculty. Three themes emerged from the discussions evolving from these questions:

- maintenance of quality;
- interactions with the professional community; and
- pride in what the department has been able to accomplish to meet needs of Connecticut students (and by extension, students in other geographical areas with similar needs) given the available resources and policies.

During the retreat, faculty discussed the department's vision for itself over the next five years and the department's current and future priorities. Four priorities were established:

- Measures of the department's effectiveness: assessment, outcomes, consequences
- Curriculum: reassessment based on students' needs, department vision and ALA standards
- Faculty Renewal: level of faculty participation and contribution to the department (duties, meetings, committees, deadlines, conferences, visibility)
- Visibility: budget assessment and allocation of resources for marketing, participation in national committees, CLA visibility on regular basis.

Five goals were established for the department's strategic directions over the next five years:

- 1) To empower management of the ILS program's operations

- 2) To re-evaluate and enhance curriculum and programs based on ALA Accreditation Standard II, 2008
- 3) To develop support and standards for faculty participation and contribution to the department
- 4) To develop new supports for faculty to participate in local, national, and international professional activities
- 5) To make efforts to market ILS program nationwide.

The faculty decided to meet every other week to work on the re-accreditation Program Presentation document and to discuss implementation of the action steps for each strategic direction goal as well as to monitor the work on the re-accreditation Program Presentation document.

At the September 11, 2008 meeting, action steps were added under each strategic goal. The vision statement was discussed September 25, 2008 and approved at the October 9, 2008 meeting.

Strategic Plan

The department tries to follow the basic planning documents in its curriculum development and teaching. It is important to keep the vision, mission and objectives freshly in mind as we go about our daily work. This isn't always easy, so periodically an organization needs a reminder, a rejuvenation. The strategic process and annual review do that. They also help new faculty understand our history and directions. The key documents in this process are:

The Department's Vision 2013

To be universally recognized as the provider of outstanding professional education programs for leaders in the field of information and library science, in the region, in the country and around the globe.

The Department's Strategic Directions 2008-2013

[This is the re-statement of the strategic goals, p. 19.]

To empower management of the ILS program's operations.

This strategic direction is intended to clarify department leadership roles and responsibilities, policies and procedures, and develop mechanisms for supporting these, with particular attention to the special needs of the online environment.

To re-evaluate and enhance curriculum and programs based on ALA Accreditation Standard II, 2008.

This strategic direction is intended to guide a complete review of the graduate curriculum to ensure it continues to meet needs of the profession, particularly in Connecticut and the surrounding region. There is particular attention paid to aligning courses with the ALA core competencies.

To develop support and standards for faculty.

This strategic direction is intended to clarify faculty roles and responsibilities and develop mechanisms for supporting these, with particular attention to the special needs of the part-time faculty and for faculty research.

To develop new supports for faculty to participate in local/national/international professional activities.

This strategic direction is intended to take a fresh look at a seemingly increasingly rare resource: funding for research and professional participation. Many faculty members either finance research and professional involvement out-of-pocket or try to define work and participation within the limits of available resources. The faculty does not believe it is ideal and therefore anticipate that a fresh initiative may uncover additional resources.

To make efforts to market the ILS program nationwide.

This strategic direction is intended to fill a gap in the department's past operations. Aside from efforts to bring minorities into the program, ILS has not specifically engaged in active recruitment of students. To some extent this is because the department has never experienced a shortage of applicants. Applicants tend to come through local reputation or through word of mouth from students, alumni, employers, and colleagues of our students and alumni. The faculty now recognizes that recruitment includes awareness and choice, and without recruitment activities, not all local prospective students will be aware of our program or its strengths. In particular we want to make certain more prospective LIS students in our geographic area are aware of our program and that we will be their program of choice. We also want to maintain the more diverse student population that online and hybrid courses have brought. Reaching students beyond our local geographic area has enriched the experience of faculty and students. We do not want to lose this benefit to our program.

Marketing for awareness can result in increased applications to the program. This can be managed, depending upon the number of increased applications and the sustained matriculation numbers, through adding Special (non tenure track) Appointments of fulltime faculty and then, when sustained numbers demonstrate the need, increased fulltime faculty lines.

Each of the five strategic directions has specific action steps assigned to a person or committee. These are summarized in the tables below.

1. To empower management of the ILS program's operations.

	Action Step	Person/Group Responsible	By (Yr/Mo)	Status
1.1	Clarify/interpretation of department chairperson's responsibility	Bylaws committee	2007/Oct 11	completed in bylaws
1.2	Support online teaching staff	Office of Information Technology (IT group)		continuing
1.3	Establish standards for department operations	chairperson		Initial team formed
1.4	Establish chair and coordinators roles	Bylaws committee	2007/Oct 11	completed in bylaws

2. To re-evaluate and enhance curriculum and programs based on ALA Accreditation Standard II, 2008.

	Action Step	Person/Group Responsible	By (Yr/Mo)	Status
2.1	Evaluate/assess and align courses with ALA core competencies	DCC and Std II committee	2008/Dec	26 of 54 completed
2.2	Develop or update Guidelines/Course Outlines for syllabi development	DCC and Std II committee	2008/Dec	26 of 54 completed

3. To develop support and standards for faculty.

	Action Step	Person/Group Responsible	By (Yr/Mo)	Status
3.1	Clarify faculty responsibility	Bylaws committee	2007/Oct 11	completed in bylaws
3.2	Support mechanisms for faculty research	tba		needs planning
3.3	Provide part-time faculty training in teaching online	IT group	on-going	underway

4. To develop new supports for faculty to participate in local/national/international professional activities.

	Action Step	Person/Group Responsible	By (Yr/Mo)	Status
4.1	Explore internal and external funding options for research and travel	Each faculty member	on-going	underway
4.2	Allocate budget funds for department representative to conferences	Dean	on-going	underway

5. To make efforts to market ILS program nationwide.

	Action Step	Person/Group Responsible	By (Yr/Mo)	Status
5.1	Develop a recruitment strategy based on best-practices (See Appendix I.B)	Brown	2009/Mar	completed
5.2	Compile list of professional conferences and develop a rotation schedule of representatives	Faculty and students	On-going	underway
5.3	Identify alumni in different states/countries to represent the department at state/regional conferences	tba		needs planning
5.4	Produce departmental promotional/recruiting materials in print and on CDs	tba		needs planning
5.5	Have a representative at CLA, CASL ACRL, ALISE, NELA	Disbrow; Bogel; current chair	On-going	completed

Planning for Renewal

Strategic planning is a process that must be lived. If the process is to have meaning and impact, it must be examined, applied, and revised continuously.

The 2003 Program Presentation called for periodic review and revision of department goals and objectives. It specified the importance of updating and documenting progress and assessing outcomes through self-study. The department did this in 2006-2007 by conducting internal reviews of

- The department's school media certification program as part of NCATE accreditation.

- The graduate degree and certificate programs, including the MLS degree program, as part of the regular Graduate Program review.
- The department also examined broader program responsibilities (Sixth Year Certificate programs and undergraduate program).

In 2007-2008 these issues were examined from a more integrated perspective. In 2008 the department began a closer review of specific aspects of the program. The department choice the 2008 Standards for Accreditation of Master's Programs in Library and Information Studies rather than continuing to report to the 1992 Standards. This action felt more in line with the direction the department was moving in its program assessment.

Standard II Curriculum

Introduction

The Department of Information and Library Science supports three levels of programs—undergraduate, masters and sixth year. Emphasis of resources is focused on the Master in Library Science, which includes a School Library Media certification program. Eighty-five (85.71) percent of all ILS department students are enrolled in graduate programs [SCSU Fact Book/ Counts of Majors Registered at the End of the third Week of Classes, Spring 2009 http://www.southernct.edu/departments/research/DP_CILS_LSC.htm]. Of the graduate students, 87.50 percent are matriculated into the Master of Library Science program [based on registration figures of new admits for 2007-2008]. The master's and sixth year levels share courses with the 500 level courses geared more toward the master's level and the 600 level courses geared more toward the post-master's level. The undergraduate program utilizes practitioners as part-time faculty more so than does the master's and post-MLS program. This is a cost-effective structure since the master's and sixth year programs share courses. Courses with 600 numbers tend to be more advanced and therefore are of more interest to sixth-year students but MLS students may also take these courses as part of their approved planned program. The undergraduate program is small and largely relies on practitioners as part-time instructors. The spending plan includes funds separate funds for part-time faculty based on anticipated needs for both the undergraduate and graduate programs.

The Master in Library Science degree requires completion of a total of 36 credits (or approximately 12 courses). All students in the program must complete a core consisting of six courses: *Introduction to Information Science and Technology*, *Foundations of Librarianship*, *Reference and Information Resources and Services*, *Information Analysis and Organization*, *Library Management or Management of School Library Media Centers (School Media Specialist program)*, and *Research in Information and Library Science*. Students select electives in Information and Library Science that are suited to their career goals; up to three credits outside the department may be applied toward the degree with department permission. Broad career goals are defined in the program planning tools as five specialization tracks: academic libraries, public libraries, school media specialist, special libraries, and information systems and technology. The School Media Specialist track has education requirements for certification by the State of Connecticut.

II.1 The curriculum is based on goals and objectives, and evolves in response to an ongoing 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.

ILS reviews and modifies its curriculum continuously in response to changing needs. The department undertook a major review of the field and programs at other ALA-accredited schools recognizing the increased importance of new technologies in the library and information professions. Surveys of Connecticut employers and alumni conducted by the department in 2001 and 2009 identified new skills and knowledge needed by our students. There were few common threads revealed in the 2001 survey. Two employers recommended that students should have better skills with traditional reference sources. School librarians stressed the importance of development, implementation, evaluation of lesson plans, and completing a practice experience in school media. Lack of knowledge of copyright laws and few minority candidates were also mentioned by some employers. A few also mentioned gaps in knowledge of specific vendor products and highly specialized areas that should reasonably be expected to be provided by the employer.

In the 2009 survey (*see Table IV-14 for full results*), employers said they wanted to see strong participation in profession meetings (62.5% agreed our students demonstrate this quality). They also said they wanted graduates to have the emotional skills to tolerate appropriate criticism (69.5% agreed our students demonstrate this quality).]

As the ALA prepared drafts of core competencies for beginning librarians, ILS began using corresponding competencies to demonstrated learning outcomes through students' capstone portfolio project. After a grant-funded study was done by Brown and HJ Kim, guidelines were developed for a generalized structure and a rubric constructed for assessment of contents and format. The final product has facilitated use of the portfolio as a tool to assess the MLS curriculum as well as a valuable tool for self-assessment of learning outcomes measured against the core competences. The portfolio has proved to be a rich source of evidence of student learning. It has also revealed limitations in students' knowledge of html tagging and concepts of organization of information for navigation. This information is used by the Curriculum Committee in evaluating and revising course syllabi.

In 2002, ILS began looking for a discipline-tested metric that the curriculum committee could apply in assessing curriculum coverage. The plan was to conduct a program level assessment of student learning outcomes. When the ALA Council passed a resolution defining the core competences of librarianship on February 24, 2009, ILS had already established learning outcomes based on the ALA core competences:

- Foundations of the Profession
- Information resources
- Organization of recorded knowledge and information
- Technological knowledge and skills
- Reference and user services
- Research
- Continuing education and lifelong learning

- Administration and management

At the 2008 retreat, the faculty outlined plans to align competencies with department goals. This was expressed in the goal to “*Review and enhance curriculum and programs based on ALA Accreditation Standard II, 2008, and ALA Statements of Core Competences.*” The faculty also established a priority to reassess the curriculum based on students’ needs, department vision and ALA standards.

The faculty then identified thirteen core competencies for students graduating from the MLS program based on the ALA Core Competencies of Librarianship.

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 MLS curriculum in the ILS department offers a broad array of traditional library science courses. Each MLS student is required to take a foundation of six core courses that emphasize the values and tenets of the profession and cover the eight ALA competency areas:

- *Foundations of the Profession: ILS 503* Foundations of Librarianship
- *Information resources: ILS 504* Reference and Information Resources and Services
- *Organization of recorded knowledge and information: ILS 506* Information Analysis and Organization
- *Technological knowledge and skills: ILS 501* Introduction to Information Science and Technology
- *Reference and user services: ILS 504* Reference and Information Resources
- *Research: ILS 580* Research in Information and Library Science
- *Continuing education and lifelong learning: ILS 503* Foundations of Librarianship; *ILS 504* Reference and Information Resources
- *Administration and management: ILS 565* Library Management or *ILS 562* Management of School Library Media Centers (for those on the School Library Media track)

The foundational core courses have been a hallmark of the MLS program. For over forty years students have been required to take courses that include a survey of librarianship and libraries, reference, cataloguing, management, and research. The recent adoption of the ALA Core Competencies, which align with this foundational core, validate this

continuing centerpiece of our MLS program. As technology advanced, courses and units of courses integrating information technologies were added. The traditional core has continued but with ongoing updates of syllabi to keep courses current with practice and with the addition of a technology course to the core.

All students in the MLS degree program demonstrate knowledge and skills gained in their program of study:

- completion of all courses with a grade of B or better,
- completion of an applied research project (Special Project capstone experience); and
- completion of a capstone portfolio that provides each student the opportunity to document their growth using the ALA Core Competencies.

Each student must complete a special project proposal, a special project report review, and a portfolio review to be considered eligible for graduation from the MLS program. Each student in the school library media specialist program maintains a portfolio aligned with NCATE accreditation and must meet required performance indicators.

II.3 The curriculum

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

This is accomplished through these core courses:

- ILS 501 – Introduction to Information Science and Technology
- ILS 503 – Foundations of Librarianship
- ILS 504 – Reference and Information Resources and Services
- ILS 506 – Information Analysis and Organization
- ILS 565 – Library Management
- ILS 562 – Management of School Library Media Centers
- ILS 580 – Research in Information and Library Science

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

This is accomplished through this core course: ILS 580

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

This is accomplished through these core courses: ILS 501, 504, 506, 565, 562

II.3.4 responds to the needs of a diverse society including the needs of underserved groups

This is accomplished through these core courses: ILS 501, 503, 504, 565, 562

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

This is accomplished through these core courses: ILS 501, 504, 506, 565, 562

II.3.6 provides direction for future development of the field

This is accomplished through these core courses: ILS 051, 504, 506, 565, 562

II.3.7 promotes commitment to continuous professional growth.

This is accomplished through these core courses: ILS 501, 503, 504, 565, 562

The MLS program is designed to develop the core competencies needed for entry-level librarians. Historically, ILS has derived these competencies through alumni and employer surveys, focused interviews with employers, content analysis of job ads (both Professors Brown and Liu have engaged students in these periodic analyses). The recently adopted ALA core competencies verify that ILS's findings aligned with the decade of work that involved protracted high-level discussion. ILS's program ensures every student has the knowledge for an entry-level professional position whether it be in an academic, public, special, or school library. Elective courses allow the student to broaden their knowledge base.

CORE COURSES

ILS graduate courses include the initial six core courses that are the foundation upon which the remainder of the courses build:

- ILS 501 – Introduction to Information Science and Technology
- ILS 503 – Foundations of Librarianship
- ILS 504 – Reference and Information Resources and Services
- ILS 506 – Information Analysis and Organization
- ILS 565 – Library Management or ILS 562 – Management of School Library Media Centers (School Media Specialist track)
- ILS 580 – Research in Information and Library Science

ILS 501 Introduction to Information Science and Technology [*Principles and applications of computers and information technologies in libraries and information centers*] is designed to explore and demonstrate mastery of basic concepts, principles, and applications of information technologies in library settings. ILS 501 specifically supports the following department MLS core competencies:

- The methods of assessing and evaluating the specifications, efficacy, and cost efficiency of technology-based products and services.
- The principles and techniques necessary to identify and analyze emerging technologies and innovations in order to recognize and implement relevant technological improvements.

ILS 503 Foundations of Librarianship [*The development structure and function of library/information agencies*] is designed to explore the development, structure, and function of library and information centers including the ethics, values, and foundational principles of the library and information profession. ILS 503 specifically supports the following department MLS core competencies:

- The ethics, values, and foundational principles of the library and information profession as they relate to efficient, effective, free, and open access to information for all citizens.
- The necessity of continuing professional development of practitioners in libraries; and the role of the library in the lifelong learning of patrons.

ILS 504 Reference and Information Resources and Services [*General reference sources; their content, evaluation and use. The reference process and the organization of reference and information services as they relate to different types of libraries*] is designed to explore the history and development of reference service, the organization of information for access, and the use and critical evaluation of reference materials in all formats. ILS 504 specifically supports the following department MLS core competencies:

- Concepts, issues, and methods related to the acquisition and disposition of resources, including evaluation, selection, purchasing, processing, storing, and de-selection.
- Concepts, issues, and methods related to the management and maintenance of collections.
- The concepts, principles, and techniques of reference and user services that provide access to relevant and accurate recorded knowledge and information to individuals of all ages and groups.
- The methods used to interact successfully with individuals of all ages and groups to provide consultation, mediation, and guidance in their use of recorded knowledge and information.

ILS 506 Information Analysis and Organization [*Analysis and description of library collections in various types; creating bibliographic records and databases. Shared*

cataloging and universal bibliographic control. National standards for cataloging, classification systems, authority files, MARC and metadata] is designed to explore the analysis and description of library collections in various types, including the fundamental principles of descriptive cataloging and the importance of description in the provision of information services, the importance of subject analysis and classification in information retrieval, and application of international standards to create and modify MARC bibliographic records. ILS 506 specifically supports the following department MLS core competencies:

- The principles and systems involved in the organization and representation of recorded knowledge and information.
- The developmental, descriptive, and evaluative skills needed to organize recorded knowledge and information resources.

ILS 565 Library Management [*An examination of the general principles and practices of library management*] and ILS 562 [*The school LMC is examined in the context of modern educational systems. Organization, administration, and services are discussed.*] are designed to explore the general principles and practices of library management. ILS 565 specifically supports the following department MLS core competencies:

- The principles and concepts of planning and managing the effective operations in libraries, including services and programs, human resources, budgets, and public image.
- The concepts behind, issues relating to, and methods for, principled, transformational leadership.
- The necessity of continuing professional development of practitioners in libraries; and the role of the library in the lifelong learning of patrons.

ILS 580 Research in Information and Library Science is designed to explore the importance of research in the creation of new knowledge, including demonstrating the research cycle, analyzing and critically evaluating existing research, and identifying an area of study and planning to conduct empirical research. ILS 580 specifically supports the following department MLS core competencies:

- The techniques and methods used to investigate and analyze problems and create appropriate responses or solutions.

The core courses are offered every semester: Fall, Spring, Summer.

ELECTIVES

ILS offers a range of electives that support career goals including children's and YA librarian, subject specialist, technical services, digital librarian.

[Please find in Appendix II.C a chart showing when each elective has been offered since Spring 2007. Please note, when a course either needs to be cancelled due to very low enrollment or is offered with low enrollment, the faculty considers whether the course should be offered less frequently. Any course that cannot generate sufficient enrollment in a two-year rotation cycle becomes a candidate for significant revision or removal from the curriculum. This is addressed through consultation between the chair, the instructor and if necessary the Curriculum Committee.]

The department offers:

Six electives that cover materials and services:

- ILS 511 -- Materials for Children
- ILS 512 -- Materials for Young Adults
- ILS 514 -- Material and Services for Adults
- ILS 515 -- Library Service to Special Groups
- ILS 521 -- Children's Services in the Public Library
- ILS 522 -- Young Adult Services in the Public Library
- ILS 593 -- Reader's Advisory Services

Two courses dealing with the history of the written tradition:

- ILS 517 -- History of Children's Literature
- ILS 518 -- History of Books and Printing

One course that covers collection development and acquisitions:

- ILS 519 -- Collection Development

A series of technology and tools courses:

- ILS 530 -- Information Systems Analysis and Design
- ILS 531 -- Indexing and Abstracting
- ILS 532 -- User-Centered Database Design and Development
- ILS 534 -- Technology and Libraries
- ILS 535 -- Resources Sharing and Library Networks
- ILS 539 -- Multimedia Interface Design
- ILS 542 -- Management Information Systems in Libraries
- ILS 695 -- Online Information Retrieval

Four courses based on type of agency:

- ILS 560 -- College and University Libraries
- ILS 561 -- Public Libraries
- ILS 562 -- Management of School Library Media Centers

ILS 564 -- Special Libraries and Documentation Centers

A management series:

- ILS 565 -- Library Management
- ILS 566 -- Library Personnel Management
- ILS 568 -- Library Public Relations

Advanced core skills:

- ILS 604 -- Advanced Reference Materials and Services
- ILS 606 -- Advanced Cataloging and Classification

A series of courses based on subject area:

- ILS 615 -- Humanities -- Literature and Sources.
- ILS 616 -- Social Sciences -- Literature and Sources.
- ILS 617 -- Science-Technology -- Literature and Sources
- ILS 618 -- Business Information -- Literature and Sources
- ILS 619 -- Medical Bibliography and Libraries
- ILS 620 -- Legal Bibliography and Libraries
- ILS 621 -- Government Publications

A series of courses focusing on electronic resources and preservation:

- ILS 642 -- Management of Electronic Resources and Services
- ILS 650 -- Preservation of Library Materials
- ILS 655 -- Digital Libraries
- ILS 656 -- Information Architecture

Courses dealing with the behavioral, cognitive, or affective aspects of humans and their information environments:

- ILS 537 -- Information-Seeking Behavior
- ILS 538 -- Computer-Mediated Communications in Libraries

And an instructional technology series:

- ILS 570 -- Utilizing Instructional Media
- ILS 575 -- Instructional Design Principles

Courses designed to meet local needs:

- ILS 597 -- Introduction to Archival and Museum Work
- ILS 599 -- Records Management

And professional experience and special studies courses:

- ILS 582 -- Library Science Practice
- ILS 585 -- Field Project
- ILS 685 -- Field Project
- ILS 599 -- Special Topics
- ILS 600 -- Independent Study

ILS 692 -- Issues in Library and Information Studies
ILS 693 -- Contemporary Issues in School Library Media Centers
ILS 581 -- School Media Specialist Practice

SCHOOL LIBRARY MEDIA

The State Department of Education publishes the outcomes required of a School Media Specialist. As part of the program review required by the Graduate Council on campus, the faculty of the School Media Specialist program adopted these outcomes as our program goals. As with all goals, it is necessary to identify how they shall be achieved.

The following is a list of the requirements mandated by the State of Connecticut and our program, and a list of the courses required by the program that fulfills those goals:

Initial Educator Certificate Requirements

- Design, implementation and evaluation of media programs. Media programs here are defined as all instructional and other services furnished to students and teachers by a media center and staff.
 - Course(s) that fulfill the goal:
 - *EDU 566 – Media Utilization and Curriculum*
- Evaluation, selection, acquisition, organization, production and retrieval of media.
 - Course(s) that fulfill the goal:
 - *ILS 506 – Information Analysis and Organization*
 - *ILS 511 – Materials and Services for Children*
 - *ILS 512 – Materials and Services for Young Adults*
 - *ILS 570 – Utilizing Instructional Media*
 - *EDU 566 – Media Utilization and Curriculum*
- Teaching students, staff, and faculty to utilize media and its accompanying technology by applying valid instructional methods and techniques.
 - Course(s) that fulfill the goal:
 - *ILS 501 – Introduction to Information Science and Technology*
 - *ILS 570 – Utilizing Instructional Media*
 - *ILS 575 – Instructional Design Principles*
 - *ILS 655 – Digital Libraries*
 - *EDU 566 – Media Utilization and Curriculum*
- Assisting students and teachers in the interpretation of print and non-print materials.
 - Course(s) that fulfill the goal:
 - *ILS 504 – Reference and Information Resources and Services*
 - *ILS 511 – Materials and Services for Children*
 - *ILS 512 – Materials and Services for Young Adults*
 - *ILS 539 – Multimedia Interface Design*
 - *EDU 566 – Media Utilization and Curriculum*

- Application of principles of administration and supervision for effective leadership and operation of the school media center program.
 - Course(s) that fulfill the goal:
 - *ILS 562 – School Library Media Centers*
 - *ILS 581 – School Media Specialist Practice*
- Formulation of the educational specifications and contributions to the design of school media facilities.
 - Course(s) that fulfill the goal:
 - *ILS 562 – School Library Media Centers*

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.

Students accepted into the MLS and School Media Specialist programs must complete a planned program of study that is approved by their advisor, the department chairperson, and the Graduate School designee; for School Media Specialist, the School of Education designee also needs to sign. Students in the MLS program declare a career track of academic, public, school, special, or information systems and technology.

Students are expected to discuss their career goals with their assigned advisor and to choose electives that support those goals. Students may take, with approval, three credits outside ILS courses. Certain courses have been pre-approved such as SED 594 Adaptive Technology: Individual with Multiple Disabilities and IDS 533 Grantwriting and Funding Sources. If department, university, or personal conditions arise that require that Planned Program of study to be changed, the student, after consulting with the advisor, files an official Change in Planned Program request.

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.

An internship is strongly recommended for all MLS students who haven't worked in libraries. Students with experience are strongly advised to seek an internship that will broaden their background, such as in a different type of library or in a specialized unit of a library. Students seeking experience in technology-driven areas such as digital librarianship are advised to complete appropriate electives (such as library automation,

resources sharing and library networks, preservation, digital libraries) prior to beginning their internship.

To qualify for a professional work experience (ILS 582) the students needs to:

- Be matriculated into the Master of Library Science (MLS) program
- Have completed the initial four core courses (ILS 501, ILS 503, ILS 504, ILS 506)
- Have completed one of the following, as appropriate for the planned internship:
 - ILS 560 College and University Libraries
 - ILS 561 Public Libraries
 - ILS 564 Special Libraries and Document Centers
 - ILS 619 Medical Bibliography and Libraries
 - ILS 620 Legal Bibliography and Libraries

The student will be able to perform in the following areas:

- Technical Services – including subject heading selection, participation in decision-making on classification numbers and book selection.
- User Services – including reference service to library patrons, literature searching, bibliographic compilation.
- Administrative Operation – including compilation of reports and surveys.
- Public Services – including observation at service desks (reference, access, etc.), participation in program planning, public relations and library displays.

(See Appendix II.A for the evaluation form used to assess student performance.)

ILS 582 Library Science Practice is planned, in most cases, to comprise 150 hours (3 credits) or 300 hours (6 credits) during the course of one academic semester (only 3 credits can count toward the MLS degree). Students who apply for Library Practice for six credits are expected to spend no less than 15 hours per week at the cooperating institution in a work schedule that involves no less than 4 hours per day; for 3 credits, students are expected to spend no less than 10 hours per week at the cooperating institution in a work schedule that involves no less than 5 hours per day.

ILS 581 School Media Specialist Practice is a planned professional work experience in a school media center with a Beginning Support and Education Training (B.E.S.T.)* school media specialist; and must meet all Department of Education student teaching requirements. School Media Specialist Practice is a 10-week practicum for 6 credits during the course of one academic semester. In addition, Connecticut residents attend 3 on-campus seminars, the first being in the semester prior to student teaching.

**The Beginning Support and Education Training (B.E.S.T.) is in the process of being replaced with the Teacher Educator Academic Mentor (T.E.A.M)*

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

Electronically offered courses that lead to the MLS degree both support and extend the roles of the ILS department and Southern Connecticut State University. In 1996 ILS set as a goal to continue efforts in accommodating students residing at distances from campus. In spring 1996, distance education initiatives included off-campus meetings at locations in the far western and far eastern parts of the state (a total of 5 courses), concentrated courses on-campus on Saturdays (2 courses), and electronic attendance (1 course). In addition, various faculty members began using email to extend office hours and listserv technology to extend classroom discussion.

To meet needs of students unable to attend a required course when scheduled, a course was offered via the Web in spring 1996. To test the viability of online delivery the faculty member conducted a learning outcomes comparison between the students taking the course online and those taking the course on campus. No difference was found between learning outcomes of the two groups. In spring 1999, ILS offered four courses online through *OnlineCSU*, an initiative of the Board of Trustees of the Connecticut State University begun in Fall 1998.

The ILS department does not have separate online and on campus programs. All courses use the same syllabus and have the same content. ILS has online offerings and on campus offerings with the same requirements.

Originally, online offerings accomplished two things. They saved faculty travel to remote sites and they made it possible for low enrollment (and often cancelled) courses, to be available to a wider audience. Online courses also made the MLS available to students with commuting, work, and family care concerns. The same faculty, chairperson, and dean are responsible for both on campus and online courses. Qualified graduate students may assist with course management.

The ILS department's admissions and exit requirements can be found in the Graduate Catalog and the department's website. Students are admitted to the Master of Library Science program based on academic transcripts, Graduate Record Exam scores, letters of recommendation, and a personal statement. Matriculated students are then free to take courses in their planned program on campus or online.

Every student is expected to remain informed of department and university policies and procedures. The official site for department information is the department website [<http://www.southernct.edu/ils/>]. Students are expected to become familiar with the Student-University Relations section of the Student Handbook. This section includes the Student Bill of Rights, Procedure for Handling Student Grievances, and Procedure for Handling an Act of Discrimination, Sexual Assault, Sexual Harassment, Academic Honesty, Student Responsibilities, Policy Regarding Racism and Acts of Intolerance, Student Code of Conduct, Alcohol and Drug Policies, Student Use of Computer Systems and Networks, and other information for students. The Handbook is available from the Office of University and Student Affairs and online. Policies on plagiarism, inappropriate

behavior in electronic communication, and disabilities are published on the department's website, in the Student Handbook, and often in individual course syllabi.

All students in graduate degree or certification programs in the ILS department are required to prepare and submit a capstone portfolio in their final semester of coursework and prior to completing all degree or certification requirements. Included in the portfolio for the MLS degree is a special project that requires the application or drawing together of knowledge and skills acquired in the graduate program. Students must pass a portfolio review and the Special Project to be considered eligible for the MLS degree.

To determine program success, outcome measures are handled at the classroom level. For example, instructors of the core courses are responsible for assuring each student meets the minimum skills and knowledge required in more advanced courses in the curriculum. The course grade has been used as the measure of success in a course (those students who receive a B or better have mastered the minimum skills and knowledge). Students who do not master minimum skills may be issued an incomplete for the course until minimum skills/knowledge are obtained, asked to repeat the course, or be referred to the faculty advisor to assess aptitude for the profession. While this system turned out graduates viewed as well prepared by employers, it did not serve the department in documenting a fuller picture of student accomplishments or the student in presenting competitive credentials to prospective employers. In order to better articulate and document student outcomes, the department instituted a portfolio requirement for all programs (see discussion of the portfolio on pg. 39). The ultimate indicator of program success is the success of students in the work place. This is measured through employer surveys and feedback from librarians at conferences and professional meetings. Success is also indirectly visible in unsolicited and frequent student comments comparing the MLS experience at Southern with the ones colleagues/friends have had at other ALA-accredited schools. Here are two recent examples:

"I, too, think this class takes a lot of time and effort, but it's been well worth it. I have friends who have gotten their recent MLSs from other schools, ones with very good reputations, where there is no requirement to do a special project and create a capstone portfolio. When I tell them what SCSU requires, my friends say how glad they are they didn't have to do that, but I think they've really missed out on something important."

"I could relate to what you said about the difference between SCSU and other schools. I have a friend working in one of the libraries where I regularly subbed who began MLS work at another school at the same time I started. We kept comparing notes. His eyes bugged out when he saw the hard copy of the print reference sources my group and I had created. He also didn't have to do those challenging sets of reference questions. In cataloging he didn't have to request the cataloging department's permission to use the Dewey Decimal books, or do all the LOC cataloging exercises. (What did they teach him?) I haven't subbed in that library for quite a while, so I haven't talked to him lately, but I know that he didn't

have to do a special project or thesis, all he had to do was finish classes. I'm not jealous! I feel that I have been better prepared, and I know I'll be a better librarian than if I'd gone the other route. I also know that the library staff took note of the difference between the requirements and were impressed with SCSU's program."

Findings from a variety of surveys reinforce the positive aspects of the program and curriculum. Of the students responding to the NEASC [New England Association of Schools and Colleges] self study survey, 92% agree that the program of online courses leading to the MLS degree represent the rigor and breadth of the degree; and 86 % agreed that the courses are coherent and complete. From the course surveys students made a large number of positive comments about the program. However, only 64% of the students and 13% of the faculty/administrators agree that the University assures that electronically offered programs and courses provide consistent quality.

According to the NEASC self study survey qualitative data, many students are content with the courses offered online but some also desire a greater number of summer courses. Students are happy with the quality of the courses but are concerned about cutbacks in state spending which will reduce the number of courses offered. Most students believe that the curriculum and courses are of excellent quality, well designed, practical and more rigorous than campus-based courses and that offering these courses online to students who live at a distance from the university is a definite plus.

Surveys were conducted as part of self-studies for the Committee on Accreditation and for internal Graduate School and Academic Programs assessment as well as other accrediting self-studies (NCATE, NEASC). Until recently the methodologies varied with the requirements of each study and perceptions of information needed by the department. In 2008 (Is that the right year?) the Office of Planning and Assessment in collaboration with the Graduate School standardized survey questions across departments. This standard survey format should provide a good basis for comparison between disciplines and over time within departments.

<i>Type of Survey</i>	<i>Academic Year in which survey was conducted</i>						
	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004	Other
Student Satisfaction	Fall Spring		Fall Spring				Spring 2002
Alumni Satisfaction	Spring						Undated
Faculty Satisfaction	Spring		Spring				
Employer Satisfaction	Summer						Spring 2001
Ethics Survey		Spring					

Distance Education							Undated
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All student, alumni, and employer surveys are now conducted out of the Office of Assessment and Planning using a base set of questions determined by the university. Each department can add additional questions. Surveys are Web-based. The data set and initial analysis is returned to the departments for additional analysis.

	<i>Program Review Cycle involving the MLS Program</i>						
<i>Type of Survey</i>	Last Review	2009-2010	2010-2011	2011-2012	2012-2015	2015-2016	Review Cycle
ALA	2003	x					7 years
Graduate Program	2007		x			x	5 years
Academic Assessment	2001		x			x	5 years
NEASC	2001; 2006			x		(5 year report)	10 years (5 year report)
Distance Learning (NEASC)	2002; 2007			x		(5 year report)	10 years (5 year report)
NCATE	2009					x	7 years

II.7 The curriculum is continually reviewed and receptive to innovation;

Approximately each seven to ten years, the curriculum is reviewed in toto, taking about 2-3 years to complete. In between, individual courses or focused groups of courses are considered as needed. Minor courses revisions are conducted as needed to update a course description, course outline, or course title. Modifications (innovations) can come about due to technology, trends in the field, or other appropriate concerns.

its evaluation is used for ongoing appraisal, to make improvements, and to plan for the future.

Of constant and considerable interest is the potential for overlaps or gaps in content than can creep into courses as individuals develop and revise the course outline into personalized course syllabi. When decisions are needed that could

affect course outlines or descriptions, the discussion is conducted in Curriculum Committee, then in the general faculty meeting.

Evaluation of the curriculum includes assessment of students' achievements and their subsequent accomplishments.

The primary means of assessment of student learning outcomes is the course instructor since it is the professor offering the course who has the most detailed insight into each student's learning. Assessment across sections is facilitated when professors teach multiple sections, a pattern that is normal and common. When there are different instructors, good communication between the teachers helps to maintain balanced and equitable assessment across sections. Instructors do not normally assess individual papers from classes they do not teach, however. The portfolio, however, has become a powerful tool, especially for outside evaluators, for comparison of work among students in a course, among different sections of the same course, and of a course across time. It also permits a certain amount of assessment of possible gaps and apparent overlaps in learning.

Evaluation involves those served by the program: students, faculty, employers, alumni, and other constituents.

Program assessment is conducted through individual course evaluation by students at the end of the course. The department also periodically conducts satisfaction surveys of students, alumni, employers, and ILS faculty. The university has standardized the core questions in all surveys, but individual departments can add additional questions. The surveys are now conducted through Web-based surveys, which are managed by the university's assessment office.

Each student in the MLS program prepares a portfolio. The purpose of the digital portfolio is to provide students with a capstone experience that synthesizes much of what they have learned into an integrated whole that demonstrates the competencies they are taking with them into the job market.

The prescribed portfolio brings faculty mentoring and student accomplishments together. Students select papers and projects to include in their portfolio that demonstrate their acquisition of core competencies. The selection process gives the student an opportunity to reflect on the values and skills they learned, thus contributing to a heightened sense of pride and satisfaction. Giving the portfolio a uniform structure and linking it to nationally established core competencies helps to facilitate individual and program assessment.

The MLS portfolio provides the student the opportunity to document their growth in the knowledge and abilities expected of the beginning librarian including in the areas of: Foundations of the Profession, Information Resources, Organization of Recorded Knowledge and Information, Technological Knowledge and Skills, Reference and User

Services, Research, Continuing Education and Lifelong Learning, Administration and Management.

The purpose of artifacts in the portfolio is to document evidence of learning outcomes. The primary artifacts in the portfolio will be documents produced in the MLS courses, such as course papers and projects. Other items appropriate for the portfolio include reproductions of documents about the work, such as photos of a completed project or presentation of work at a professional association; attestations about work by professionals in the field; and productions or documents prepared especially for the portfolio, such as a list of major accomplishments or skill competencies, professional memberships, and reflective evaluations. Students are to select and arrange the items that best show their skills, competencies, and talents, especially in term of professionally established competencies for general librarianship and specializations and, if applying for SMS certification, state teacher competencies.

The portfolios provide a rich and comprehensive source of assessment not only of the individual student's attainments but of the MLS program: core competencies for the beginning generalist librarian are clearly and thoroughly represented in the portfolio.

Artifacts in the portfolio should be related to professional competencies and all core competencies should be demonstrated by artifacts. For competencies in specializations, a good variety of artifacts should be selected. In all areas, technical quality is a highest priority.

Standard III Faculty

Introduction

The ILS department has a diverse faculty with varied backgrounds and a broad range of expertise. The faculty is 55% female, 64% minority, and 50% international. The faculty holds graduate degrees from 12 different schools with ALA-accredited programs and brings subject specializations in biology, education, English, geology, history, human services, instructional technology, languages and literatures, law, journalism, and math and sciences. One member of the faculty was awarded a Fulbright Teaching and Research Fellowship, another was elected to the Connecticut Academy of Arts and Sciences.

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 enriches the quality and diversity of a program.

There are 12 full-time faculty members in the Department of Information and Library Science; 11 hold the Ph.D., Ed.D. or J.D. Of those 11, nine hold a doctorate in information/library science. All faculty members hold an ALA-accredited master's degree. A total of 12 ALA-accredited institutions are represented (Drexel, Emporia State, Florida State, Indiana, Iowa, McGill, North Carolina-Greensboro, North Texas, Pittsburgh, Southern Connecticut, SUNY at Albany, and Wisconsin).

Faculty members have experience working in school, public, academic, and special libraries and working in reference, cataloging, library administration, collection development, and other areas of library service.

Each faculty member has academic training, experience and teaching skills appropriate for the courses they teach. The Table below outlines the competencies of each faculty member in their teaching areas:

Table III-1
Recent Full-time Faculty Coverage of Graduate ILS Courses

Name, Rank	2007-2008	2008-2009	2009-2010
Arlene Bielefield, Associate Professor, J.D., U Conn, 1981	Foundations of Librarianship (503), Collection Development (519), Public Libraries (561), Personnel Management (566), Public Relations (568)	Foundations of Librarianship (503), Collection Development (519), Public Libraries (561), Management (565), Personnel Management (566), Public Relations (568)	Foundations of Librarianship (503), Collection Development (519), Public Libraries (561), Copyright (599)
Gayle Bogel, Assistant Professor, Ph.D., U North Texas, 2008		Foundations of Librarianship (503), School Libraries (562), Media Utilization and Curriculum (566), Issues: School Libraries (693)	Foundations of Librarianship (503), YA Services (522), Media Utilization and Curriculum (566), Issues: School Libraries (693)
Mary Brown, Professor, Ph.D., Drexel, 1994	History of Books (518), Information Behavior (537), Archival and Museum Work (599), Evaluation and Research (680)	History of Books (518), Information Behavior (537), Digital Libraries (655), Evaluation and Research (680)	Indexing and Abstracting (531), Digital Libraries (655), Information Architecture (656), Research in ILS (580)
Nancy Disbrow, Associate Professor, Adv. Cert., Fairfield U, 1979	Materials for Children (511), History Children's Literature (517), Materials for YAs (512), Children's Services (521)	Materials for Children (511), Materials for YAs (512), Children's Services (521)	Materials for Children (511), Materials for YAs (512), History Children's Literature (517), Children's Services (521)

Chang Suk Kim, Associate Professor, Ph.D., U Wisc, 2002	Cataloguing (506), Systems Analysis (530), Information Behavior (537)	Cataloguing (506), Evaluation and Research (680)	[Chairperson]
Hak Joon Kim, Associate Professor, Ph.D., Indiana U, 1998	Intro to Information Science and Technology (ILS 501), Database Design (532), Instructional Media (570), Instructional Design (575)	Intro to Information Science and Technology (501), Instructional Design (575)	Intro to Information Science and Technology (501), Instructional Design (575)
James Kusack, Professor, Ph.D., Indiana U, 1984	Academic Libraries (560), Management (565)	Academic Libraries (560), Management (565)	Academic Libraries (560), Management (565)
Yan Liu, Associate Professor, Ph.D. U Wisc, 1999	Intro to Information Science and Technology (501), Foundations of Librarianship (503), Indexing and Abstracting (531), Multimedia Interface Design (539) Digital Libraries (655)	Intro to Information Science and Technology (501), Multimedia Interface Design (539), Digital Libraries (655)	Intro to Information Science and Technology (501), Digital Libraries (655)
Jane McGinn, Professor, Ph.D., U Pittsburgh, 1995	School Libraries (562), Media Utilization and Curriculum (566)	Media Utilization and Curriculum (566)	[<i>Women's Studies</i>]

Elsie Okobi, Associate Professor, Ed.D., Nova Southeast U, 2003	Reference (504), Automation (534), Web 2.0 (599)	Reference (504), Services for Adults (514), Automation (534), Public Libraries (561), Records Management (599)	Foundations of Librarianship (503), Reference (504), Services for the Underserved (515), History of Books (518), Technology and Libraries (534), Online Information Retrieval (695)
Josephine Sche, Professor, Ph.D., Florida State, 1983	[Chairperson], Preservation (650)	[Chairperson], Preservation (650)	Preservation (650), Reference (504), Cataloguing (506), Advanced Cataloguing (606)
Eino Sierpe, Associate Professor, Ph.D., McGill U, 2002	Reference (504), Cataloguing (506), Advanced Cataloguing (606), Evaluation and Research (680)	Foundations of Librarianship (503), Reference (504), Cataloguing (506), Indexing and Abstracting (531), Evaluation and Research (680)	Foundations of Librarianship (503), Cataloguing (506), Information Behavior (537), Research in LIS (580)

The department recognizes that involvement in outside organizations improves knowledge of current library issues and practices. It also alerts the faculty to technological changes taking place in the information professions. This involvement enhances overall quality of teaching and research while it improves communication with the communities we serve. The ILS department faculty is highly active in professional organizations at the local, state, national and international level. In addition, faculty members are highly visible and active in SCSU committees. All are members of more than two LIS professional associations; all held more than two committees in these organizations. Some are members in at least two professional associations outside SCSU.

The ILS has a strong pool of highly qualified practitioners from academic, public, school, and special libraries who help achieve program goals and objectives. Part-time faculty provides the program with expertise to round out the program's goals and objectives. They are selected for their education, background, experience and ability to teach classes the full-time faculty is unavailable to teach during a given semester. As

practicing librarians, the part-time faculty contributes rich and varied experience through their diverse backgrounds.

Table III-2
Recent Part-time Faculty Coverage of ILS Courses

Name, Position	Organization	Course	Last taught
Nisa Bakkalbasi, Electronic Collections Librarian	Yale University Libraries	Management of Electronic Resources and Services (ILS 642)	Fall 2009
Terry Ballard, Automation Librarian	Quinnipiac University	Intro to Information Science and Technology (ILS 501)	Spring 2009
Kelly Barrick, Social Science Library	Yale University Libraries	Reference (ILS 504)	Fall 2009
Sally Doyen, Superintendent of Schools	Portland CT School District	Instructional Design (ILS 575)	Fall 2009
Kevin Glick, Digital Archivist	Yale University Libraries	Digital Memorials and Cultural Archives (ILS 599)	Winter 2010
Charles Greenberg, Librarian, Cushing/Whitney Medical Library	Yale University Libraries	Medical Bibliography (ILS 619)	Spring 2010
Howard McGinn, Dean of University Libraries	Seton Hall University	College & University Libraries (ILS 560)	Summer 2009
Lynda Shoup, School Media Specialist	Southbridge MA Public Schools	Management of School Media Centers (ILS 562)	Fall 2009
Priscilla Ubysz, Manager, Information & Learning	Pratt & Whitney; United Technologies	Special Libraries (ILS 564)	Spring 2010
Gary Wasdin, Assistant Dean, Gorgas Library Access & Information Services	University of Alabama Libraries	Resource Sharing and Library Networks (ILS 535)	Spring 2010

The Collective Bargaining Agreement set a goal of a 20 percent cap on part-time faculty. Exceptions are permitted under 10.8 (Part-time Faculty Percentage) and 10.84 of the Collective Bargaining Agreement (August 25, 2007-August 25, 2011) when a faculty member is on leave.

Table III-3
Utilization of Fulltime and Part-time Faculty

Year	Semester	#MLS courses offered	#taught by PT faculty	% taught by PT faculty	#FT** teaching in Summer	%FT** teaching in Summer
2010	Spring*	32	4	12.50		
2009	Fall*	32	8	25.00		
2009	SUMMER	18	0.5	2.78	11	91.67
2009	Spring*	29	7	24.14		
2008	Fall*	33	7	21.21		
2008	SUMMER	18	2	11.11	9	75.00
2008	Spring*	32	10.5	32.81		
2007	Fall	31	4	12.90		
2007	SUMMER	18	0	0.00	9	75.00
2007	Spring	31	4.5	14.52		
2006	Fall	31	3.5	11.29		
2006	SUMMER	14	0	0.00	7	58.33
2006	Spring	32	2.5	7.81		
2005	Fall	29	2	6.90		
2005	SUMMER	15	0	0.00	11	91.67
2005	Spring	29	3	10.34		
2004	Fall*	32	7	21.88		
2004	SUMMER	15	0	0.00	10	83.33
2004	Spring	30	2	6.67		
2003	Fall	34	2	5.88		
2003	SUMMER	18	2	11.11	9	75.00

*Semesters in which faculty were on leave (Sabbatical, Fulbright, administrative)

**out of 12 fulltime faculty members

ILS fulltime faculty members are capable of covering 51 (94%) of the 54 courses in the catalogue. Courses in Table III-4 below are listed under their principal competency area. Also indicated are the percent of offerings taught by an adjunct over the past three years.

Table III-4
Faculty Coverage of Core Competences and ILS Courses
[with percent of sections taught by adjunct faculty Summer 2007-Spring 2010]

Foundations of the Profession		
44.15%	ILS 503 Foundations of Librarianship	All
0%	ILS 517 History of Children's Literature	Disbrow
0%	ILS 518 History of Books and Printing	Brown, Okobi
0%	ILS 599 Intro to Archival and Museum Work	Brown
Information Resources		
21.74%	ILS 504 Reference & Information Resources & Services	Okobi, Sche, Sierpe
0%	ILS 511 Materials for Children	Bogel, Disbrow
0%	ILS 512 Materials for Young Adults	Bogel, Disbrow
0%	ILS 514 Materials and Services for Adults	Okobi
0%	ILS 519 Collection Development	Bielefield
100.00%	ILS 535 Resource Sharing and Library Networks	Okobi
0%	ILS 599 Multicultural Resources/Services for Adults	McGinn
100.00%	ILS 604 Advanced Reference Materials & Services	Okobi
0%	ILS 615 Humanities Literature and Sources	Okobi
0%	ILS 616 Social Sciences Literature and Sources	Liu
0%	ILS 617 Science-Technology Literature and Sources	Brown, Sche
100.00%	ILS 618 Business Information Literature and Sources	Sche
100.00%	ILS 619 Medical Bibliography and Libraries	
100.00%	ILS 620 Legal Bibliography and Libraries	Bielefield
[n/a]	ILS 621 Government Publications	
Organization of Recorded Knowledge and Information		
0%	ILS 506 Information Analysis and Organization	CKim, Sche, Sierpe
0%	ILS 530 Information Systems Analysis and Design	Brown, CKim, Okobi
0%	ILS 531 Indexing and Abstracting	Brown, Liu, Sierpe
0%	ILS 599 Introduction to Records Management	Okobi
0%	ILS 606 Advanced Cataloging and Classification	CKim, Sche, Sierpe
Technological Knowledge and Skills		
14.81%	ILS 501 Intro to Information Science and Technology	CKim, HKim, Kusack, Liu
0%	ILS 532 User-Centered Database Design & Development	HKim
0%	ILS 534 Technology and Libraries	Okobi

100.00%	ILS 535 Resource Sharing and Library Networks	Okobi
0%	ILS 538 Computer-Mediated Communications	Sierpe
0%	ILS 539 Multimedia Interface Design	Liu
50.00%	ILS 599 Web 2.0	Okobi
87.50%	ILS 570 Utilizing Instructional Media	HKim, McGinn
100.00%	ILS 642 Management of Electronic Resources & Services	Okobi, Sche
0%	ILS 650 Preservation of Library Materials	Sche
0%	ILS 655 Digital Libraries	Brown, Liu
0%	ILS 656 Information Architecture	Brown
Reference and User Services		
18.18%	ILS 504 Reference and Information Resources & Services	Okobi, Sche, Sierpe
0%	ILS 514 Materials and Services for Adults	Okobi
0%	ILS 515 Library Service to Special Groups	Okobi
0%	ILS 521 Children's Services in the Public Library	Disbrow, McGinn
0%	ILS 522 Young Adult Services in the Public Library	Disbrow, McGinn
0%	ILS 537 Information-Seeking Behavior	Brown, CKim, Sierpe
0%	ILS 593 Reader's Advisory Services	Okobi
0%	ILS 599 Outreach Services in Public Libraries	McGinn
0%	ILS 693 Issues in School Library Media Centers	Bogel
0%	ILS 695 Online Information Retrieval	Okobi
0%	EDU 566 Media Utilization and Curriculum	Bogel, McGinn
Research		
4.35%	ILS 680 Evaluation and Research	Brown, CKim, HKim, Sierpe
Continuing Education and Lifelong Learning		
11.11%	ILS 575 Instructional Design Principles	HKim
Administration and Management		
4.55%	ILS 560 College and University Libraries	Kusack
14.29%	ILS 561 Public Libraries	Bielefield, McGinn
0%	ILS 562 School Library Media Centers	Bogel, McGinn
100.00%	ILS 564 Special Libraries and Documentation Centers	Okobi
0%	ILS 565 Library Management	Brown, Bielefield, Kusack
0%	ILS 566 Library Personnel Management	Bielefield, McGinn
0%	ILS 568 Library Public Relations	Bielefield

Full and part-time faculty curriculum vitae are included in **Appendix III.A**

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.

The ILS faculty is committed to providing high-quality teaching and a varied curriculum. To this end, the department hires and promotes faculty who are dedicated to improving their teaching abilities, conducting quality research and providing service to their department, university, community and profession.

The current teaching load for full-time faculty is nine credits per semester with additional compensation for summer teaching. This course load is a reduction from the usual load of 12 credits required of most other academic departments in the University. Scheduling of classes is performed by the department chairperson, utilizing the department's rotation schedule (available at <http://www.southernct.edu/ils/courseoffering/courserotation/>), then approved by the dean. Full-time faculty members are given first choice of classes to teach and then part-time faculty are asked to fill the remaining classes in areas of their expertise. Summer teaching is optional for full-time faculty. Over the past seven summers, 58-92 percent (7-11) of the fulltime faculty have elected to teach at least one course.

While the department by-laws list five coordinators for the department, each appointed by and reporting to the department chairperson, here are currently four active coordinators: Undergraduate Coordinator, Graduate Coordinator, and School Media Specialist Coordinator. Because of a retirement in June 2009, the Professional Studies and Art of the Oral Tradition coordinators have been combined. Their responsibilities are:

- Describe the program to prospective students;
- Propose course rotations;
- Propose addition or elimination of courses in the program;
- Act as advisor to students and to other advisors in the program;
- Implement program changes approved by Department Curriculum Committee, School Curriculum Committee, and Graduate Council or Undergraduate Curriculum Forum;
- Serve as program representative at open houses. (per department by-laws)

Please see **Promotion and Tenure** under Section III.8. The complete P&T document is available at http://www.southernct.edu/employment/Faculty_Senate/

Faculty Development

The Office of Faculty Development serves as a support resource to assist the faculty in achieving their goals in teaching effectiveness. Their mission statement is:

The Office of Faculty Development is committed to promoting a spirit of innovation, collaboration, and love of learning, as well as enhancing a sense of collegiality among faculty as they expand their intellectual, teaching, and scholarly horizons. In pursuing these goals, the OFD works to enhance the intellectual climate and promote open and ongoing dialogue among all members of the university community. It serves as an advocate for academic initiatives and enterprises that relate to teaching and learning through a variety of programs, activities, and resources in achieving the university's mission. The vision of the OFD is to create an environment at Southern that facilitates and promotes effective teaching, professional development, research, university service, and integration of new instructional technologies.

Information about the Office of Faculty Development is located at:
http://www.southernct.edu/faculty_development/

Teaching and Learning Technologies Group, Office of Information Technology

The Teaching and Learning Technologies Group of OIT provides support for faculty development in teaching, service, and scholarship. TLTG promotes experiment and exploration of new methods of integrating technology into the teaching and learning process. It provides technical and consulting services for schools, departments, and faculty members including hardware/software evaluation, RFP preparation, purchasing quote and Licensing, training, support for Course Management System, one-on-one consulting on appropriate use of educational technology, research and implementation of the emerging technologies, online course design and development, instructional design support, survey and assessment design, web site development and other services.

The university stresses excellence in teaching, research, and service. It rewards faculty in these areas through promotions and tenure and it supports the faculty in pursuit of these goals by providing a range of support services such as grant funding, mentoring, forums, workshops and other opportunities.

ILS faculty have utilized faculty development funds for a number of projects and purposes. For example, they have been used for minority recruitment and retention, to pursue research, or attend conferences (Professor CS Kim and Professor Okobi). Professors Bogel and Kusack received a curriculum related grant to create and operate a Wiki for a pilot using this venue for communication. Small grants have also been awarded for professional preparation of posters for conferences. Like most resources on campus, funding is competitive.

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

Full-time Faculty

The ILS faculty is ethnically and geographically diverse. Six of the twelve full-time faculty members originally came from outside the U.S. Of the 12, five are Caucasian, four are Asian, two are African-American, and one is Hispanic. These backgrounds create a multicultural and international perspective to enrich teaching and learning in the department. Both Human Resources and the Office of Diversity and Equity work with the department when a vacancy occurs to assure that equitable policies and procedures are in place and implemented. A set of comprehensive documents are available from the Office of Diversity and Equity. These include:

- *Faculty Search Procedural Guidelines 9/17/08*
http://www.southernct.edu/diversityequity/uploads/textWidget/wysiwyg/documents/Faculty_Search_Procedures-final_revision_9.17.08.pdf;
- *Policies and Procedures: Affirmative Action Policy Statement 3/20/09*
http://www.southernct.edu/employment/uploads/textWidget/wysiwyg/documents/1_Aff_Act_Policy.pdf
- Search forms:
 - Affirmative Action Card
http://www.southernct.edu/diversityequity/uploads/textWidget/wysiwyg/documents/AA_Card_9.08.pdf
 - Faculty Search Plan
http://www.southernct.edu/diversityequity/uploads/textWidget/wysiwyg/documents/Faculty_Search_Plan_9.08.pdf
 - Search Report forms
http://www.southernct.edu/diversityequity/uploads/textWidget/wysiwyg/documents/Search_Report_9.08.pdf

In addition to the Office of Diversity and Equity and the Human Resources Office, the AAUP contract specifies that the university create a Minority Recruitment and Retention Program and Committee (3.4.1 – 3.4.3), p. 9 – 10. <http://www.scsuaaup.org/contract.html>

Any failure to follow these steps will result in the recruitment being cancelled. Before an offer of appointment can be made, the Office of Faculty Affairs checks for salary equity issues. The Director then specifies the responsibilities of the new faculty member in the appointment letter. The appointment letter is also vetted by Office of Faculty Affairs and by the SCSU faculty union, the American Association of University Professors. *See:* SCSU full-time faculty appointment letter in AAUP contract, p. 126 <http://www.southernct.edu/departments/aaup/thecontract.pdf>

The university and the department are committed to supporting new faculty as they begin their careers. New faculty members have an opportunity to utilize a university-wide mentoring program sponsored by the Office for Faculty Development and other support services available through university offices. First, second, and third year faculty are encouraged to participate in the programs. Department-based mentoring is less formal and more ad hoc to meet specific needs and situations.

The goals of the mentoring program are:

- Help faculty to connect for teaching, research, community connections, and other interests;
- Assist in getting acquainted to Southern's organizational culture;
- Clarify pre-tenure expectations and professional goals;
- Provide opportunities for socialization, one-on-one mentoring and dialogue in a supportive environment; and
- Assist faculty with their scholarship and teaching.

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

The faculty have a proven track record of competence, professional involvement and expertise in their designated teaching areas.

Faculty member	Teaching areas	Degree / Practice Areas	Technology awareness*	Organization participation
Arlene Bielefield	Collection development; public libraries; management; copyright	LIS; law; public libraries; administration; patron services	Copyright website	ALA, CT Library Association, Southern CT Library Council
Gayle Bogel	Youth services; school media	LIS; teaching; school media; learning resources and learning; children's librarian; web librarian	Wiki; video streaming; digital imaging; deep web content	CT Library Consortium, CT Library Association, CT Educators Computer Association, ALA, AASL, ALSC, ASIS&T, ALISE, AECT, ISTE, ASCD, AERA

Mary Brown	Research; information behavior; information architecture	LIS; Science & math; psychology computing; K12 education; publishing; research	Web design and navigation	
Nancy Disbrow	Children's & YA literature and services; media	LIS; educational media;	Instructional media; multimedia	ALA, ALSC, YALSA, AASL, CT Library Association, Children's Literature Association, Moveable Book Society, Children's Book History Society
Chang Suk Kim	Cataloguing; information behavior; systems; research	LIS; language and literature; education	Database design; cataloguing software	ALA, ASIS&T, ALISE, International Communications Association, IFLA
Hak Joon Kim,	Database design; instructional design and media	LIS; instructional systems; academic libraries; management	Database design and development; media utilization	ALISE, ALA, ASIS&T, Korean Society for LIS, Korean Society for Information Management; Korea Biblia Society
James Kusack	Management; academic libraries	LIS; public services; cataloguing; management; library space planning; grant writing	Wiki; space planning	ALA, CLA
Yan Liu	Digital libraries; interface design; indexing & abstracting	LIS; public libraries; management;	Digital libraries software, interface design and development,	ASIS&T, ALA, Library Society of China
Jane McGinn	School media	LIS; early childhood education; reading education; literature and allied sciences; management; public libraries;	Media utilization; Internet in the curriculum; interactive TV; networking	ALA, AASL, ALISE, CT Library Association, Association for Library Service to Children, Black Caucus of ALA, CT Education Media Association

		school media; library development; services to the handicapped; reference		
Elsie Okobi	Reference; special libraries; adult services; services to special group; networking	LIS; computer systems; geology and biology; consultant and trainer; reference	Automation; Web 2.0 services	AAIIP, AARM, SLA, CT Library Association
Josephine Sche	Cataloguing; reference; business information; science and technology information	LIS; serials; science information; business information; cataloging	Database creation (INIS); digital preservation	ALA, AAS, CEAL, ALCTS, CRLA, CALA, ALISE, Library Association of China
Eino Sierpe	Cataloguing; information behavior; reference; research	LIS; publishing; virtual reference; bibliographic consultant; acquisitions; indexing; cataloguing including Romance languages and AV materials; reference	cataloguing and indexing software	Canadian Association of Information Science

*This column heading uses the language of the Standard. All faculty use course management systems for teaching and have productivity skills (Word, Excel, etc.); this column, instead of indicating awareness, highlights use above these skills

Course evaluations using Web-based Campus Climate were first piloted in Spring 2009. Response rates in the 24 individual courses surveyed ranged from 8 to 87 percent of those enrolled with an average of 45 percent. In all, 94.36 percent of those who participated agreed that the courses were well organized and contributed to understanding of the subject. Over 88 percent agreed that Buley Library was easy to access and that staff were helpful and 82.05 percent agreed that the instructor was available for individual consultation.

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

Faculty are very active in research and scholarly activities, sharing their work with others in published articles, workshop and conference presentations.

Scholarly activities of the faculty interact with other disciplines and include as a whole a sustained record of accomplishment in teaching, research, and publication. The department, through the dean, chairperson and support of colleagues, continually encourages teaching-related research and faculty-student collaboration. Faculty members try to identify new areas for research and publication that benefit information professionals.

Individual faculty members have published in scholarly and professional journals and have authored or edited monographs. They have been invited to speak and lecture at professional and other meetings. They have submitted and received grants for programs and other scholarly activities locally, regionally, nationally, and internationally. Some of this research involves students. Faculty members, where appropriate, apply research to improve teaching and learning methodology.

Since the last ERP visit, individual faculty members have published 26 articles in scholarly and professional journals (Bogel, Brown, CS Kim, HJ Kim, Kusack, Liu, McGinn, Sche, Sierpe); 4 monographs (Bielefield, Brown, Liu), 4 book chapters (Brown, Liu, Sierpe); 4 policy documents (Sierpe); and 5 indexes (Sierpe).

They have been invited to speak and lecture at numerous professional and other meetings (Bielefield, Bogel, Disbrow, CS Kim, HJ Kim, Liu, McGinn, Okobi, Sche, Sierpe).

They have submitted (25) and received (18) grants for programs and other scholarly activities locally, regionally, nationally, and internationally (Bogel, Brown, CS Kim, HJ Kim, Kusack, Liu, McGinn, Okobi, Sche). Some of this research involves students (Brown, Liu). Faculty members, where appropriate, apply research to improve teaching and learning methodology.

Some have served as journal editors (Bogel, Liu) and been nominated for teaching awards (Brown, HJ Kim, Kusack).

Faculty members are not designated as teaching faculty or research faculty. The Collective Bargaining Agreement makes each faculty member responsible for contribution in each of the areas of teaching, creative active, university and department service, and professional participation. Further, the relationship or weight among the areas is defined as teaching (10), creative activity (5), university and department service (4), and professional participation (2) [*See Senate document, Promotion, Tenure, Renewal and professional Assessment Procedures for Faculty, Part IV Procedures for the Promotion and Tenure Committee*].

Table III-5*
Outcome Measures and Targets for Faculty Research and Scholarly Work 2004-2009: Showing percent of faculty who met or exceeded target each Academic Year

Outcome Measure	Target	AY 2004	AY 2005	AY 2006	AY 2007	AY 2008	AY 2009
Faculty will engage in research or scholarly work.	20% or more of the full-time faculty will participate in funded research over two-year academic year periods.	45%	27%	36%	27%	8%	33%
Faculty will engage in peer-review publishing. <i>*ONLY actual pub counted</i>	20% or more of the full-time faculty will submit for publication in peer-reviewed sources each year.	27%	27%	45%	18%	17%	33%
Faculty will engage in scholarly publishing. <i>*ONLY actual pub counted</i> <i>*INCLUDES peer-reviewed pub</i>	25% or more of the full-time faculty will submit for publication in scholarly sources each year.	36%	36%	64%	45%	33%	67%
Faculty will engage in presentations at professional meetings.	50% or more of the full-time faculty will submit for presentation at local, state and/or national meetings each year.	73%	55%	73%	73%	75%	25%

****NOTE: NOT ALL FUNDING AND PUBLICATIONS OR 2009 ITEMS ARE FULLY TALLIED YET***

Every ILS faculty member contributed individually to the scholarly work of the ILS faculty as a whole. Table III-6 below give the percent of Academic Years in which funding was granted, at least one peer-review article was published, at least one scholarly work was published, or at least one conference presentation was given. Additionally, other proposals or manuscripts were prepared, senior faculty mentored more junior faculty, and faculty mentored student research. Faculty also offered a number of workshops in the state and nationwide on the topics of copyright, online retrieval, oral tradition and storytelling for students, library professionals and school media specialists; and provided numerous consulting services in areas such as instructional design and technology.

Table III-6*
Contribution by Percent of AYs
In Which Funding, Publication, Presentation Took Place 2004-2009:
Showing percent of years each faculty member contributed to the department goal
[irrespective of number each YA]

	Funding	Peer-review	Publication	Presentations
Arlene Bielefield			33%	100%
Gayle Bogel**	50%	100%	100%	100%
Mary Brown	67%	33%	50%	50%
Nancy Disbrow				50%
Chang Suk Kim	33%	50%	50%	33%
Hak Joon Kim	17%	33%	50%	33%
James Kusack	17%		17%	
Yan Liu	83%	33%	100%	50%
Jane McGinn		17%	33%	67%
Elsie Okobi	17%			83%
Josephine Sche	17%	17%	33%	83%
Eino Sierpe	17%	83%	83%	83%

***NOTE: NOT ALL FUNDING AND PUBLICATIONS OR 2009 ITEMS ARE FULLY TALLIED YET**

****for 2008 and 2009 only**

Faculty publications have been recognized through 176 known citations (see Appendix III.C. for list of citations), including HJ Kim being listed among the influential author in library and information science (see Appendix III.D for Olle Persson’s citation map)

The faculty engages in a balanced variety of research and scholarship. Fulltime and part-time faculty produced over 134 publications in past five years. This includes four books, five chapters of books, 49 journal articles, 71 presentations at state, national and international levels. The average production is more than 10 per faculty member. Some articles were translated and published in foreign countries.

Publications*	Total
# of Books	4
# of Book Chapters	5
# of Scholarly or Professional Articles	49
# of Conference Presentations	71
# of Other Publications	5
Total	134

***NOTE: NOT ALL FUNDING AND PUBLICATIONS OR 2009 ITEMS ARE FULLY TALLIED YET**

Most of the research done by ILS faculty centers on the special areas they teach. Faculty received more than 23 grants since completion of the last review in 2004 and initiated or were involved in more than 18 research projects. There were an additional seven grant proposals under review or consideration at the time of this writing. The tables below describe kinds of grants received or projects funded by fulltime faculty members:

Grant Names*	# of Times
SCSU Curriculum Related Grant	13
SCSU Minority Grant	5
CSU Research Grant	5
Total	23

***NOTE: NOT ALL FUNDING AND PUBLICATIONS OR 2009 ITEMS ARE FULLY TALLIED YET**

Selected Faculty Funded Research Grants (project title and dates) from CSU system.

Funded Research Project Title (2004-2009)	Date/Year
Voices of September 11th Digital Archives	2009
The Digital Library of Virtual Laboratories (DLVL)	2009
Survey Study of Digital Information Access in Urban / Suburban Communities	2007
ANCC Educational Access	2006, 2007
Assessing Special Project portfolios of graduating MLS students for evidence of meeting new national competencies	2006
The Impact of Electronic Resources on Formal Scholarly Communication	2006
The Impact of Digital Libraries on the Urban Residents of New England	2005
Improving Nigeria's Intellectual Assets through Quality Library Media Programs	2004

The awards or honors the faculty members received in the past five years include:

- Fulbright Traditional Lecturing/Research Award to China from the Council for International Exchange of Scholars (CIES) & the Department of State of the US
- Assessing Special Project portfolios of graduating MLS students for evidence of meeting new national competencies for what it takes to be a librarian from the Connecticut State University
- A series of surveys on residents use of digital resources in public libraries in Connecticut, New England and New York area
- Improving Nigeria's Intellectual Assets through Quality Library Media Programs -- a three-year collaboration among Southern Connecticut State University, University of Ibadan, and Ahmadu Bello University

Table III-7
Summary of Faculty Productivity 2003-2009

ILS Faculty Members	AB	GB*	MB	ND	CK	HK	JK	YL	JM	EO	JS	ES	Total
Publication and Presentations (2003-2009)													
Books	1		1					2					4
Book Chapters/Conference Proceedings		1	1					4	1		2		9
Journal articles		3	1		2	1	1	34	1		9	14	66
Book reviews		3				5							8
Presentations	5	12	4	4	2	2		13	13	7	4	17	83
Other Publications											1	4	5
Workshops	12	7	1	4	7								31
Consulting services		1	2					14	9	3	1	3	33
Conference participations		13	7	13	12	22	3		7	3	28		108
Manuscripts under review or in progress	1		2		2	1		2	2		3		13
Technology Training	3	18	7	3	5	6	3	7	3	7	8	5	75
Professional Membership	7	12	8	8	5	6	2	5	16	7	8	3	87
Project Funded		4	7		2	3			2		2		20

*began 2008-2009; includes pre-hire productivity

See Appendices III.E-III.J for detailed summaries of faculty productivity. See Appendices III.C-III.D for citations to faculty publications.

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 assessment, 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 fulltime ILS faculty are:

Professor		
Mary Brown	M.S., Ph.D. (1994)*+	Drexel U
James M. Kusack	M.A., Ph.D. (1985)*+	U of Iowa, Indiana U
Jane Moore McGinn	M.L.S., Ph.D. (2002)*+	UNC-G, U Pittsburgh
Josephine Sche	M.L.S., Ph.D. (1990)*+	SUNY Albany, Florida State
Associate Professor		
Arlene Bielefield	M.L.S., J.D. (1995)*+	SCSU, U Conn
Nancy Disbrow	M.L.S., Adv. Cert. (1970)*	SCSU, Fairfield U
Chang Suk Kim	M.L.I.S., Ph.D. (2002)*+	Emporia State U, U Wisc
Hak Joon Kim	M.L.S., Ph.D. (2000)*+	Indiana U
Yan Quan Liu	M.L.I.S., Ph.D. (2001)*+	Emporia State U, U Wisc
Elsie Okobi	M.L.S., M.S.I.S. Ed.D. (1990)*+	U Pittsburgh, Nova SE
Eino Sierpe	M.L.S., Ph.D. (2000)*+	McGill U
Assistant Professor		
Gayle Bogel	MLS, Ph.D. (2008)+	SCSU, U North Texas

- () specifies year appointed;
* designates tenured faculty;
+ designates a member of Graduate Faculty

The faculty recognizes that their education is never complete. In order to keep up with changes of teaching and learning technologies the faculty regularly attends training programs on *Blackboard Vista* course management software and MySCSU Banner workshops. They participated in a number of technical training programs including:

- Transform the School Library and Computer Lab into a Learning Commons
- Annual “Computers in Libraries” Conference
- Annual Connecticut State University Academic Computing Conference
- Polyvision and Smart Technologies Interactive Whiteboard Training
- Follet Destiny Automation System Training
- Virtual Reference workshop
- Using Blogs for Community Collaboration
- Web 2.0 for children’s services

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 full-time faculty is diverse in its background and specialties, giving the MLS program breadth and variety needed to teach the core courses and assure that the core competencies are well covered. The faculty areas of specialties are:

Faculty Name	Specialties	Courses routinely taught
Bielefield, Arlene	Public libraries; collection development; copyright	Foundations; collection development; public relations; copyright; public libraries, management, personnel management
Bogel, Gayle	School Media	Foundations ; young adult services; management of school library media centers; media utilization and curriculum; young adult services in the public library; contemporary problems in school library media; honor's thesis; supervising student teaching
Brown, Mary	Research; information behavior; Web design	Evaluation and research; Information seeking behavior; digital libraries; history of books and printing; information architecture; undergraduate courses
Disbrow, Nancy	Youth Services; school media	Children's literature; young adult literature; history of children's literature; children's services in the public library; multicultural literature; supervising student teaching
Kim, Chang Suk	Cataloging; research; information science and technology	Cataloguing, Information seeking behavior, Information system analysis and design, evaluation and research
Kim, Hak Joon	Scholarly Communication, Electronic Journals, Instructional Systems Technology, and Distance Education.	Introduction to information science and technology; User centered database design and development, Utilizing instructional media; Instructional design principles
Kusack, James	Academic libraries; management; information science and technology	College & University Libraries, Information Science & Technology; Management
Liu, Yan	Digital libraries, Information science and technologies	Digital libraries, Multimedia interface design, Indexing and abstracting, Intro information science & technology

McGinn, Jane	School libraries; public libraries; public libraries youth services; services to special groups; research methods; and multicultural resources	Foundations of Librarianship; School Library Media Centers; Media Utilization in Curriculum; Online Information Retrieval; Multicultural Resources and Services for Adults; Utilizing Instructional Media; undergraduate courses including Honors College
Okobi, Elsie	Reference services; library technologies	Reference, Special libraries, Services to special groups, Reference, Services for Adults, Automation, Networking
Sche, Josephine	Cataloging; reference; international libraries	Information Analysis and Organization; Reference Resources and Services; Advanced Cataloging and Classification; Business Information; Science and Technology Information
Sierpe, Eino	Cataloging; computer mediated communication; gender issues, research	Cataloging, Information seeking behavior, Computer-mediated communication, Reference, Information Seeking Behavior, Evaluation and Research

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.

Promotion and Tenure addresses faculty evaluation prior to receiving tenure. Course evaluations completed by students are also included in the faculty member's file and are ranked very high in the criteria for evaluation.

Promotion and Tenure

The promotion and tenure process at Southern Connecticut State University is conducted by peer review. The process begins with departments electing faculty to serve on the Department Evaluation Committee (DEC); there is also a university-wide Promotion and Tenure Committee (P&T) elected from the university faculty. The Human Resources Office notifies the department chairperson which faculty members are eligible for promotion; the department chairperson then notifies the DEC, who in turn notify faculty. Both the DEC and the faculty member are responsible for meeting deadlines outlined in the P&T document. The faculty member assembles a file with evidence that shows s/he meets the criteria outlined in the P&T document to be promoted to the next rank or to be considered for tenure. The P&T document states criteria used for evaluation are:

- Teaching and creative competence
- Creative activity
- Productive service to the department and university
- Professional attendance and participation
- Years in rank

The steps in the process are:

1. The DEC reviews the faculty member's file and makes a recommendation;
2. The file is forwarded to the department chairperson, who makes a recommendation;
3. The file is forwarded to the dean who makes a recommendation;
4. The file is forwarded to the Provost who makes a recommendation;
5. The file is forwarded to the University Promotion and Tenure Committee which makes a recommendation;
6. The file is forwarded to the University President who makes the final decision.

The complete document is available at
http://www.southernct.edu/employment/Faculty_Senate/

Upon receiving tenure, each faculty member has a 6-year periodic review. The process is the same for promotion and tenure through the fourth step, review by the University Provost.

Student evaluations are collected each semester for both online and on-campus classes. The form used is in Appendix II.D.

The Collective Bargaining Agreement governs university-sponsored course evaluations:

4.11.8 Student Opinion Survey

The practice of conducting student opinion surveys of teaching faculty (see Article 4.11.7) shall be continued using evaluation instruments and a procedure for administering them that are designed or approved by the department. The procedure for administering the surveys, including a statement governing collection, routing, and disposition, shall include the requirements that:
(1) The evaluation shall be administered by a third party; and (2) Students shall be apprised of the survey process and assured the completed survey will not be viewed by the instructor until all grades have been posted.

It is understood that members may use evaluation forms in addition to the approved instrument.

The Student Opinion Survey was designed for on-campus in-class distribution, completion, and collection. ILS has been in discussion with the university on establishing an equal evaluation system in the online environment. In Spring 2009 the university

piloted a Web-based system with an embedded link emailed to students' campus email addresses. Prior to this, there were no university sanctioned online course evaluations by students. The new survey was problematic as many students use non-university email. It also lacked the 1:1 distribution/collection control of on-campus surveys.

The ILS faculty, however, have been regularly conducting course evaluations through the course management system. Summaries of these course evaluations will be available on site.

Students representing 8-87% of the enrollment in 24 of the 26 online course sections completed the Spring 2009 Student Opinion Survey. A total of 195 students participated for an overall average of 45.46% of each class. Over 94% of the students agreed course materials were well-organized and contributed to their understanding of the subject matter. Additional findings include:

Criteria:	% Agree
Course materials were well-organized and contributed to understanding of the subject.	94.36%
Major points in this class were made clear.	85.13%
The course content was available when I needed it.	84.62%
The instructional materials have helped me understand the subject matter.	81.03%
The instructor has been available to me for individual consultation.	82.05%
Class discussions have been intellectually stimulating.	76.41%
The class instructor participated in and helped guide class discussion.	78.46%
The number of exams and other graded assignments has been sufficient to evaluate my progress.	80.00%
Buley Library staff were easy to access and helpful.	88.21%

Standard IV Students

Introduction

The ILS department serves three levels of study: undergraduate (B.S.), graduate (M.L.S), and post-master's (Sixth Year Diploma). Ninety-two percent are in graduate studies with 84 % working toward the Master of Library Science and eight percent toward a post-Master's Sixth Year Diploma in Library Information Studies. Eight percent are in the Bachelor of Science in Library-Information Science program [based 2008-2009 degrees conferred].

The student population is fairly diverse across age groups. Over a quarter (26.9%) are in their 20s, 28% in their 30s, 29% in their 40s, and 16.2 % are over fifty years of age. Student enrollment is culturally diverse with 76.3% white, 4.7% black or African American, 1.7% Asian, 1.4% Hispanic or Latino. A number of students have physical disabilities including Graduate Assistants working in the ILS department.

Approximately 60% of the students in the MLS program reside in-state, 38% out-of-state, and 2% are international students. Approximately 90% of the MLS students enroll part-time (one or two courses at three to six credits) and approximately 84% choose to take the online sections of courses [based on fall 2009 enrollments, excluding internships].

All data reported here are from university databases as reported by the Financial Aid Office, the Disabilities Resource Center, and the Office of Management Information and Research. Some numbers may differ from how the department analyzes and reports numbers. The Office of Assessment collected data for the Graduate Program and Employers Surveys and Planning; copies of data files were sent to the department for analysis.

IV.1.1 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 ILS department supports a comprehensive recruitment plan. The program is listed in Peterson's Graduate Programs in the Humanities and Social Sciences. Brochures and catalogs are distributed by the university throughout the state of Connecticut, and to selected agencies in New England. The Graduate and Continuing Education Office regularly sends representatives to Career Day programs at colleges and universities and carries out a marketing campaign through journals, newspapers, and television. Various members of the department distribute materials, talk to individuals, and speak to groups at conferences and meetings including Connecticut Library Association, New England Library Association, and Yale University. Faculty members have met with current and perspective students while attending international conferences in Abu Dhabi, China, Italy, Tanzania, and Turkey.

Students in the ILS program learn about the online offerings primarily through one of three sources. The majority seems to learn about the program from students currently in the program. Other sources include the American Library Association (ALA) website and the US News listing of ALA-accredited programs that have online learning options.

Table IV-1
Financial Aid to MLS Students

	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009
Total number receiving aid	60	66	90	78	88	146
Total financial aid	\$460,010	\$565,897	\$689,732	\$726,938	\$701,379	\$769,725
Average financial aid	\$4,946	\$4,964	\$5,110	\$5,466	\$4,707	\$5,272
Minimum award	\$396	\$395	\$217	\$298	\$323	\$146
Maximum award	\$17,400	\$17,945	\$17,945	\$18,500	\$18,656	\$15,595

Each year the department offers a limited number of assistantships. Graduate Assistants work 15 hours per week during each semester primarily as Teaching and Research Assistants to the faculty. Additional employment opportunities are available through the University's work/study program and through research grants awarded to department faculty members.

The School of Graduate Studies holds annually a Graduate Research Fellowship and a Graduate Assistantship Competition for full-time graduate students working toward the Master's degree or Sixth Year diploma program at Southern Connecticut State University. For the Research Fellowships, applications require departmental nomination,

sponsorship by a member of the Graduate Faculty who will serve as research advisor, and must be associated with scholarly research of a quality that can be submitted for refereed publication or in a refereed creative activity appropriate to the academic discipline. Consideration for a Graduate Research Fellowship administered through the School of Graduate Studies is contingent upon (1) acceptance to a graduate Master's degree or Sixth Year diploma program, (2) enrollment as a full-time student, (3) a completed Fellowship application, (4) sponsorship by a member of the faculty who has been elected to the SCSU Graduate Faculty, and (5) nomination by a graduate degree program at SCSU. Applicants should have a minimum cumulative grade point average of 3.4 or better. Each Research Fellowship award is in the amount of \$8,000 for the academic year.

The Graduate Assistantship is a non-need based award administered through the School of Graduate Studies and is contingent upon: (1) acceptance to a graduate degree or Sixth Year diploma program; and (2) the achievement of a minimum 3.0 grade point average for all undergraduate coursework and 3.5 grade point average for all graduate coursework require departmental nomination. Awardees will be required to complete an average of 20 contact hours of work per week during the academic year. Specific activities will be dependent on the nature of the assistantship offered by the department/administrative unit (teaching, research, administrative) and approved by the Dean of the School of Graduate Studies. Each Graduate Assistantship award is in the amount of \$16,000. Ten Fellowships and ten Assistantships are awarded each academic year. The Dean of the School of Graduate Studies makes the awards. A member of the ILS faculty (Dr. Brown) has served on the selection committee since the inception of the Graduate Research Fellows program and other faculty (Dr. Sierpe) have been guest speakers at Fellows Seminars. ILS students are eligible to compete for an \$8,000 Graduate Research Fellowship or a \$16,000 Graduate School Graduate Assistantship. This is a very competitive competition; a number of ILS students have been awarded either a Fellowship or an Assistantship over the years, including Jodi Williams (Research Fellow, 1999) and Rebecca Power (Graduate Assistantship, 2005).

Scholarships available annually include New England Library Association Scholarship, H. W. Wilson Foundation Scholarship, the Baker and Taylor Grassroots Award, and the Sage Family Trust. Two alumni/ae scholarships have been established and are administered through Alumni Affairs: the Eula J. Davies Scholarship (library science) and the Elma Jean and John Wiacek, Jr. Scholarship (library science).

Faculty members are concerned with increasing financial needs of students, particularly in the face of increased tuition and academic fees. To help address this, two faculty members submitted a proposal for Department of Education fellowships (not funded). Grant applications have included paid student workers on grant proposals wherever possible. Faculty members apply for grants both as a response to a call for proposals and by exploring funding agencies for a felt need.

Additionally, a member of the ILS faculty (Dr. Brown) has served on the Graduate Dean's Ad Hoc Committee on Graduate Student Support since Fall 2001, has been working to improve financial support for Graduate Assistants.

V.1.2 The school has policies to recruit and retain students who reflect the diversity of North America's communities. 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.

Minority recruitment has been largely accomplished by minority faculty members who have attended conferences, meetings, etc., as their schedules are able to accommodate. These faculty members have set up tables with literature, talked with prospective students, and served as advisors to prospective students.

**Table IV-2
Diversity of MLS Students Compared to the 2006 American Community Survey**

	2006 American Community Survey	2007 Fall Semester Registered MLS Students
White	73.9%	76.3%
Black or African American	12.4%	4.7%
American Indian and Alaska Native	0.8%	0.0%
Asian	4.4%	1.7%
Native Hawaiian and Other Pacific Islander	0.1%	
Hispanic or Latino	14.8%	1.4%
Unknown Ethnicity		15.8%
Male	49.2%	15.4%
Female	50.8%	84.6%
Disability status	15.1%	

**Table IV-3
Distribution of Students Registered with the Disabilities Resource Center (DRC), by Primary Disability, Fall 2008**

Primary Disability	University-wide	Graduate (Fall 07 data)	ILS-MLS
Acquired Head Injury	16	4	
Attention Deficit	79	7	
Autism Spectrum Disorder	15		

Chronic Health	54	8	
Coordination/Hand Dexterity	3	n/a	
Deaf	3	*included	
Hearing Impairment	15	6*	
Learning Disability	197	48	
Low Vision	9	1	
Non-Ambulatory	14	**included	
Psychiatric/Emotional Disability	81	18	2
Semi-Ambulatory	6	7**	
Tourette's Syndrome	1	n/a	
Other	3	2	
TOTAL	496	101	2
Fall 2008 Total Headcount	11,769		
Percent registered with DRC	4.21%		

Table IV-4
Residency and Enrollment Status of Registered MLS Students, Fall 2007

	Count	Percent
In-state resident	169	60.6%
Out-of-state resident	105	37.6%
International student	5	1.8%
TOTAL	279	100%
Full-time enrollment	30	10.8%
Part-time enrollment	249	89.2%
TOTAL	279	100%

Table IV-5
Age Distribution of Registered MLS Students, Fall 2007

	22-24	25-29	30-34	35-39	40-44	45-49	50-59	60-64	65+	TOTAL
Count	17	58	39	39	43	38	43	1	1	279
Percent	6.1	20.8	14.0	14.0	15.4	13.6	15.4	0.4	0.4	100%

IV.2

Current, accurate, and easily accessible information on the school and its program 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.

During the summer 2007 the department website was redesigned using the new university template.

The purpose of the ILS Website is to bring together information about the ILS programs and the ILS profession for prospective, current, and graduated students of the ILS programs.

The initial goal was to collect, organize and "publish" information in a well-designed site. Future plans include weekly newsletters from the department and dean, a semi-annual or quarterly alumni news, and a student interactive communication center.

When information is available at other locations, links or references provide access to that information.

Where information is available and maintained at other locations on the university or other website in an accessible package (information unit) that reasonably meets the needs of the ILS site, we will point to that information rather than repeat and maintain it.

When information is available at another location but is not directly accessible, we summarize the information and cite the source. Once on the homepage, we want all information/links to sources to be no more than two clicks away.

In general, the site is designed so that information maintained by the department has a single home at one location on the website.

The department website includes an Orientation for students, information on textbooks, online library tours, tutorials and miscellaneous information about campus tours, parking on campus, student services.

When the university stopped sending informational letters to students enrolled in online sections of courses, information on accessing online courses was added to the department website.

The URL for the department Website is <http://www.southernct.edu/ils/>

IV.3 Standards for admission 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.

Admissions Criteria and Procedures

Admission standards of the Department of Information and Library Science generally exceed the standards of the University and compare favorably with standards at many selective graduate programs around the country.

Recently the Graduate School raised the undergraduate GPA admission requirement. Students with a GPA less than 3.0 must be conditionally admitted. A typical condition is that the student take nine credits from among the initial core courses within a prescribed amount of time and achieve a grade of B or better in each course. Conditional admission is rare in the MLS program. When ILS has permitted a conditional admission, the student has met the conditions and qualified for full admission to the Graduate School and the MLS program. ILS has, therefore, used the meeting of the conditions as a vehicle to track outcomes of conditional admission, verifying the judgments of the Admissions Committee.

All applicants to the MLS and certification programs in ILS should meet the following minimum criteria:

- A bachelor's degree from an accredited college or university. An undergraduate degree earned abroad must be equivalent to a U.S. bachelor's degree.
- A 3.0 GPA (on a 4.0 scale) in all undergraduate studies, and in any subsequent graduate-level work.
- For applicants for whom English is the native language, submission of GRE General Test scores for verbal reasoning, quantitative reasoning, and analytical writing.
- For applicants for whom English is a second language, submission of GRE scores for quantitative reasoning and analytical writing tests; and a minimum score of 600 on the TOEFL (213 on the TOEFL-cBT or 80 on the TOEFL-iBT)

The Admissions Committee will review the required documents to provide an overall assessment of the applicant's likelihood of successful completion of the intended program of study. Admission is contingent upon positive faculty evaluation of a graduate student's academic history, professional or scholarly attributes, performance in real or simulated professional situations, and subjective appraisal of the student's potential. A student may be denied admission to a graduate program for deficiencies in any of these areas. If, in the

professional judgment of the faculty, a student's application materials suggest behavior that may be regarded as harmful to patrons, unethical, or unprofessional, he or she may be denied admission.

Applicants may be asked for a formal interview with the Admissions Committee.

Table IV-6
MLS Majors Applied, Accepted, Enrolled

	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	Fall 2008
Applied	250	293	207	191	425	107
Accepted	139	136	115	157	110	75
Enrolled:						
FT	27	24	18	29	18	
PT	86	82	84	111	73	
Total	113	106	102	140	91	58

(See Appendix IV.A for applied, accepted, enrolled (FT/PT) by semester for each graduate program)

Table IV-7
Mean GRE Scores and GPAs of New Enrollees

	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2007-2008
Analytical	4.72	4.53	4.53	4.62	4.48	
Quantitative	548	525	556	549	557	
Verbal	570	555	564	573	566	
GPA		3.22	3.21	3.19	3.24	3.24

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.

After being accepted into the MLS or other ILS graduate program, the student must complete a Planned Program (plan of courses the student will take) in order to be considered matriculated. The Admissions Committee assigns each student an advisor from the fulltime faculty. Each student is expected to contact their advisor to discuss choice of program electives and career goals and to guide the student through their course of study. Students are encouraged to seek information from many sources (faculty, practitioners, employers, job ads) before finalizing the program or changing their planned program as their goals or interests shift. Students are expected to follow the approved program of study.

The assigned advisor will assist the student with general information questions and with registering for courses each semester. While every faculty member can give students sound direction in planning a general course of study, each faculty member has specialized areas of knowledge and students are encouraged to seek this specialized perspective in planning the course of study. The assigned advisor can assist the student in defining areas of interest and identifying professors and practitioners with special knowledge in those areas. Students are encouraged to utilize advisors as resources throughout their progress through the program. Between 2000 and 2003 assignment of advisors in the MLS program was based on the student's last name with divisions based on number of admitted students and number of faculty; this permitted equitable distribution of primary advisement among faculty. After 2003, assignment was under the auspices of the department chairperson, resulting in some faculty getting fewer advisees and other faculty receiving the bulk of advisement. After 2007 there was an attempt to equalize the overall advisement load by assigning the more advisees to faculty who had a lower advisement load. Currently, the admissions committee assigns primary advisors, trying to keep distribution of advisement load as equal as possible.

A number of courses incorporate a mentoring component that requires students to seek out mentors in the professional community. A small website on the history of mentoring, mentoring contracts, and assessing mentoring relationships supports this requirement. See <http://www.southernct.edu/ils/mentoring>

Table IV-8
Retention Rates* of New MLS Fall Students,
Excluding Those Who Graduated in Their First Year

	Fall 03 - Fall 04	Fall 04 - Fall 05	Fall 05 - Fall 06	Fall 06 - Fall 07
Returning New	91	67	49	68
New Students	107	74	52	81
Retention Rate	85.0%	90.5%	94.2%	84.0%

*Percent of students newly admitted one Fall who enrolled in courses the following Fall

Table IV-9
Counts of New MLS Enrollees Who Graduate

	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
New Enrollees	118	112	103	137	94
2003-2004	6				
2004-2005	36	5			
2005-2006	29	28	2		
2006-2007	13	32	21	4	
2007-2008	8	17	24	29	4
TOTAL	92	82	47	33	4

Table IV-10
Percent of New MLS Enrollees Who Graduate

	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
New Enrollees	118	112	103	137	94
2003-2004	5.1%				
2004-2005	30.5%	4.5%			
2005-2006	24.6%	25.0%	1.9%		
2006-2007	11.0%	28.6%	20.4%	2.9%	
2007-2008	6.8%	15.2%	23.3%	21.2%	4.3%
TOTAL	78/0%	73.2%	45.6%	24.1%	4.3%

Table IV-11
Degrees Conferred and Placement

	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009
Degrees Conferred	113	108	82	79	88	119
Placement response rate	24.78%	25.93%	24.39%	21.52%	19.32%	n/a

Table IV-12
Employment Reported by Type of Organization (Percent)

	2004	2005	2006	2007	Overall Average
Academic library	22.73	32.00	20.00	18.75	24.36
Public library	45.45	52.00	26.67	37.50	42.31
Special library	4.55	4.00	6.67	12.50	6.41
Government library	0	4.00	0	6.25	2.56
School library	27.27	8.00	26.67	25.00	20.51
Other	0	0	20.00	0	3.85

The department does not maintain a career placement service separate from that supported by the University's Center for Career Services. The Center maintains career resources, conducts a career fair and a series of career workshops, and assists students in writing resumes and cover letters and exploring career options and opportunities. The ILS department does, however, maintain an Employment and Career Resources page on its Website with links to job banks in the field, career information, and job-hunting skills. The Employment and Career Resources page includes information for employers wishing to submit job listings and ILS staff forward job announcements to the ILS jobs listserv.

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.

MLS students are active in leadership roles in university-wide committees and state professional organizations. Students have served on department faculty committees including curriculum, search and screen, and accreditation. Students participate in the Graduate Student Advisory Committee (GSAC), a campus-wide committee. Students are also active on statewide associations, including the Connecticut Library Association (CLA). Students have also worked at CLA annual meeting and served as a recorder at the New England Library Association's annual conference.

Three student organizations have been active within the past ten years: the student chapter of the Special Libraries Association, the student chapter of the American Library Association, and the Association for Information Studies (Alumni-Student Association).

The Association for Information Studies was organized approximately 30 years ago to provide a vehicle for student and alumni participation in the activities of the school. The Association has a constitution that provides for elections for officers among students and alumni. The Association in the past planned many of the educational and social activities

of the school including colloquia, social gatherings, and activities associated with graduation exercises and published a newsletter and awarded undergraduate and graduate scholarships. The Alumni-Student Association has been inactive in recent years although there is interest in reviving the group. Alumni from local and distant geographic areas tend to stay in touch through the department listserv. The ILS faculty now awards a Distinguished Alumnus Award, once conferred by the alumni group.

A reconstituted alumni group would not be a direct vehicle for increased funding to the department or its students since the Development Office handles fundraising for the university.

The student Special Libraries Association was organized approximately ten years ago. Primary membership is made up of students enrolled in the Special Libraries course. This group generally holds a meeting each semester, elects officers, and organizes trips to visit special libraries. Recent trips have included visits to libraries in Connecticut, New York City, and Washington, D.C. Dr. Elsie Okobi serves as faculty advisor to this group.

The student chapter of the American Library Association is recognized and active with the University as a student organization. Dr. Jane Moore McGinn serves as faculty advisors to this group.

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 special project is one of three capstone experiences required for a graduate degree at Southern Connecticut State University. Students in the Master of Library Science degree program are to complete a special project rather than a thesis or comprehensive exam.

In 2009 the Graduate Council adopted the first phase of a procedures and documentation system for the Special Project that is more in parallel with the Thesis procedures and documentation. The procedures will include a formal proposal by each student that must pass Graduate School review and formal documentation of the Special Project process.

The Special Project capstone experience can take the form of:

- a **public service special project** involving field work, intervention planning and development, and/or policy development that are informed by the student's original research;
- an **educational special project** consisting of development of curriculum, learner-based exercises, or computer software or other tools of a specifically educational purpose that are informed by the student's original research;

- a **multimedia special project** involving the creation of an installation or digital exhibit on a specific topic within the discipline, or a film or video that documents an experience, social phenomenon, or inquiry that is relevant to the field that are informed by the student's original research;
- an **entrepreneurial special project** involving idea generation, feasibility study, and development and implementation that are informed by the student's original research.

In addition, each student prepares a capstone portfolio that represents learning from across the student's course of study and evidence of professional competencies underlying this learning.

It is recommended that students collect examples of work from different courses, select work that demonstrates professional core competencies, and makes explicit the link between core competencies and their courses. The portfolio must also include a reflective piece that ties together the course of study and the demonstrated competencies.

The capstone portfolio may include a range of media from Word documents to sound to images (still and moving). It should be unique to the individual while retaining the prescribed structure. Students who have taken specialized courses such as in medical librarianship or children's services are encouraged to include relevant competencies as established and published by appropriate professional associations in those specialties.

To graduate from this program, all students must complete the five core courses (see below) and seven elective courses with a grade of "B" or higher in each course. A course can be repeated once in an effort to achieve a grade of "B" or higher. Failure to receive a grade of "B" or higher in a core course, or if the cumulative grade point average falls below 3.0, may result in academic probation and academic dismissal. Students earn credit only once for a repeated course.

Program Evaluation

The university utilizes a number of measures of program and student success including employer surveys and the Graduate Program Satisfaction Surveys of students, alumni, and faculty.

Invitations to participate in the employer survey were sent directly to employers from lists submitted by students and alumni. In addition, a general call to participate was sent out through the Connecticut Libraries Consortium, a statewide organization serving all types of libraries. From this survey, 66.7 percent of participants were associated with public libraries and 18.5 percent with college and university libraries; the rest were from school libraries, special libraries, archives and museums, and law libraries. All participants were located in the Northeast (ME, NH, VT, MA, RI, CT, NY, NJ, PA, DE, MD, OH, WV, VA).

Table IV-13
Graduate Program Survey
Spring 2009

(Percent who agree) / substitute student for my/I for faculty questions

	(n=100) Alumni	(n=92) Students	(n=13) Faculty	(n=9) FT Faculty	(n=4) PT Faculty
PROGRAM FACULTY					
Faculty members have shown interest in my professional development	64	53	85	89	75
Faculty created an atmosphere where open discussion was encouraged	77	80	77	78	75
Faculty demonstrated enthusiasm about the subject matter	86	78	77	89	50
Faculty used a variety of engaging teaching methods that helped me to learn	70	65	85	89	75
Faculty used a variety of assessment methods to determine if course objectives were being met	81	79	92	89	100
Faculty were up-to-date in their field	72	72	92	100	75
Faculty possessed good communication skills	60	53	62	67	50
PROGRAM ORGANIZATION					
From a learning perspective, the sequence of courses was well organized	73	71	100	100	100
Sufficient courses were scheduled each semester to permit me to follow my planned program	58	51	46	56	25

Graduate Program Survey - ILS Spring 2009 continued

(Percent who agree) / substitute student for my/I for faculty questions

	(n=100)	(n=92)	(n=13)	(n=9) FT Faculty	(n=4) PT Faculty
	Alumni	Students	Faculty	Faculty	Faculty
PROGRAM REQUIREMENTS					
The necessary courses and requirements that I needed to earn my degree were made clear	79	62	69	78	50
Requirements for courses were appropriate for learning the material	83	80	92	89	100
The requirements for this program were academically challenging	75	86	85	100	50
PROGRAM ADVISEMENT					
Access to faculty was convenient	67	58	69	78	50
I have opportunities to discuss with my advisor my experiences in this program	49	41	69	67	75
I felt that my advisor understood and considered my background and prior experiences	49	36	54	56	50
My advisor was knowledgeable and provided accurate guidance	59	46	46	44	50
UNIVERSITY AND PROGRAM FACILITIES					
University provided an appropriate classroom environment and academic resources that I needed as a graduate student	77	76	62	78	25
Program faculty utilized university resources to effectively accomplish course objectives	74	78	92	89	100

Graduate Program Survey - ILS Spring 2009 continued

(Percent who agree) / substitute student for my/I for faculty questions

	(n=100)	(n=92)	(n=13)	(n=9)	(n=4)
	Alumni	Students	Faculty	FT Faculty	PT Faculty
OVERALL PROGRAM EFFECTIVENESS					
My program has helped me to accomplish my professional objectives	81	74	77	89	50
I would recommend this program to people interested in this field of study	73	67	77	78	75
The program attempted to foster a sense of “community” among students	43	49	62	56	75

Students felt the strengths of the program included: flexibility of the curriculum and range of courses, focus on technology in many of the courses, hands-on experiences included in coursework, quality of classes and professors, accessibility to professors and quick turnaround time for question, online courses that allow access to the degree where conflicting obligations or locations would prohibit study, responsiveness of department secretary, degree affordability.

Alumni tended to list the same strengths of the program but seemed to use more superlatives in mentioning courses, professors, and department staff.

**Table IV-14
Employer Survey
Summer 2009**

(Percent who agree)

(n=24)

Creative Thinking: The graduate(s) demonstrates . . .

The competence to provide input into projects in a timely and efficient manner.	88.5
The competence to think through a problem and offer novel approaches to resolving it.	83.3
The willingness to take risks when thinking through the best way to proceed on a project or work responsibility.	83.3

Graduate Program Survey - ILS Spring 2009 continued

(Percent who agree)

(n=24)

The competence to engage in intellectual flexibility when learning new information that replaces what s/he had previously known implicitly or explicitly.	87.5
The competence to produce quickly results that will have a positive influence on this place of employment.	75.0
The competence to adjust to the urgency that the organization/workplace faces on a daily basis.	78.2
The competence to catch errors because s/he is curious and observant.	73.9

Information Literacy: The graduate(s) demonstrates . . .

The responsibility when assigned a project to ask questions until s/he fully understands what to do.	87.5
The competence to distinguish between appropriate and inappropriate risks.	75.0
The competence to locate, evaluate, and use information effectively.	91.7
The competence to remember what s/he learns.	95.8

Interpersonal Effectiveness . . .

The competence to "get into step" with other employees.	82.6
The ability to know what steps to take to improve the likelihood of advancing in this place of employment.	78.3
The emotional skills for responding in a respectful way to appropriate criticism.	82.6
The competence to function well as a member of a team.	82.6

Multilingual Communication: The graduate(s) demonstrates . . .

The competence to work with people from linguistic or ethnic backgrounds different from his/her own.	73.9
The linguistic skills to share ideas with others who have not had the same type of training or preparation as s/he had.	82.6
The ability to tolerate criticism.	69.5
Emotional skills for responding in a respectful way to appropriate criticism.	69.5

Oral Communication: The graduate(s) demonstrates . . .

Clear and coherent expression of thought.	95.7
Comfort in speaking at meetings.	69.6

Graduate Program Survey - ILS Spring 2009 continued

(Percent who agree)

(n=24)

Quantitative Reasoning: The graduate(s) demonstrates . . .

The competence to work with limited resources.	95.6
The competence to work within a specified budget.	91.3
Competence to make sound decisions about the way time is used.	91.3
Curiosity with how all the different aspects of this organization function together	91.3

Technology Fluency: The graduate(s) demonstrates . . .

The competence to master computer technology.	95.6
Eagerness to work with the latest technologies.	95.6

Written Communication: The graduate(s) demonstrates . . .

The competence to write in a way that is suitable to the job.	78.3
The competence to communicate effectively in writing.	82.6

ALA Core Competences: Southern MLS graduates . . .

demonstrate a strong knowledge and practice of the foundations (ethics, values, etc.) of the profession.	83.3
demonstrate a strong knowledge and management of information resources/collections.	87.5
working in technical services a strong knowledge and practice of cataloguing. [NOTE: 41.7% marked Not Applicable]	50.0
demonstrate strong, current technical knowledge and skills.	87.5
demonstrate a strong knowledge and practice of reference and user services.	87.5
demonstrate a strong knowledge and implementation of research to library services and assessment.	65.2
demonstrate a strong knowledge and practice of administration and management skills.	34.8
demonstrate a strong desire for and pursuit of continuing education/learning.	72.8
demonstrate strong interpersonal skills, including the ability to network and collaborate with other professionals within and outside of the organization.	83.3
demonstrate a strong participation in professional meetings.	62.5

How do our graduates compare to employees from other universities?

Comparable or better	54.2
No basis for comparison/depends upon individual employee	25.0

Employer Satisfaction with Public Higher Education Graduates in Connecticut

In a 2005 by the State of Connecticut Board of Governors for Higher Education’s study “Employer Satisfaction with 2003 Public Higher Education Graduates in Connecticut” reported Library Science graduates ranked third in Skill Preparation by Program Area with an Overall Satisfaction of 3.62 (3.64 being the highest on a 4-point scale with 4 meaning very satisfied). Four skills area were rated: Basic Skills (Library Science graduates 3.77, highest rating in this area); Professionals Skills (Library Science graduates 3.52, highest rating in this area); Personal Skills (Library Science graduates 3.55, this area had a mean of 3.556, median of 3.6, and mode of 3.55); and Job Skills (Library Science graduates 3.70, second highest rating in this area). Compared to average ratings by type of institution:

Table IV-15
Employer Satisfaction with Skill Preparation in Public Higher Education

	Basic Skills	Professional Skills	Personal Attributes	Job Skills	Overall Satisfaction
Community Colleges	3.44	3.31	3.62	3.52	3.47
CT State Universities	3.48	3.28	3.53	3.40	3.42
University of CT	3.55	3.32	3.58	3.43	3.48
Library Science	3.77	3.52	3.55	3.70	3.62

Basic Skills included Reading, Math, Written Communication, Common Computer Applications, Oral Communication Skills

Professional Skills included Critical Thinking, Problem Solving, Creativity, Leadership/Team Building, Project Management

Personal Attributes included Punctuality, Honesty

Job Skills included knowledge specific to a position

Reference:

<http://www.southernct.edu/projects/strategicplan/documents/2005EmployersReport.pdf>

Standard V Administration and Financial Support

Introduction

The state and university has weathered several economic downturns since 1996. In spring 2009, the state faced another economic crisis. A concession agreement was approved that altered wages, healthcare benefits and retirement benefits. Scheduled salary increases will not go into effect for 2009-2010, there were three furlough days for teaching faculty (a temporary pay cut), and cost of health care was increased while benefits were decreased. On Southern's campus, a hiring freeze combined with aggressive retirement incentives have left some departments and university offices short staffed. As part of the agreement, fulltime permanent employees were given job security through the 2010-2011 academic year. The Provost announced that additional cuts at certain administrative levels will likely result in a reorganization of the Academic Affairs unit with final decisions expected in 2010.

Through these financially trying times, the ILS department was able to retain all faculty positions and gain two new positions since 1996. In Fall 2009, however, one faculty member and the dean of SCILS accepted retirement packages. The ILS department adjusted teaching schedules to maintain the program and to uphold its commitment to matriculated students.

V.1 The school is an integral yet distinctive academic unit within the institution. Its autonomy is sufficient to assure that the intellectual content of its program, the selection and promotion of its faculty, and the selection of its students are determined by the school within the general guidelines of the institution. The parent institution provides the resources and administrative support needed for the attainment of program objectives.

The Department of Information and Library Science (ILS) is part of the School of Communication, Information and Library Science (SCILS). ILS is unique in being the only program in Connecticut awarding the MLS and is, in fact, one of only two publicly-funded universities in the six New England states granting the MLS. Southern Connecticut State University is committed to shared governance, making faculty responsible for the intellectual content of the program, as well as for selection of faculty and students, within institutional guidelines.

Department's Place in the University

Southern Connecticut State University (SCSU) is one of the four campuses comprising Connecticut State University. It is located in New Haven, Connecticut.

The other three campuses are Central Connecticut State University (CCSU) in New Britain, Eastern Connecticut State University in Willimantic (ECSU), and Western Connecticut State University (WCSU) in Danbury.

With a Chancellor as head of the four-university system, there is some uniformity among the campuses, but each university has a separate identity and unique characteristics.

Faculty, whether full or part time, are represented at all four campuses by the American Association of University Professors, working under the same contract and receiving the same compensation, health care and other benefits.

The Department of Information and Library Science is one of the four departments that make up the School of Communication, Information and Library Science (SCILS).

On its website, SCILS place in the university and in the world are described in this way:

“The School of Communication, Information and Library Science (SCILS) is one of six schools at Southern. SCILS unites four departments—Communication, Computer Science, Journalism, and Information and Library Science—which are at the core of the information and technology revolution that is transforming the world.

Just as agriculture and manufacturing were the foundations of America’s growth in the 19th and 20th centuries, information—especially electronic information—will be the catalyst for progress in America’s 21st century—the information century. The ability to acquire, organize, store, manage, and disseminate information in this new context will be an invaluable skill for professionals in any field. This School provides an interdisciplinary approach to managing the application of new technology to information studies.” See:

<http://www.southernct.edu/cils/>

As one of the four departments within that School, ILS receives its support and funding from the School’s budget, which is, in turn, supplied by the University.

Department Autonomy

Each of four departments within the School of Communication, Information and Library Science has its own chairperson who is elected by the faculty for a three-year term. The ILS department chairperson (currently Chang Suk Kim) reports to the dean of the school (Edward Harris), who in turn reports to the Provost and Vice-President of Academic Affairs (Selase Williams). The dean is appointed by the President of SCSU (Cheryl Norton) with the advice of the Provost and Vice President for Academic Affairs and serves at the pleasure of the President. These roles are prescribed and detailed in "Personnel Policies for Management Personnel and Confidential Professional Personnel," Board of Trustees for Connecticut State University and the "SCSU Faculty Handbook." Selection of the chairperson is governed by The Department Chairpersonship document of the university’s Faculty Senate.

The department develops its own curriculum through a systematic process that involves individual faculty members, the Department Curriculum Committee, the School Curriculum Committee and the Graduate Council. Both the School Curriculum Committee and the Graduate Council have representatives from the department.

The Master of Library Science program is one of five graduate degrees within Connecticut State University (CSU) System that can be earned in part or in full through a web-based distance education initiative of the CSU Board of Trustees. The Master of Library Science program is the first program to go through the Distance Education self-study required by New England Association of School and Colleges (NEASC), the regional accrediting body. This report, Evaluation of Electronically Offered Courses, was submitted in mid December 2002.

Resources and Administrative Support

Southern Connecticut State University provides the School of Communication, Information and Library Science with resources and administrative support as part of the Connecticut State University system. The School, in turn, supports the Department of Information and Library Science to the same level as comparable departments in attaining its mission, goals and objectives.

Relationship with System Office

Southern Connecticut State University is one of four Universities that make up the Connecticut State University system (CSU system). CSU (and SCSU) is governed by a single Board of Trustees (BOT) composed of 18 members, 14 appointed by the Governor for fixed terms with one student from each university. The Board of Trustees is itself subordinate to the policies and regulations of the Board of Governors for Higher Education and its Department of Higher Education. The Board of Governors for Higher Education is the coordinating and planning authority for all of Connecticut's public and independent colleges and universities. The Department of Higher Education works in support of the Board of Governors. Additional information is at http://www.ctdhe.org/about/about_us.htm. Each university has its own president and exercises a high degree of autonomy. The CSU system is led by a chancellor with staff and offices in Hartford, Connecticut.

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.

As part of the School of Communication, Information and Library Science, ILS faculty interact constantly with faculty from other schools through university committees including the Faculty Senate, the Undergraduate Curriculum Forum, the Graduate Council, the Sabbatical Leave Committee, and the Promotion and Tenure Committee. See Appendix V.A for a list of members of various committees.

ILS faculty members have taught in other departments and schools. For example, one faculty member taught for two years in the Science Education program, and another is presently teaching in the Women's Studies program as well as serving as President of Graduate Council. A diversified faculty with strong roots in other countries has led to an active Visiting Scholars program in the department.

Nancy Disbrow is the coordinator of the School Library Media Specialist track of the Masters in Library Science program and works closely with the School of Education, particularly in the placement and supervision for the required practicum for certification.

Two sixth-year certificate programs provide MLS holders as well as teachers and other master's degree holders with an opportunity to further their education in either the Professional Studies program or the Art of the Oral Tradition program.

School Governance

As constituted in the Fall 2009, the School is composed of four separate departments. School level meetings have been called for faculties as needed: in Fall 2009 the Provost hosted a forum on the current economic crisis and its potential impact on the school.

During the fall and spring semesters, the dean of the school calls monthly meetings with the chairpersons of each department. Since 2007 the dean and chairpersons worked toward drafting a strategic plan for the School. There is a School level curriculum committee.

Department Governance

Both the chairperson and the dean have prescribed roles in evaluation of faculty members and other areas. The relationship between the chairperson and the dean are outlined in the "Collective Bargaining Agreement" and the "SCSU Faculty Handbook."

The faculty itself establishes policy that governs operation of the department through committees that include, among others, Admissions, Curriculum, Sabbatical Leave, Personnel, and Evaluation. Membership on committees is normally elected by a vote of the faculty (Sabbatical Leave, Personnel, Evaluation) or made up by volunteers (Curriculum, Scholarship); terms of service and responsibilities are spelled out in the departmental bylaws. There is provision for appointment to committees when volunteers have not achieved a minimum number.

Autonomy regarding intellectual content of the curriculum and decisions regarding promotion and tenure of faculty is governed by the Collective Bargaining Agreement between the Board of Trustees and the American Association of University Professors (AAUP), representing the faculty, and is overseen by the University's Faculty Senate. The Graduate School via the Graduate School Catalog grants selection of students, including continuation of each student in the graduate program, to the department. Searches for new faculty members are conducted through a department search committee.

V.3.1 The executive officer of a program has title, salary, status, and authority comparable to heads of similar units in the parent institution. In addition to academic qualifications comparable to those required of the faculty, the executive officer has leadership skills, administrative ability, experience, and understanding of developments in the field and in the academic environment needed to fulfill the responsibilities of the position.

The dean is an appointment position and serves at the pleasure of the President. Edward Harris became dean in Fall 1991. The dean holds a PhD and served as a professor, obtaining tenure and the rank of Associate Professor, Associate Vice President of Academic Affairs, Acting Chief Information Officer, and Acting Library Director. The University conducts a periodic satisfaction survey that includes the deans.

The four departments within the School of Communication, Information and Library Science are headed by chairpersons, as are the departments in the other campus schools. Chairpersons are selected through a process that involves both the faculty and the dean, with faculty showing their preference for one or more of their colleagues and the dean selecting from the faculty's choices.

The dean's choice for chairperson is then confirmed by a vote of the faculty that is then approved by the President. The chairperson serves a three-year term at the pleasure of the department faculty and school dean. Josephine Sche served as chairperson from Fall 2006 through August 2009. Chang Suk Kim became chairperson in Fall 2009, his term ending with the 2011-2012 academic year. The current chairperson holds a PhD, is published in leading peer-reviewed research journals, and maintains a research program in addition to teaching. The University does not assess department leadership, rather, provides a recall procedure (through a Faculty Senate document) in the event the faculty or the dean becomes dissatisfied with the chairperson.

V.3.2 The school's executive officer nurtures an intellectual environment that enhances the pursuit of the school's mission and program goals and the accomplishment of its program objectives; that environment also encourages faculty and student interaction with other academic units and promotes the socialization of students into the field.

The school's executive officer is the dean of SCILS. The department's chairperson, is the person responsible for maintaining the MLS program as well as the Six Year Certificate programs and the undergraduate library science program.

The department bylaws (revised October 11, 2007) state that: *The Department Chairperson has the dual responsibility of leading the department in fulfilling its responsibilities in academic and personnel areas, and of facilitating the functioning of the department in all its varied activities. The Department Chairperson is the normal channel of communication between the Department and other departments, program areas or like groupings, and the administration. The Chairperson's responsibilities shall include, but not be limited to:*

- *Presiding at all faculty meetings;*
- *Calling regular and special meetings;*
- *Soliciting suggestions for agenda at least six (6) days prior to a meeting;*
- *Formulating agenda for meetings;*
- *Distributing agenda to members at least three (3) days before the meeting;*
- *Keeping faculty informed of Department activities;*
- *Appointing a secretary to the faculty for the taking of minutes at meetings;*
- *Serving as an ex officio member of all Department committees with the exception of the Department Evaluation Committee (DEC), the Department Personnel Committee (DPC) and the Sabbatical Leave Committee (SLC). As an ex officio committee member, the Chairperson shall vote only in the case of a tie;*
- *Conducting Department elections;*
- *Scheduling courses and assigning instructors;*
- *Maintaining statistical records for Department programs for periodic required reporting to a variety of official entities within and outside the university.*

All Southern faculty are members of the American Association of University Professors (AAUP) and the Connecticut State University AAUP bargains one labor agreement (contract) that covers the four campuses of CSU. The contract calls for shared governance, and the organization of the university and of its schools and departments reflect that concept. Governance of the department is largely in faculty hands.

As mentioned earlier, curriculum is determined by department faculty, as are departmental policies such as those governing admission to the program and other topics affecting students and faculty. All policies adopted by the department must be enabled by and appropriate to those generated by the CSU Board of Trustees.

The Faculty Senate, with a representative from ILS, develops documents that contain the procedures for promotion and tenure, selection of a chairperson, rules of conduct for students and a host of other topics. These documents are then submitted to the

administration, in some cases for their approval and in some cases as adopted documents, as part of shared governance.

The Department of Information and Library Science has a close working relationship with the Connecticut State Library. The State Librarian serves on the Department Curriculum Committee and makes suggestions about the curriculum based on his close contact with the state's library community.

A representative from the university's Buley Library also serves on the Department Curriculum Committee.

The dean has named a Department Committee on Accreditation to ensure that the whole faculty participates in working toward attaining the mission, goals and objectives of the MLS program and in writing the program presentation for re-accreditation.

V.4.1 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.

The Office of the School Dean and that of the Department of Information and Library Science share space and cooperate in a number of ways. An Administrative Assistant serves as the Dean's and the School's administrative support, while the Department of Information and Library Science has a Secretary, as do each of the other three departments in the school, with two part-time helpers to support the department. The dean's office staff and the ILS office staff cooperate on a daily basis while maintaining the duties affiliated with their primary responsibilities. The dean's administrative assistant position became vacant in the Fall 2009 following her retirement. Under the imposed staff reduction, this vacant position was not filled. The Dean assumed more tasks and two department secretaries share the remaining duties.

The dean has tried for several years to replace the part-time employees with a second full-time position for the ILS office, but, currently, all state positions except those considered essential are frozen.

The school and department have access to the staff in the Human Resources Department, the Disabilities Resource Office, the Finance Office, the Graduate Office, the Office of Diversity and Equal Opportunity and a host of other university wide service offices.

Academic Administrative Roles

Department faculty have been named to the following positions: MLS Program Coordinator, School Library Media Specialist Program Coordinator, Undergraduate Program Coordinator, Sixth Year Diploma in Information Studies Program Coordinator

and Sixth Year Diploma in the Art of the Oral Tradition Program Coordinator. These not compensated. As part of their duties, the Coordinators advise students, recommend course rotations, teach courses in their area of responsibility, and oversee student internships.

Technology Support Team

The Teaching and Learning Technologies Group, a unit of the Office of Information Technology, is of great importance to faculty in putting up online courses each semester. In addition, that department has at least one person with a masters degree in instructional technology, so faculty can get advice and instruction on content, structure, functionality, and the look of their online courses.

Management of Resources

The department's support staff operates the ILS department office. The department's Technical Center, which contains 20-networked computers is maintained by the Office of Information Technology staff. Various OIT personnel around campus provide user support for faculty and students.

The success of the distance education program has at times created a challenge for the ILS department office staff. Distance students generally require more guidance, counseling, and general support from office staff in negotiating the University bureaucracy. Because they are by definition not on campus, they often do not know local routines and practices. Where a traditional student might walk from one office to another to resolve an enrollment issue, online students rely on assistance and facilitation by the ILS department staff.

Quality of service delivered to students, however, consistently receives extremely high rating in ILS department surveys. This is largely attributable to high quality and service-oriented personnel the department has been able to hire and retain. It is important that the ILS department secretary, Kathy Muldowney, receive support and relief as soon as the current hiring freeze is lifted if the department's high service achievement is to be maintained.

V.4.2 Within its institutional framework the Department 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.

Department bylaws establish the following Standing Committees:

- Department Evaluation Committee (DEC);
- Department Curriculum Committee (DCC);
- Department Graduate Admissions Committee (DGAC);
- Department Scholarship Committee (DSC);

- Department Personnel Committee (DPC);
- Department Sabbatical Leave Committee (DSLCL).

The DEC is the department's peer review body, the DCC sets department curriculum and develops a course rotation schedule, the DGAC reviews applications and decides who enters the program, the DSC recommends student for a variety of scholarships, the DPC is in charge of the search for a chairperson, and the DSLC recommends sabbatical leave recipients to the University Sabbatical Leave Committee. To take effect, the full faculty must approve department committee recommendations, except in the cases of the Department Graduate Admissions Committee and the Department Evaluation Committee.

These committees regularly meet to make collaborative decisions with the Dean and faculty.

Financial Support

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

The University provides substantial support to the department. (Budget information is appended in V-2). Contribution for personnel costs including faculty, clerical support and student employment totaled over \$ 2.14 million in 2008-2009.

With the recognition of the quality, appeal, and success of the ILS department program, the University authorized funding two faculty positions in 2002 and another in 2007. This authorization is remarkable because of existing hiring freezes and predicted shortfalls in many areas of state government. It is also noteworthy that one of the new faculty members was brought in at a senior level (rank of Associate Professor). After the current national and state economic emergency has eased, we fully anticipate that scheduled department searches and renovations will go forward.

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.

In 1975, Public Act 75-566 was passed allowing state employees to bargaining collectively for their wages, hours and working conditions. The State Board of Labor Relations defined the bargaining unit by "commonality of interest." The first CSU-AAUP

Contract was negotiated in 1976 and ratified on April 1, 1977. In 1983, CSU-AAUP petitioned the State Board of Labor Relations to represent part-time faculty (including coaches), counselors and librarians and on March 9, 1983, part-time faculty gained the right to participate in collective bargaining. The CSU-AAUP contract, currently in its tenth version, is often cited as a model contract by the National AAUP as it contains not only the typical components of a collective bargaining agreement, but it also includes portions of the AAUP statements on academic freedom and shared governance. This makes the CSU-AAUP Contract one of the most comprehensive in the nation. [Condensed from <http://www.scsuaaup.org/about.html>]

Compensation at SCSU compares favorably to similar universities. The AAUP's compensation survey is published in the March-April issue of the AAUP magazine *Academe*. Information on specific colleges and comparative data is available only in the print version. [Adapted from <http://www.aaup.org/AAUP/comm/rep/Z/>]

Faculty compensation is governed by the AAUP contract. A copy of the current contract is available at <http://www.scsuaaup.org/contract.html>

Compensation for administration is governed by a contract with the SUOAF AFSCME (State College Organization of Administrative Faculty, American Federation of State, County and Municipal Employees) union. A link to the current Collective Bargaining Agreement is available at <http://www.southernct.edu/suoaf/formsanddocumentation/>

Compensation for staff is governed by the SUOAF contract under the NP3 administrative-clerical bargaining unit contracts. A copy of the 2006-2009 contract can be found at http://employ.uchc.edu/information/pdfs/bargaining/NP-3_2006_2009.pdf

Within these contracts equitable salary schedules are established and enforced. Historically, these unions have been conscientious advocates for members as a whole. For example, in recent discussions attempting to balance the state budget, the unions advocated furlough days to temporarily reduce payroll and negotiated early retirement incentives rather than terminate employees. For advocacy documented in the contract, see CBA Article 17. Retrenchment.

Please see the accreditation website for links to the AAUP and SUOAF AFSCME contracts.

V.7 Institutional funds for research projects, professional development, travel, and leaves with pay are available on the same basis as in comparable units of the institution. Student financial aid from the parent institution is available on the same basis as in comparable units of the institution.

The major source of funding for the department is the university, which provides support from a central budget for full- and part-time faculty and clerical staff, and which provides

discretionary funding or operational expenditures, including educational equipment, office supplies, Graduate Assistantships, University Assistantships, University Student Employees, and other discretionary spending. Through a contractual arrangement, the University also provides travel reimbursement up to \$1,200 per year for each full-time faculty member and \$600 per year for each adjunct faculty member.

Leave With Pay is available in the form of Sabbatical Leave “for the purposes of scholarly and creative endeavors that strengthen the professional competence or enrich the teaching of members” (CBA 13.7), and Educational or Professional Leave which “may include such activities a attendance at conventions, professional meetings or taking part in seminars devoted to an appropriate subject” (CBA 13.8). Sabbatical Leave may be granted upon completion of six academic years of full-time service for one semester (full pay) or one year (half pay). Educational or Professional Leave may be granted for up to five working days for each occurrence.

Special Funds are available for travel, faculty development, research grants, curriculum-related activities and retraining funds (CBA 12.10.1). Of the monies in Special Funds, 37.15% is available for research grants to faculty (CBA 12.10.1). These University Research Grants are competitive (CBA 9.10). Budgets can be funded up to \$5,000 with no more than \$2,500 as a stipend and the remainder for support services, supplies and/or equipment.

Bond Fund allocations from the State are apportioned among departments. Grants and contracts provide a second major source of funding for the department. In each budget cycle the department fully expends all of its income to support faculty, staff and programs.

Student Financial Aid is available in the form of assistantships, fellowships, work/study program, scholarships and funding through faculty grants. Please see Section IV.1.1 for a fuller description and Table IV-1 for total, average, and range of awards for each of past six academic years. This year (2009-2010) we also have 20 scholarships paying full tuition and fees of students in digital memorials and cultural archives. This funding is from the U.S. Department of Education/FIPSE through the Voices of September 11th in support of the 9/11 Living Memorial digital archive. In addition, two students have been awarded paid internships with the Voices organization.

Table V-1
Institutional Expenditures per Full-Time Equivalent Student, AY 2006-2008

Outcome Measure	AY 2006	AY 2007	AY 2008
Institutional (Program) Expenditures per Full-Time Equivalent Student	\$15,833	\$16,577	\$17,320*

Source: Office of Institutional Research; Data based on Federal Method (IPEDS). *Estimated

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

On behalf of the ILS faculty, the department chairperson prepares and submits to the Dean of Communication, Information and Library Science a budget request for the upcoming fiscal year (beginning July 1), for funding for department operating expenses and other-than-full-time personnel (which includes University Assistants, Graduate Assistants and work-study employees). Once approved by the dean, the proposed budget is submitted to the Office of the Provost, and reviewed by offices of Academic Affairs and Fiscal Affairs, where final decisions are made in consultation with the academic dean. Funding for full-time faculty, clerical staff and adjunct faculty is handled centrally, and is not directly allocated to departments. All full-time faculty positions are fully funded by the University.

Tuition, fees and other payments go into the University general account and are not distributed to departments. The department is provided a budget for the fiscal year and is expected to adhere to it. The department does not derive direct or additional income from course or distance education fees.

To encourage the pursuit of grants in which the University receives its full Federal Fixed and Administrative Cost Rate (F&A rate), the Dean of Communication, Information and Library Science is in the process of instituting a new rebate policy for all grants receiving F&A in which a portion of the F&A is returned to the School [<http://www.southernct.edu/spar/grantadministration/policiesprocedures/> under 11. Indirect Costs]. The Provost has proposed a new distribution model for indirect cost funds that come to the campus from grants and contracts: 40 percent to administration/finance, 20 percent to the principal investigator, 20 percent to the appropriate dean, and 10 percent to SPAR and 10 percent to the Provost (email from Dr. Selase Williams, Provost, dated November 6, 2009, titled New Distribution Model for Indirect Cost Funds).

Standard VI Physical and Virtual Resources and Facilities

Introduction

The university is in the midst of a \$230 million plan to transform the center of campus. Engleman Hall, which houses the university's administration as well as classrooms and department and faculty offices, has been expanded, with more space devoted to academics. In January 2006 the new Michael J. Adanti Student Center, adjacent to the Buley Library building, opened as the hub of the student community.

Construction began in 2005 on the Hilton C. Buley building that would double the square footage of the Library and upgrade technology research tools. The first phase of the Buley renovation, construction of a 135,000-square-foot addition, has been significantly completed. Among the highlights of the \$61.3 million project are two-story reading rooms with views of West Rock. Work should be completed after revised architectural plans are approved and additional funding secured.

A new phase of campus construction projects, estimated at \$1 billion, is expected to include three academic buildings, including a fine arts center, as well as an administrative building, three parking garages, and various facility renovations.

<http://www.southernct.edu/aboutscsu/buildingforthenewcentury/> and
<http://www.southernct.edu/alumni/southernmag/05fall/campusNews.html>

In May 2008, the Department of Information and Library Science (ILS) moved to its new temporary home on fourth floor of the addition to Buley Library. The administrative office suite, the dean's office, the chairperson's office, faculty cubicles, cubicles for full and part-time faculty, conference rooms and a computer lab are on the fourth floor of the Buley Library. The department also shares use of a small conference room with the Support Services Division of Office of Information Technology, on the fourth floor.

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

Sixty percent of students in the ILS MLS program reside in Connecticut, 38% are elsewhere in the U.S., and two percent study for the MLS from locations outside the U.S. Both physical and virtual facilities are needed to serve this study body.

ILS is currently in a temporary location in the new wing of the Buley Library until the expansion and renovation of the original facility is completed. The ILS department's temporary facilities consist of two office suites: one for the dean, chairperson, and staff; and one for fulltime and part-time faculty. Both suites use modular walls to create some separation between organizational units and between faculty desks. The ILS department

office suite also houses the copy machine and mailboxes. Due to the limited space, many department records were put into storage in another building and others were purged. Faculty has greatly reduced space for personal reference libraries and archives of student work. The greater barrier to the utilization of the space, however, is the lack of privacy. Most walls are temporary and do not reach the ceiling, allowing sounds to travel the length of the floor. Confidential conversations cannot take place and acoustics frequently create startling effects that give uneasiness to working in the department.

Work on renovation of the original structure and the construction that will connect it to new library facility was stopped when the contractor was released from the job for failure to perform to the contract. The case is currently being litigated.

Completion of the Buley renovation and expansion was one of two projects for which the state requested federal stimulus monies. Once funds are secured, new designs plans will be developed and work will resume.

Update as of January 7, 2010:

Southern plans on bidding the below work this spring with construction to start in the late summer:

- *Demo and remove existing exterior brick and replace with new brick and fill in south-side wall of addition where not completed.*
- *Install all new windows.*
- *Construct Atrium connecting the addition with the old section without the monumental stairs.*
- *Connect old and new section with a skywalk on level 3.*
- *Complete mall entrance steps and landscaping.*
- *Complete basic mechanical, electrical and plumbing systems in old library section. Install all life safety and fire protection systems.*
- *Complete first floor with reduced finishes for occupancy.*

With completion of the new facility, the department in cooperation with University planners will conduct a post-occupancy evaluation (POE) of the ILS department quarters. A POE is a systematic study conducted by outside (impartial) experts to evaluate the efficiency, effectiveness and other aspects of the new facility. Although a specific methodology is not yet in place, post-occupancy studies typically include surveys of primary stakeholders (students, faculty, administrators), interviews or focus group discussions, and critical appraisal by facility designers. The goal of the study is to improve the process of facility design and to remedy or at least address major shortcomings.

VI.2 Physical facilities provide a functional learning environment for students and faculty; enhance the opportunities for research, teaching, service, consultation, and communication; and promote efficient and effective administration of the school's

program, regardless of the forms or locations of delivery.

(Please see VI.4 for discussion of support and training for library resources.)

The ILS Computer Lab and Equipment

ILS controls one computer lab, with a capacity of 30 students. When not in use as a computer lab, it can be converted into a smart classroom. The ILS computer lab, which is maintained by the Information Technology department, includes an instructor's computer connected to a ceiling-mounted LCD projector and a Smart Board. A Smart Board allows the instructor to move around the computer lab while controlling his or her presentation and whiteboard activities through a remote control. The instructor's computer has unrestricted access to the Internet. There is a smart podium that enables faculty members to bring in and use their personal laptops. Via the podium, faculty may connect their laptop to the ceiling-mounted LCD projector and a Smart Board, and to the campus network if needed, in order to use their personal laptops for presentations and instructional activities.

The lab holds 30 Dell Optiplex desktop PCs. All the desktop computers have unrestricted access to the Internet. ILS desktop PCs are running Windows XP with Service Pack 2. Each PC is equipped with:

- 150 GB hard disk
- 3 GB RAM
- CD-ROM /DVD-ROM combo drive
- CD-Rewrite/ DVD-Rewrite combo drive
- Floppy drive
- 17" LCD monitor

Each PC has a range of software applications installed along with access to Buley Library databases and the Internet.

The computer lab also has a printing station that students may use to print. The printing station is equipped with an HP 4250 LaserJet printer.

The Classroom Technologies

"Smart Classrooms" is a term applied to all new classrooms equipped with access to modern computers, projector systems, connectivity for laptops, and additional resources for electronic instruction such as VCR's, DVD players, and Elmo paper scanner/projectors. What follows is a breakdown of campus Smart Classrooms by rooms, hardware, and software packages.

List of All Technology-Based Classrooms on Campus is in Appendix VI.A.

Hardware

Equipment available in this smart classroom

- Classroom Projection System: With the ability to project from in-class Windows and Macintosh computers, as well as student/instructor laptops and traditional paper or printed materials, Southern's Smart Classroom projector systems provide a comprehensive in-class environment for the integration of advanced technology and advanced instruction.
- Elmo Scan/Overhead Projector: With the ability to share through an in-class projection system traditional text, paper, or transparency sources currently unavailable on computer-based or digital form.
- Windows Computer System: Dell Optiplex Computer, min 256MB system memory, DVD-Read/CD-Rewrite drive, ZIP Drive, and Floppy drive
- Macintosh Computer System: Apple PowerMac G4, min 256MB system memory, DVD-Read, CD-Rewrite, or Combo drive, ZIP Drive, External Floppy drive, and Firewire connectors for DV cams & external drives.

Software: Over sixty applications programs and utilities are preloaded on the PCs in the Smart Classrooms. A full list of software is available in Appendix VI.B.

The Blackboard Learning System

Online classes meet through *Blackboard Vista*, a learning management system containing a set of tools that facilitates the creation and delivery of online instruction. *Blackboard Vista* supports Southern's strategic goals for a campus-wide enterprise implementation that can scale as large as needed and flexibly support a broad range of learning styles, teaching methods, and course formats. *Blackboard Vista* can be used to create fully online courses or supplement existing courses.

Blackboard allows instructors to create content areas in which instructors can post and structure course content as they see fit. Instructors can use the program to design and organize material similar to those used in traditional classroom courses, such as lessons, syllabi, announcement, schedules, reading lists, objectives, quizzes, and assignments. Instructors can put existing content, such as Web pages, text documents, graphic files, or media clips, into a *Blackboard* online course. The course software also has a sophisticated grade book function that allows students to submit assignments electronically, and allows instructors to easily manage and grade assignments and provide grades and feedback to students. Support and training for *Blackboard Vista* is provided through the Teaching and Learning Technologies Group of OIT. Training includes online tutorials and on-campus workshops and one-on-one tutoring. Support includes phone, email, and FAQ helpline.

The system provides both synchronous and asynchronous communication tools to support online learning activities and to support interaction between on-ground class meetings.

Asynchronous tools include threaded discussion boards and email functions. Synchronous tool include whiteboard, text-based chat, and other tools that allow instructors to conduct online lectures in real time.

Access to *Blackboard Vista* is through <http://vista.southernct.edu> using the MySCSU username and password, which is also used to access the university email system and the university's registration and records system.

Blackboard tutorials for students and instructors are available on the SCSU Web site at <http://www.southernct.edu/departments/oit/vistastatus/StudentTrain/> and <http://www.southernct.edu/departments/oit/vistastatus/FacultyTraining/>.

Whether attending classes on campus or online, MLS students receive the same curriculum taught by the same faculty and resulting in the same Master of Library Science Degree.

The ILS Faculty and Staff Computing Equipment

Faculty computers are upgraded and replaced every three years. Specifications for those computers evolve with technology trends and pricing. Faculty members may choose between a desktop and laptop PC or Macintosh. Computers (including faculty computers and computers in hi-tech classrooms and labs) purchased with general fund monies are property of the university and revert to IT for reallocation when replaced.

Some of the faculty members who use a laptop PC also have a laptop docking station. The use of a docking station quickly enables a laptop computer to become a substitute for a desktop computer, without sacrificing the mobile computing functionality of the machine.

All ILS department PCs are networked to the Universities high speed LAN, which provides access to the Buley Library holdings, the Internet gateway, the Banner administrative software package, and other services.

All the faculty cubicles are in a large room with a printing station equipped with three HP LaserJet printers.

University Resources

The University maintains a number of services to support instruction and scholarly activity. Of the array of centers and student services maintained by the university, we feel the following specifically support the needs of our students and our program.

Office of Information Technology. The Office of Information Technology supports all computing related to SCSU course work. There are over 1,000 computers available for student use. The computers are spread across 40 public and departmental labs, with the

primary computer labs operating in both Buley Library and Jennings Hall. The equipment consists of up-to-date PCs and Macintosh computers loaded with current versions of popular software. In Jennings Hall, Room 130, is a single-platform (Windows) computer lab consisting of 101 Dell Optiplex GX260/270's (2.6-3GHz P4 w/1-2GB RAM), 3 Scanning stations, 4 Adaptive technology stations with larger displays for easier viewing, Black and white and color printing. All computers are equipped with floppy, ZIP, as well as combination CD-Rewriteable and DVD-ROM media drives. Jennings Hall, Room 139, is the primary Unix lab at Southern.

The Buley labs, in addition to PCs and Macs, feature:

- **PowerMac G4 DVD Editing/Mastering Station** Take video from a VCR or DV camera to a full-finished DVD or movie in less time that it takes to say "Final Cut Pro." Equipped with a DVD-Recordable drive and running a comprehensive suite of video editing and DVD mastering software, this PowerMac located to the left of the printers is the perfect tool for the creation of custom multimedia DVD movies or projects.
- **2 Macintosh Adaptive Technology Stations** utilizing a larger twenty-inch display, additional input devices, a motorized adjustable height desk, and a comprehensive suite of accessibility software.
- **HP ScanJet C7690A & Umax Astra 1220U Scanning Station** with vendor-specific software for importing of photos and printed media.
- **2 High-speed HP LaserJet 4100 Printers** area available for fast and professional-quality black and white printing of your SCSU projects.
- **Software Manuals, Reference Books, & Headphones** are available for in-lab.

The hours of operation of the labs in Buley Library, which houses the ILS department, are, during the fall and spring semesters, Monday through Thursday from 8:00 a.m. until 10:00 p.m., Friday 8:00 am until 4:00 pm, Saturday 9:00 am until 5:00 pm. and on Sunday from 1:00 p.m. until 9:00 p.m.

The Office of Information Technology at Southern Connecticut State University provides a dozen public computer labs, including the three detailed above, with the latest in software applications and hardware. In addition to general computer labs such as Buley Library and Jennings Hall, specialized labs such as the Center for Adaptive Technology in Engleman Hall and the Student Technology Resource Center in Schwartz Hall can provide students with personalized support and a full list of equipment and software in each lab is available at <http://www.southernct.edu/oit/labsandclassrooms/>

OIT operates four service centers spread across the campus. All four locations are staffed with trained help desk consultants. The locations and hours of operation can be found at

<http://www.southernct.edu/oit/helpdesk/>. There are several ways to obtain technical support: (a) call or email help desk; (b) visit a service center in person; (c) instant messaging with a help desk consultant; (d) search the online Knowledge Base for answers to frequently asked questions.

Research Center on Computing and Society promotes conferences, research, publication, and other forms of scholarly interaction on the impact of computing on society. Additional information is available at <http://www.southernct.edu/organizations/rccs/>

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.

Student Information System

BannerWeb is the Student Information System at SCSU. Students may use BannerWeb to: (1) check admission status; (2) search course catalog; (3) register for classes; (4) check financial aid award; (5) pay tuition and fees; (6) check grades; (7) get a copy of transcript; and (8) apply for graduation. Faculty may use BannerWeb to: (1) check course schedule; (2) view class rosters; (3) submit mid-term and final grades; (4) view student transcripts; and (5) view student course schedules. BannerWeb is hosted and supported by the Office of Information Technology.

Faculty Technology Center

The center is staffed by full-time instructional technologists and university assistants who work with faculty to improve their use of technologies in teaching and learning. The Faculty Technology Center is managed by the Teaching and Learning Technologies Group of Office of Information Technology. More information is available at <http://www.southernct.edu/oit/instructionalresources/facultytechnologycenter/>

Library Facilities

A. Library Staffing

The Hilton C. Buley Library houses a collection of more than 600,000 volumes, maintains vendor contracts with approximately 100 online databases, and provides access to over 50,000 electronic journals. In 2008, a new library building opened and all collections, staff and computing resources were moved to the new space. Plans are underway for renovation of the old library building that would double the size of the library space on campus. The new library building has a library instruction classroom with more than 20 computers and a large LCD screen for demonstrations. It has more

than 20 computers in the reference area plus additional computers on each floor for catalog searching. There are many study rooms and collaborative study areas in the fully wireless library building.

Buley Library serves the Southern Connecticut State University campus and distance students around the world. It is part of the consortium of institutions in the Connecticut State University system, which provides expanded resources and networking for staff and patrons, including collaborative information technology initiatives. The library employs 15 full-time tenure-track library faculty, 2 temporary one-year appointment librarians (non-tenure track), 6 part-time adjunct library faculty, 11 support staff and 2 administrative staff including the library director.

Technology in the library is managed by a network administrator and systems librarian with the coordination of a library technology committee. The library is divided into several departments including Reference, Technical Services, Access Services, Library Systems, Special Collections, and an Educational Resource Center. The library departments work collaboratively to carry out the mission of the library to serve the university's information needs.

B. Library Technical Collection

Materials for Information and Library Science at Buley Library

The Buley Library has used a Library Liaison model for collection development for almost ten years. In this model, a representative from the ILS department and a library liaison work collaboratively to ensure that materials selected meet the instructional needs of the students and support the teaching and research objectives of instructors. Departmental liaisons will also encourage recommendations from their teaching peers.

Over the past five years, the library book budget for information and library science has averaged \$13,782 for approximately 200 book purchases per year. The library book budget for information and library science in fiscal year 2009 was \$11,739.00.

Description	Library Allocation	# of Titles Added
Fiscal Year (FY) 2005	\$16,200.00	315
FY 2006	\$13,500.00	216
FY 2007	\$14,850.00	171
FY 2008	\$12,622.00	188
FY 2009	\$11,739.00	201
Total Print Resource Expenditures, & Items Added, with Buley Library's LSC allocation, 2005-2009	\$68,911.00	1091

The library purchases other types of materials, to serve the Information & Library Science department. These include electronic books, electronic journal collections and electronic databases.

A breakdown of materials purchased for Information & Library Science in FY 2009:

Print Books	\$11,739.00
Other eBooks	\$ 3,457.00
e-Journal Packages:	\$21,573.00
Electronic Databases	\$12,104.00
Total Estimated Amount	\$48,873.00

Standing Orders/Continuations/Approval & Awards Plans

The Buley Library receives numerous print publications for the Information & Library Science Department as standing orders, including:

- *Advances in Librarianship*
- *American Booktrade Directory*
- *Bowker Annual of Library and Book Trade Information*
- *Directory of Special Libraries & Information Centers*
- *Educational Media and Technology Yearbook*
- *Whole Library Handbook*

In addition, the library maintains a small approval plan with the American Library Association, which accounts for approximately 25 reference and circulating titles per year.

Reference Materials

The Buley Library regularly purchases print reference materials in the library and information science area. In addition, over the past five years the library has been moving toward the acquisition of reference book titles in electronic format. Electronic format materials include:

- Credo Reference Online product - 163 Reference Book titles
- Oxford Reference Online product - 51 Reference Book titles.

In addition the Gale Virtual Library offers access to an additional 126 Reference Book titles in multiple disciplines. Selected GVRL titles that are specifically focused on Information & Library Science include:

- *Digital Libraries: Principles and Practice in a Global Environment*, K.G. Saur, c2005.
- *E-Learning for Management and Marketing in Libraries*, K.G. Saur, c2006.
- *Encyclopedia of the Library of Congress: for Congress, the Nation and the World*, Library of Congress, 2004.

Children's & Young Adult Book Awards Program

In addition to the annual print book allocation for Information & Library Science, a portion of the special allocation for the Curriculum Lab/Juvenile Collection is used to support the Children's Book Awards Program at the Buley Library. This consists of standing orders for 31 different book awards in the Children's and Young Adult Literature categories. These total nearly 600 fiction and non-fiction titles per year, at an approximate cost of \$10,000 annually. The three largest are: Notable Children's Trade Books in the Field of Social Studies, ALA Best Books for Young Adults, and ALA Notable Books for Children. The Children's Book Awards Book Program is supplemented by individual selections made by the Librarian-Selector for the Curriculum Lab/Juvenile Collection, as well as the Librarian-Selector for the School Education and the Librarian-Selector for the English Department.

Print and electronic journals

The Buley Library currently subscribes to approximately 440 serial titles in Library & Information Sciences, 550 journal titles within the Computer Science subject area, and 200 titles in the Technology subject area.

C. Library Electronic Access

The library provides electronic access to more than 100 online databases, approximately 50,000 electronic journals, and several electronic book packages. In the field of Information and Library Science, the library subscribes to four major databases for the field of Information & Library Science, and three additional databases in Education that serve the needs of students in the School Library Media track:

- **Education Abstracts** – an online version of the Education Index
- **Education Research Complete** – said to be the world's largest and most complete collection of full-text education journals
- **ERIC (with selected full-text)**
- **Emerald Library Suite** – Full-text online versions of print periodicals from MCB University Press. Includes management, business marketing, library science and information management, with a distinct international perspective.

- **Library, Information Science & Technology Abstracts (LISTA)** – more than 600 periodicals plus books, research reports and conference proceedings, dates back to the mid-1960s.
- **Library Literature & Information Science**
- **LISA: Library & Information Science Abstracts (CSA)**
- **Worldcat**

The library provides access to its collection through several online search interfaces. The primary interface is the library catalog, CONSULS, which is shared by the other universities in the Connecticut State University System. A courier service transfers materials between the campuses.

In addition to the library catalog, the library uses OpenURL and an off-campus proxy to library subscriptions permitting students, faculty and staff access electronic library materials from anywhere.

The library also provides electronic reserves so that articles and sections of books can be read online. Materials are digitized in-house, or are linked to an existing subscription through one of our online journals, and then are linked through a special section of the library catalog.

Library web links:

Library website: <http://library.southernct.edu/>

Online Databases page: <http://library.southernct.edu/newdbs.html>

Journal Locator page: <http://sy3kp5cd5d.search.serialssolutions.com/>

Collection Development page: <http://library.scsu.ctstateu.edu/subjects.htm>

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.

Most university facilities and services were designed for on-campus delivery to students. The first courses offered online by the department were an evolution of the off-campus classroom which addressed student needs to shorten long commutes to class. As students from outside a commuting distance began to enroll in the program, the department became an advocate for services delivered at a distance: This also benefited local students with complex schedules who found it challenging to get to campus when service offices were open.

We have found service offices open to amending procedures to accommodate distance students. In addition, several ILS faculty members have taken workshops in Universal Course Design so that some accommodations are inherent in the structure of the course. The department has referred students, when appropriate, to a wide range of services including the Disabilities Resource Office (which now will complete intake interviews via phone in order to establish support needs of students whether attending classes on campus or online), Center for Adaptive Technology (including fitting prosthetic extensions for missing digits and software that will permit the student to compose, edit, and submit work electronically through use of voice only), Student Supportive Services (which has assisted students in balancing home-work-school needs to supporting them through personal issues and traumatic events), International Student Office (including helping students obtain/maintain needed paperwork and immigration status), and Veteran Services.

In section VI.3 we outlined the library, media, and technology resources provided to the campus. These resources are effective solutions to ongoing needs for all students. IT has established phone and email help service for students and established procedures to accommodate students who do not come to campus. The library has established the position of Distance Education Librarian with a Quick Link prominently displayed on the library's homepage. The Distance Education Librarian provides various modes for contact: phone, email, MSN Messenger and AIM, Skype (Internet telephone), one-on-one online webchat, and co-browsing. Reference Desk and Subject Specialist Librarians are available via phone, email, or web forms. Databases are accessible through Website-based login. Document delivery, tutorials, FAQs, electronic reserves, guides for visiting other libraries, translation aids, and other resources are available from the Library Homepage for Distance Education.

Center for Adaptive Technology. The Center for Adaptive Technology is a division of the Office of Information Technology at Southern Connecticut State University. It was established in 1989 through a resolution of the Board of Trustees of the Connecticut State University System. The center enables people with physical, visual and learning disabilities to gain access to computer technology to achieve their academic goals. The Center has a three-part mission: 1) Support SCSU students with disabilities, 2) Support SCSU students in education programs, and 3) Provide community support. The Center for Adaptive Technology (CAT) helps students with disabilities gain access to the same technology other students use to achieve their educational goals. The CAT assesses students' technology needs and trains them to use adaptive hardware and software. Students may then use this technology at the CAT or in other locations on campus. Additional information is available at http://www.southernct.edu/adaptive_tech/

Center for Career Services. The Center offers comprehensive career resources for all students and alumni. Full-time and part-time positions including on-campus student employment opportunities are posted through the center. Career development programs

include career counseling, resume writing, cover letters, and job search strategies. More information is available at <http://www.southernct.edu/careerservices/>

Disability Resource Center. The mission of the DRC is to ensure educational equity for students with disabilities. The Center provides assistance and information on issues of access to ensure the full participation of students with disabilities at Southern. Additional information is available at <http://www.southernct.edu/drc/>

International Students. The International Student Adviser's Office serves as a center for promoting international friendship and understanding by welcoming and assisting students from all countries. It deals with questions pertaining to visas, employment, immigration, and related matters. More information is available at <http://www.southernct.edu/internationalstudents/>

Learning Resource Center. Located in Buley Library, the LRC contains the University Media Center and the Curriculum Laboratory. For additional information see <http://www.library.southernct.edu/lrhome.htm>

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

The Graduate Program Survey sent to students, alumni, and faculty includes questions on Program Faculty, Program Organization, Program Requirements, Program Advisement, University and Program Facilities, and Overall Program Effectiveness. Questions include *University provided an appropriate classroom environment and academic resources*, and *Program faculty utilized university resources to effectively accomplish course objectives*. In addition to a rating scale, participants are given space to key in comments. The Graduate Program Survey is conducted at least every five years. Participation is solicited by email with an embedded link to the web-based questionnaire. The Office of Assessment and Planning manages the web-based survey software and forward a copy of results to the department.

Graduate Program Survey - ILS Spring 2009

	(n=100) Alumni	(n=92) Students	(n=9) FT Faculty
UNIVERSITY AND PROGRAM FACILITIES			
University provided an appropriate classroom environment and academic resources that I needed as a graduate student	77	76	78
Program faculty utilized university resources to effectively accomplish course objectives	74	78	89

Conclusion

The faculty of the Department of Information and Library Science at Southern Connecticut State has undertaken a comprehensive review of its Master of Library Science (MLS) program in preparation for this report, and believes the program to be in full compliance with the 2008 ALA Standards for Accreditation of Master's Programs in Library & Information Studies, 2008.

Synthesis

In the 2010 Program Presentation, the ILS department articulated the mission, goals, and objectives of the Master of Library Science program. The ILS faculty will continue to carefully and continually monitor the literature and the general environment for criteria to assess program objectives and activities. We will consult with various constituents and professional groups to assess options for involving faculty, students, employers, and others in a broad-based planning process. The faculty will also carefully monitor and adjust planning activities so that assessment and resulting actions are responsible, efficient and ongoing. The goal is thoroughness with simplicity so that the Program Presentation becomes a ready tool of first choice.

The faculty, with input from practicing librarians, the literature, and professional organizations, has assessed the curriculum in terms of affording students a quality and coherent course of study in (1) the core competencies for practice and (2) specialized knowledge and skills focused around five types of practice (academic librarianship, public librarianship, school media librarianship, special librarianship, and information systems and technology). The faculty will build on these traditions in conducting a major review of the curriculum using the newly adopted ALA core competencies.

A review of both course syllabi and student work, in particular the Special Projects and Portfolios, confirm the expectation that students enjoy a variety of educational experiences in the program that encompass theory, principles, practice, and values.

Online course offerings were undertaken under the auspices of goals set in 1996 and for the purpose of increasing access to courses. Online courses are the same in all essential regards as courses offered on campus; syllabi and learning outcomes are continually assessed and compared to insure the same high quality is maintained in all venues.

In 1996, the ILS department proposed a Minority Faculty Recruitment Plan that identified potential minority candidates prior to their entry into the job market and alerted these potential candidates to job openings as they were announced. The 1996 Recruitment Plan helped move from 18 percent minority faculty (2 of 11) to 54 percent (7 of 13) in seven years.

The ILS faculty is also diverse in its ability to cover the breadth and depth of the curriculum. Faculty teach in their area of expertise; ninety-four percent of courses in the curriculum are within the expertise of the fulltime ILS faculty. The part-time faculty complements the expertise of the fulltime faculty.

The ILS faculty as a whole has a sustained record of accomplishment in research and publication. Scholarly activities of the faculty include interaction with other disciplines, most notably cognitive studies. Some of this research involves and employs students. Overall, the faculty represents a balance in types of research and scholarship, which include books, book chapters, book reviews, journal articles, and invited lectures and presentations at the state, national and international levels.

The Master of Library Science program attracts a well-qualified pool of applicants in excess of its capacity to admit new students. The department utilizes an assessment instrument that permits uniform and equal consideration of each application and ensures that admissions standards are applied consistently. An advisement plan has been implemented that serves prospective as well as matriculated students and is sensitive and flexible to the individual student's career goals and preference for faculty mentors. The University provides an array of campus-based services that support students' academic, research, computing, financial, physical, emotional, and family needs. Students are afforded the opportunity to participate in student organizations and department committees, such as the curriculum committee and accreditation subcommittees. Accommodations are made to permit participation of distance students, including attending meetings via conference call. Members of the ILS faculty are working on a university level committee to improve the financial aid available to Graduate Assistants.

Throughout these financially difficult times, the ILS department has found ways to maintain or increase most resources, if not in exact amount, at least in effectiveness. The ILS department has been creative in its use of resources to foster interdisciplinary interaction and initiatives and has been successful in winning a number of competitive grants and awards. Within the campus system, the ILS department retains autonomy over intellectual content of curriculum, selection and promotion of faculty, and selection of students. Faculty, staff, and students are involved in decision-making across the university and, in some cases, across the four-university system.

Current physical facilities are adequate for learning, teaching and research. Buley Library's web-based resources provide strong resources for our students.

Concluding Statement

The ILS program strives to prepare outstanding professionals. We have implemented courses through web-based delivery, facilitating access to courses for those who otherwise would be unable to attend. We have instituted new processes and tools to better

serve students, prospective students, and the library community. We retain good students who have moved away from the area but are now able to complete their program through online offerings. We serve military personnel and members of their families stationed around the world. We provide training to students whose disabilities make it difficult to participate in traditional classes. We understand our place in the spectrum of professional programs and focus on providing the best possible training in areas we can well support.

While our efficiency has been affected by events we cannot control -- economic crisis, turnover in administration, reorganization of academic units, and physical relocation -- ILS has always approached such challenges as incentives to maintain the order and stability of our MLS program.

In looking back over roads we have traveled, ILS is optimistic about our prospects because of our confidence in department leadership, our achievement in faculty scholarship and other activities, and our rigorous curriculum verification through the ALA core competencies. We believe we have the will and the resources to give our students opportunities for education unparalleled in the program's history. We feel as a department that we are in the strongest position that we have been in our collective memory.