



Program Presentation
for the American Library Association
Committee on Accreditation – October 2015

Dominican University
Graduate School of Library and Information Science
Master of Library and Information Science



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Declaration



DOMINICAN UNIVERSITY
Graduate School of Library & Information Science

DECLARATION

We acknowledge and agree that a visit for review of the **Master of Library and Information Science** program offered by **Dominican University** is scheduled to occur in fall 2015; and we are familiar with and hereby agree to proceed according to the *Accreditation Process, Policies, and Procedures* of the American Library Association Committee on Accreditation (ALA-COA).

To the best of our knowledge, the information contained in the accompanying Program Presentation is accurate and reliable with respect to the master's program in library and information science for which accreditation is being sought and with respect to the institution that offers that program.

Chief academic officer of the institution:

Name: Jeffrey R. Breese, Ph.D.

Title: Provost and Vice President for Academic Affairs

Signature: Jeffrey R. Breese

Date: 9-4-15

Chief academic officer of the program:

Name: Kate Marek, Ph.D.

Title: Dean and Professor

Signature: Kate Marek

Date: 9-4-15

Introduction and Program Information

Unit

The Graduate School of Library and Information Science (GSLIS) is a unit of Dominican University in River Forest, IL.

Program Presented for Accreditation

The program presented for re-accreditation in this report is the Master of Library and Information Science (MLIS). It is a 36 credit-hour program with four required courses and eight electives that can be completed in as few as one, or up to six years. Coursework is offered in a number of formats, including in-person at the River Forest campus, in-person in downtown Chicago, online, or blended (limited in-person sessions combined with online work). Dominican's MLIS program prepares students for professional careers in library and information science, including in public, school, academic, and special libraries as well as in archives, museums, nonprofit organizations, corporations, and other settings.

Dean of the School

Kate Marek, Ph.D.
GSLIS Dean and Professor

Institution

Dominican University
Donna Carroll, Ed.D, President (Chief Executive Officer)
Jeffrey Breese, Ph.D, Provost and Vice President for Academic Affairs (Chief Academic Officer)

The GSLIS dean reports to the provost.

Institution Accreditation Information

Dominican University is accredited by the Higher Learning Commission of the North Central Association as a baccalaureate, master's, and doctoral degree granting institution. The university was reaccredited in March 2015 for a period of ten years.

ALA Standards Addressed

This program presentation addresses the *ALA Standards for Accreditation of Master's Programs in Library and Information Studies*, 2008.

Background

Dominican University is a coeducational comprehensive university located in River Forest, Illinois, a suburb of Chicago. The university traces its beginning to St. Clara Academy, which was chartered by the State of Wisconsin in 1848. The Academy was established at Sinsinawa, Wisconsin, by the Dominican Congregation, founded by an Italian missionary, the Very Reverend Samuel Mazzuchelli, OP. The Academy became St. Clara College in 1901. In 1922, at the invitation of George Cardinal Mundelein, Archbishop of Chicago, the

sisters transferred the College to its River Forest location and incorporated the institution as Rosary College.

During the 1920s, Rosary College was a recognized liberal arts college for women offering the Bachelor of Arts and Bachelor of Science degrees. In September 1930, the curriculum was expanded with the addition of a library education program for both men and women. The goals of the new Library Science Department were the encouragement of scholarship in Catholic institutions through librarianship and service to the Chicago metropolitan community through the development of high-quality libraries. The first director of the department was Sister Reparata Murray, OP, who served from 1930 through 1949.

In 1938, the library science program was accredited by the American Library Association's Board of Education for Librarianship. The Board also approved a Bachelor of Arts in Library Science for a fifth year of study. In 1949, reflecting changes in education for the profession of librarianship, Rosary College inaugurated a curriculum leading to a Master of Arts in Library Science degree. In 1970, the Department of Library Science became the Graduate School of Library Science and the title of director was changed to that of Dean. To better reflect the growth and scope of its programs, the Graduate School of Library Science became the Graduate School of Library and Information Science (GSLIS) in 1981. Rosary College became Dominican University in May 1997 to recognize the institution's status as a university with three graduate schools and more than nine graduate degrees.

In the 1990s, with the closings of the University of Chicago's Graduate Library School and Northern Illinois University's Department of Library and Information Science, Dominican had the only ALA-accredited master's program located in the metropolitan Chicago area. In addition to its academic programs, the school publishes *World Libraries*, a scholarly journal focusing on international librarianship; is home to the Follett Chair, one of the earliest endowed chairs in library and information science in the country; and houses the Butler Children's Literature Center, an examination center for children's and young adult books published annually in the United States and which is designated as a Center of Distinction within Dominican University.

Students in GSLIS enjoy a rigorous academic challenge as well as the satisfaction of knowing they are earning a master's degree from an accredited program that has been educating future librarians and information professionals in the Chicago area since the 1930s. Many countries are represented in the GSLIS student body and on the faculty, creating a rich and diverse cultural atmosphere and unique learning opportunities.

Overview of Master of Library and Information Science Degree Program

The Master of Library and Information Science (MLIS) degree program is designed to educate entry-level librarians and information specialists and at the same time provide the educational foundations for lifelong professional development. The 36-credit hour curriculum is composed of a range of courses developed to prepare students for professional responsibilities in a broad spectrum of library, media, information centers and consultancies.

The curriculum is organized around core courses required of all students. These courses cover fundamental aspects of library and information science that are common to all types of work in the library and information field. The program of study also includes elective courses in library and information science and related subject areas that will prepare students for specialized fields of work. GSLIS offers a wide range of courses giving students the opportunity to create their own areas of specialization depending on their career goals.

Several partnerships with other universities and library organizations have strengthened and expanded the program. Combined degrees are offered in collaboration with Loyola University's graduate program in public history (MLIS & MA in Public History) and the McCormick Theological Seminary (MLIS & Master of Divinity). In addition, GSLIS has established partnerships toward dual degrees with Dominican's Brennan School of Business (MLIS & MBA) and the Graduate School of Social Work (MLIS and Master of Social Work). A recent partnership with Roosevelt University's Department of History and Philosophy provides Roosevelt graduate history students access to specialized archives and cultural heritage training (Master in Arts in History & GSLIS Certificate in Archives and Cultural Heritage Resources and Services).

GSLIS faculty members possess academic credentials and experience that enable them to provide a well-balanced and relevant education to students in the degree program. Most of the MLIS faculty members have had substantive careers in libraries or information centers, and many of them have held responsible positions in a variety of organizations. This experience enriches their perspective and ensures that the curriculum is relevant to professional practice, while at the same time is grounded in a sound theoretical framework. The content knowledge that each has gained from doctoral work infuses the insights gained from professional practice so that program content is delivered with attention to both theory and practice in any given specialty. Through both doctoral and postdoctoral activities, the faculty members demonstrate their understanding of and facility with a variety of approaches to research using both qualitative and quantitative methodologies. Library and information professionals who work in the Chicago area also teach courses in GSLIS as adjunct faculty, bringing their wealth of knowledge of today's library programs and solutions to the classroom. In addition, experts beyond the Chicago area also teach in GSLIS when possible in weekend, blended, and fully online course formats.

While students choose Dominican University's Graduate School of Library and Information Science for its academic challenges and outstanding reputation, they also select it for flexibility and accessibility of courses. The majority of GSLIS students are working adults who manage significant job and family responsibilities while pursuing their graduate education. With courses scheduled in convenient time blocks, offered at multiple locations and various delivery modes (face-to-face, blended, and fully online), part-time students can pursue a course of study that meets their time constraints.

With the rich environment of information services and libraries in the Chicago metropolitan area, GSLIS students have access to hundreds of Chicago's downtown and suburban libraries, information agencies, museums, and media companies for collection access and for practicum and internship sites. While a large percentage of GSLIS's 3,000 alumni has

worked or are working in the Chicago area, our graduates may be found across North America and around the globe. With this extensive network, students have many opportunities to connect with colleagues.

Development of the Program Presentation

This Program Presentation is the result of collaboration by all faculty members, the dean, the administrative staff within the school, the provost, and students, in addition to members of the GSLIS Advisory Board and the Alumni Council.

The faculty members as a whole guided development of the Program Presentation. Each standard was assigned to two or more full-time faculty members who drafted the relevant section of the Program Presentation document. All sections were posted to a shared online site and available to the rest of the faculty members, interested students, involved individuals, and staff for review and comment. Dean Kate Marek, Assistant Dean Diane Foote, and Assessment Coordinator Anne Deeter were the final editors.



Chapter I: Mission, Goals and Objectives



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Chapter I: Mission, Goals, and Objectives

Standard I.1 A school's mission and program goals are pursued, and its program objectives achieved, through implementation of an ongoing, 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.

Founded in 1930, Dominican University's Graduate School of Library and Information Science (GSLIS) is deeply grounded in the mission and values of its parent institution:

As a Sinsinawa Dominican-sponsored institution, Dominican University prepares students to pursue truth, to give compassionate service and to participate in the creation of a more just and humane world.

The mission was developed by members of the Dominican University community and embodies the culture of our institution; it has been adopted by the university's Board of Trustees and is lived throughout the institution. The university's curricular and co-curricular programs, along with student support services and our enrollment profile, all reflect and are consistent with the mission. In addition, the university's planning and budget priorities align with and support the mission. This focus is best reflected in the university's *2010-2015 Strategic Plan, Pathways to Distinction* (see Appendix I.1), where first and foremost, the academic program-driven plan is anchored by the mission. The mission is current and guides the university's purpose. It addresses Dominican's role in a multicultural society and serves as a beacon through which we can assure that our processes and activities reflect attention to human diversity. Essentially, our mission demonstrates the university's commitment to the public good. Dominican conveys its mission publicly by posting it on the university's website and by including it in public documents.

Furthermore, the intellectual rigor stemming from the liberal arts, a commitment to dialogue and inquiry, and a strong service ethic are hallmarks both of Catholic higher education and the values of the university's founding organization, the Sinsinawa Dominicans. Within this context, the university community is committed to developing intellectual vitality, moral alertness, and aesthetic sensibility in its members as well as a sense of social justice and responsibility. The university fosters a caring and respectful learning environment that values diversity in its members and strives to recruit and serve a heterogeneous community. At Dominican University, the pursuit of truth is a collaborative endeavor that needs and benefits from divergent ideas and understandings developed throughout the complex and varied academic community. The university's mission, values, and aspirations reflect a direction and vision that are especially well suited to the library and information science profession and its allied fields.

Dominican University’s Planning Committee, which is composed of representatives from across the university community and of which the GSLIS dean is a permanent member, works with the university president to develop the strategic plan. The most recent plan, adopted by the Board of Trustees in 2010, reiterates and supports the university’s mission and is built around “Thresholds of Distinction,” which are articulated in the plan and encompass ten transforming initiatives. *Pathways to Distinction* was initially imagined as the second of two strategic plans, together spanning a decade, 2003-2013. Since it was first crafted in 2008, *Pathways to Distinction* has been revised and extended twice. In 2013, as the full impact of the economic recession hit, there was a second revision: *Pathways to Distinction: A Vision for 2017* (see Appendix I.2). The president’s address to the Board of Trustees in February 2013 tracks this strategic progression—from a traditional plan, to an innovative one, to the transformational effort that directs the university today.

Stages of the GSLIS planning process have mirrored the institution’s strategic planning progression and approach, as will be more fully articulated later in this chapter.

Graduate School of Library and Information Science Mission Statement

The mission of GSLIS is closely aligned and consistent with the university’s mission and priorities.

GSLIS Mission Statement: The Graduate School of Library and Information Science empowers professionals to connect individuals and communities to the world of information and learning with reason, compassion, and a commitment to service.

This mission statement provides the basis for the Student Learning Goals and Outcomes (SLGOs; see Figure I.4). Implemented in fall 2012, these SLGOs are articulated within the broad context of and with emphasis on an abiding commitment to the information profession and its core values: leadership, global awareness, service, social justice, and an attention to evolving technologies and media. Restated by the GSLIS Council in August 2014, the mission statement in its current form further aligns the SLGOs to program and university missions. Figure I.1 illustrates the direct alignment of the GSLIS learning goals with the university mission.

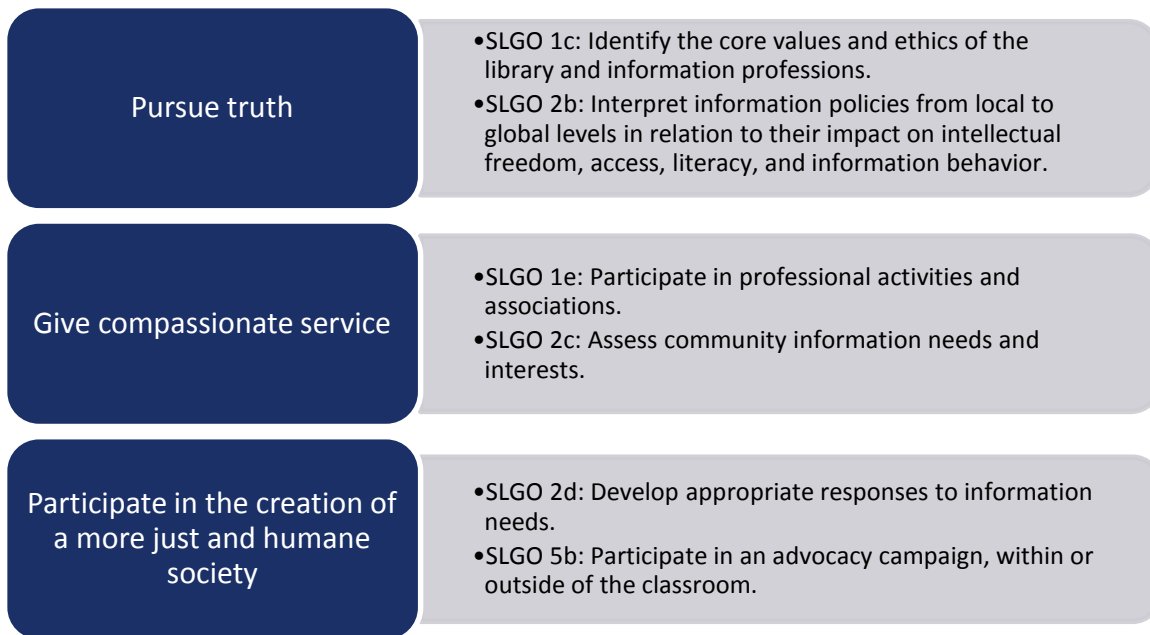
Defining program characteristics of GSLIS include a distinctively relationship-centered learning environment; engaged faculty who regularly integrate theory and best practice; passion for social justice, equality, and service; access to the rich opportunities and expertise of Chicago’s library/information community; a long tradition of influential and supportive alumnae/i; and a global and international presence.

The GSLIS mission statement also influences the program’s recruitment and marketing activities. The program seeks to educate the next generation of library and information science leaders. With this goal in mind, GSLIS program focuses its recruitment and marketing efforts on prospective students in metropolitan Chicago, the surrounding suburbs, and cities in neighboring states such as Indiana and Wisconsin that are within a few hours drive of the program class sites in River Forest and downtown Chicago. The program pursues opportunities to partner with organizations such as the Chicago Public

Library, Chicago Public Schools, Skokie Public Library, Roosevelt University, RAILS regional library system, and WFMT Radio to recruit and prepare a diverse and service-ready corps of librarians and information professionals who reflect and are uniquely trained to respond to the region’s increasingly culturally, economically, and linguistically heterogeneous population.

Figure I.1 Alignment of the GSLIS mission to the Dominican University mission

Dominican University Mission ➔ Selected alignment examples to GSLIS Learning Goals



Strategic Planning

Following on the closing cycle of the *2006-2010 GSLIS Strategic Plan*, GSLIS undertook an extensive planning process that culminated in the *2011-2015 Strategic Plan* (see Appendix I.3). The years since 2011 have included status checks of that plan as well as intensified efforts over the last three years to refine that plan in ways that address newly emerging realities in the LIS field, in graduate professional education, and in our own enrollments. As a result, GSLIS has identified innovative strategic directions and efforts in parallel with the university at large. Figure I.2 provides a summary of planning events from 2010 to 2015.

Figure I.2 Planning events and results summary, 2010-2015

Event	Date	Goals	Participants	Outcomes
Strategic Planning Process	2010-2011	Overall planning process toward a 2011-2015 Strategic Plan	External and internal stakeholders	2011-2015 Strategic Plan
Electronic survey to 70+ practitioners regarding LIS	April 2012	Gather feedback from practitioners regarding desired skill sets of new LIS graduates in order to	Library leaders across areas of specialty and geographic	Used this data in May 2012 faculty retreat to redesign and rearticulate program

Event	Date	Goals	Participants	Outcomes
graduates' needed skills and competencies, with over 50 respondents		inform the discussion about new SLGOs identification	locations, as identified by GSLIS faculty	SLGOs
Faculty retreat to rearticulate SLGOs	May 2012	Redesign and rearticulate program SLGOs	GSLIS FT faculty; DU Director of Assessment; DU Director of the Center for Teaching and Learning Excellence	Completed SLGO redesign and re-articulation; subsequent mapping to curriculum completed the following academic year
2011-2015 Strategic Plan Status Check	January 2013	Formal conversation about progress toward 2011-2015 Strategic Plan	GSLIS FT faculty	Status updates to plan
Faculty Brainstorm Session: Innovations in Curriculum and Program Delivery	February 2013	Identify innovations for additional student recruitment	GSLIS FT faculty	Summary list of ideas for future action. This list is still being used as a touchstone document for planning.
Faculty retreat focusing on resilience and innovation	August 2013	Stabilize faculty within a time of flux, working toward ongoing change	FT faculty, led by external consultant Kathryn Deiss	Faculty preparation for ongoing change and development of GSLIS
Think Tank: David Lankes keynote with response panel and small group discussions	March 2014	Generate conversation and discussion about the future of LIS education and thus Dominican's GSLIS	Faculty (including some adjunct faculty); external stakeholders of Advisory Board, Alumni Council, and other area library leaders; Dominican administrators; students	Summary list of ideas distributed to participants and beyond; the Lankes keynote brought excitement, relevance, and immediacy to the conversation
Faculty retreat to rewrite mission statement	August 2014	New mission statement within the context of the university mission as well as disruptive changes in LIS	GSLIS FT faculty	New mission statement articulated
Table Talks led by external	November 2014	Gather feedback from a broad range of	GSLIS Alumni Council and	Final inputs for identification of new

Event	Date	Goals	Participants	Outcomes
stakeholders		participants regarding major issues in LIS education	Advisory Board members with small groups of member-selected LIS professionals	GSLIS Strategic Directions, 2015-2017
2011-2015 Strategic Plan Status Check	December 2014	Formal conversation about progress toward 2011-2015 Strategic Plan	GSLIS FT faculty	Status updates to plan
Faculty meeting to identify new strategic directions	December 2014	Identify 3-4 short term strategic directions	GSLIS FT faculty	Identification of 3 Strategic Directions for 2015-2017: Program Growth and Innovation; Partnerships; and Integration of 21st Century Skills Across the Curriculum
Two-day planning event with consultant Mike Eisenberg	April 2015	Gather feedback from a broad range of participants regarding action steps toward new Strategic Directions	In various meetings during Eisenberg's stay, participants included FT faculty, DU administrators (including the President, Provost, Chief Financial Officer, Chief Technology Officer, and VP for Enrollment), members of the GSLIS Advisory Board and Alumni Council, Director of the university Crown Library, deans from other DU schools, and GSLIS students	Faculty and stakeholder discussion of new strategic priorities; identification of potential new undergraduate major in Informatics and new Master's in Information Management; provided the basis of our summer 2015 fully articulated strategic planning document

The various planning events from 2010-2015 outlined above are more fully described in the narrative descriptions that follow.

2011-2015 Strategic Plan

GSLIS initiated a strategic planning process in 2010 as the next step at that time to create a new strategic plan, resulting in the *2011-2015 Strategic Plan*. Included in the development were students, faculty, employers, Advisory Board members, and Alumni Council

members. Each of these constituencies were, and continue to be, engaged in a variety of ways including regular meetings, surveys, focus group discussions, and facilitated planning workshops. The process culminated in a visioning session in spring 2010.

The resulting *2011-2015 Strategic Plan* has been reviewed for progress and updates at various points over the last several years, most notably in January 2013 and January 2015. Both points of review of the plan took place in the context of changes within GSLIS, which resulted not only in modifications to the *2011-2015 Strategic Plan* but also led to separate, focused planning sessions designed to identify new *Strategic Directions for 2015-17* that would overlap that plan’s final year. Figure 1.3 provides results of faculty review of progress on the strategic plan.

Figure 1.3 2011-2015 Strategic plan inventory by faculty, January 2015 (status updates 1/2013 and 1/2015)

Goal 1 Assure recognition of GSLIS Dominican’s educational excellence		
Objective 1.1: Design timely and responsive marketing, outreach, and communication strategies.		
Strategies	Due	Status
Establish a marketing/communications position.	Fall 2011	1/2013 update: Completed; assistant dean hired in November 2011.
Review and revise the GSLIS marketing/communications plan through 2015 to enhance reputation, recruitment, and academic excellence.	Spring 2012	<p>1/2013 update: Completed and ongoing; we have a marketing plan in place that is under constant review and improvement.</p> <p>Since May 2012, media plans prepared, reviewed, and approved twice per year in collaboration with the university’s Office of Marketing and Communications (OMC), resulting in consistent and constantly improving advertising campaigns.</p> <p>School Library Media Program (SLMP) brochure, progress packet, and application have been updated with new state regulations and the latter two designed in the university’s new branding.</p> <p>1/2015 updates: SLMP brochure redesigned in new branding. 2014-16 <i>Bulletin</i> produced in new branding.</p> <p>Increased collaboration with newly-created Office of Graduate Enrollment; transition from school-based recruiting to central recruiting.</p> <p>Increased portfolio of exhibits includes Idealist, Illinois Reading Council, etc.</p> <p>Started to increase international focus by offering professional training for Chinese librarians, recruiting visiting scholars from China, and communicating with LIS programs in China and Taiwan.</p>

Figure I.3 2011-2015 Strategic plan inventory by faculty, January 2015 (status updates 1/2013 and 1/2015)

Goal 1 Assure recognition of GSLIS Dominican’s educational excellence		
Objective 1.1: Design timely and responsive marketing, outreach, and communication strategies.		
Strategies	Due	Status
<p>Market/implement existing and expanded curricular offerings, such as certificates, joint degrees, Master of Professional Studies</p> <p>New strategy idea for 2015-17: Market to historically black colleges & universities, Latino-majority universities, and Asian-American respected universities.</p>	Spring 2012	<p>1/2013 update: Brochures produced for three certificates in spring 2012 (archives, informatics, and youth services); Website redesign begun and first phase completed in fall 2012.</p> <p>1/2015 update: Website redesign complete in 2013, including expanded presence for each certificate and complete details for MPS and joint degrees.</p> <p>Flyer tying certificates to <i>Library Journal</i>'s “Emerging Roles and Job Descriptions” created for dissemination at conferences and events; all new programs incorporated into information session presentation.</p> <p>News screen outside GSLIS office offers constant updates to GSLIS and other students.</p> <p>Website now reflects recent career pathways updates.</p> <p>In process: have met with OMC to implement enhancements to course listings on website (hours, learning outcomes), pathways, and certificates.</p>
Objective 1.2: Establish an effective and responsive technological infrastructure.		
Create GSLIS Tech Plan (assessments, competencies, hardware/software needs) to support masters- and doctoral-level instruction and other academic needs.	Summer 2012	1/2013 update: Completed and ongoing; Tech Plan presented to GSLIS Council in April 2012; tech competency requirements have been replaced by tech competency expectations.
Establish technology support position to support the integration of technology throughout the curriculum.	Spring 2012	1/2013 update: Dr. Yijun Gao joined the faculty, was appointed tech support person for GSLIS faculty & curriculum. 1/2015 update: Dr. Gao appointed cloud server admin; many open source packages installed for GSLIS courses.
Establish a digitization lab to support the expanding archives and cultural heritage program.	Spring 2012	1/2013 update: Completed in spring 2012 but ongoing with additional needs. 1/2015 update: IT Committee looking into enhancements.
Reconfigure existing GSLIS computer lab to support masters and doctoral curricula.	Spring 2012	1/2013 update: Lab development is under way; ~80% complete. 1/2015 update: Crown 302 established as lab space; collaboration table, 3-D printer, “green-screen” paint

Goal 1		
Assure recognition of GSLIS Dominican's educational excellence		
2015-17 updated strategy: Articulate lab usage policy.		
Objective 1.3: Promote faculty research and achievement.		
Produce timely announcements of faculty/student publications and activities; e.g., post GSLIS newsletter to JESSE, develop space on the GSLIS website to showcase faculty research, grants and accomplishments. 2015-17 update idea: Promote achievements in university newsletters (beyond just GSLIS newsletters).	Fall 2011	1/2013 update: <i>Off the Shelf</i> newsletter produced quarterly since winter 2012; regular posts to JESSE and notices to <i>LJ Hotline</i> and <i>American Libraries</i> ; dedicated "Faculty News" section on GSLIS website is created and kept up-to-date; regular updates to LinkedIn group, Facebook, and other social media. 1/2015 update: Faculty mentions on ALA Think Tank on Facebook. GSLIS grads are highlighted prominently on Dominican's "Campus News" page
Explore GSLIS Faculty Forum for faculty research and pedagogy.	Monthly, beginning Fall 2011	1/2015 update: GSLIS faculty members are active with the university-level faculty development activities and with Borra Center for Teaching and Learning Excellence (Borra Center) initiatives.
Adjust teaching responsibilities to reflect services for doctoral program.	As needed	1/2015 update: In discussion with PhD Advisory Committee and provost.
Increase number of faculty to support doctoral program.	Fall 2012	Not possible at this time; defer this goal.
Provide student assistants for research.	Spring 2012	1/2013 update: Student assistants are available to faculty upon request; faculty may also access GSLIS office workers for immediate needs.
Establish fellowships to support doctoral teaching assistants.	Fall 2012	1/2015 update: Established in fall 2014; currently have one doctoral student (C. Brewer) teaching for spring 2015 and another (K.C. Boyd) for summer 2015. IMLS 2015 grant application. Ellin Greene Scholarship in place. Conversations with DU administration regarding PhD tuition.
Objective 1.4: Enhance program excellence through increased stakeholder involvement.		
Recruit stakeholders for an external challenge committee.	Fall 2012	1/2015 update: Elements of COA preparation address this objective. We have been involving external stakeholders but not as a

Goal 1 Assure recognition of GSLIS Dominican's educational excellence		
		committee. Think Tank & Table Talks focus groups in Fall/Spring 2014-2015 and brainstorming session in late spring 2014.

Goal 2 Provide comprehensive graduate programs that reflect an increasingly dynamic library/information environment
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Objective 2.1: Implement an annual environmental scan to identify changes and trends in library and information science.
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Strategies	Due	Status
Identify sources to review (e.g. journals, conferences, and other curricula in LIS). Sources will be identified and monitored by faculty responsible for teaching or research in that area. Produce and disseminate a report of the comprehensive environmental scan.	End of Fall 2011 Spring & Summer 2012 Fall 2012 (cycle is ongoing)	1/2015 update: Think Tank, Table Talks, and employer surveys for the purpose of environmental scanning.

Objective 2.2: Increase interdisciplinary activity.

Identify new research/course opportunities at Dominican and with other sectors.	Spring 2013	1/2015 updates: Working with faculty from SOE, developed new technology specialist endorsement program. Partnership with Roosevelt University and GSLIS archives certificate. Cecilia Salvatore joined the interdisciplinary community of the Borra Center. GSLIS/GSSW Community Informatics course. GSLIS faculty teaching LAS (Rosary College) seminars; guest speaking in others' classes. Health Sciences Task Force; Stacy Kowalczyk participating. Data analytics partnership with Dominican's Brennan School of Business
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Objective 2.3: Align curriculum with GSLIS vision and mission.
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Revise processes for ongoing curriculum review, development, and	First draft-Spring 2013	1/2015 update: Part of Think Tanks and faculty meetings – e.g. 1.5 hour courses. Curriculum Committee is working on this.
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<p>implementation to encourage nimbleness and flexibility.</p> <p>Integrate technology throughout the curriculum.</p> <p>Review and expand formal school-to-work opportunities such as practicums, internships, fieldwork, service learning, and professional projects.</p>	<p>First draft-Summer 2012</p> <p>First draft-Spring 2012</p>	<p>1/2015 update: Ongoing, regular faculty discussions. Follett System; new version of Omeka used in various courses. Reports from Stacy Kowalczyk and Yijun Gao in Fall 2013 regarding technology integration in GSLIS and in curricula in other LIS programs. Results showed very thorough integration across GSLIS curriculum.</p> <p>1/2015 update: Skokie Internship implemented in 2014-15 academic year; Studs Terkel Audio Archive fieldwork for students in 2013-14 academic year. IMLS grant submission 2015.</p>
<p>Objective 2.4: Ensure consultation and collaboration with stakeholder groups, including alumni, employers, students, and local leaders.</p>		
<p>Update the framework for garnering relevant feedback from various stakeholders and constituencies.</p> <p>Determine actionable feedback received.</p> <p>Implement changes based on stakeholder input.</p> <p>New strategy idea for 2015-17: Host practicum supervisor receptions.</p>	<p>Spring 2012</p> <p>Ongoing</p> <p>Annually</p>	<p>1/2015 update: Ongoing stakeholder participation in GSLIS planning events: regular quarterly meetings of the Advisory Board and Alumni Council as well as specially-scheduled sessions such as 2014 Table Talks and Think Tank.</p> <p>Think Tank and Table Talk constituent responses led directly to 2015-2017 Strategic Directions</p> <p>The GSLIS Assessment Committee incorporates feedback from external stakeholders (& internal) in our plans for systematic program assessment.</p>
<p>Objective 2.5: Expand distance education as a delivery mechanism.</p>		
<p>Strategically expand program delivery to other sites, and electronically with specific consideration for the situational factors that affect/influence GSLIS students.</p>	<p>In conjunction with curriculum review – Spring 2013</p>	<p>1/2013 update: For fall 2012 committed to offering at least one section of each core course online or in a hybrid format.</p> <p>1/2015 update: Core and required courses are now offered online and/or in a hybrid format.</p> <p>Student survey re: desire for distance offerings.</p> <p>Faculty participation in Borra Center’s various blended learning academies.</p>

Goal 3 Sustain and refine a comprehensive assessment program		
Strategies	Due	Status
Objective 3.1: Refine methods that link assessment data with program/curriculum improvement.		
Work with university assessment office to establish regular data gathering.	Fall 2011	<p>1/2013 update: Shepherded by Dan Domin (Director of University Assessment) and Jodi Cressman (Director of the Borra Center for Teaching and Learning Excellence), rewrote SLGOs for better articulation and overall update in conjunction with changes in LIS, spring 2012.</p> <p>Met with Dan Domin, Director of Assessment and Achievement in fall 2012 regarding e-Portfolio data gathering.</p> <p>1/2015 update: Met with Dan Domin, Anne Deeter, Jodi Cressman and GSLIS Program Assessment Committee to discuss e-Portfolio. Contracted with Andy Kowalczyk to create a more complete e-Portfolio assessment database and an improved analysis tool.</p>
Utilize e-Portfolio as primary assessment mechanism.	Fall 2011	Ongoing e-Portfolio rubric improvement by GSLIS Assessment Committee as needed (2012, 2014).
Explore methods of connecting course goals with assessment.	Spring 2012	<p>1/2013 update: Ongoing curriculum mapping began in fall 2012. Program Assessment Committee requested that faculty align course objectives with program goals and outcomes for each syllabus; include for student understanding. Ongoing.</p> <p>1/2015 update: Assessment Committee working on plan for clear e-Portfolio home in the curriculum.</p> <p>Development of e-Portfolio student support site.</p>
Create an advisor form to document student progress.	Spring 2012	1/2015 update: Student Progress Plan form adapted for advisor/student use, spring 2015. This complements the existing online advising “worksheet” incorporated in the MyDU interface.
Objective 3.2: Integrate the multiple sources of assessment data for a unified approach to program improvement.		
Develop a formal systematic process to integrate results of assessment into continuous planning (to include triangulation (multiple measures direct and indirect) and gap analysis (inventory of what has been done).	Spring 2012	<p>1/2013 update: An e-portfolio assessment template was developed in spring 2012.</p> <p>1/2015 update: Ongoing rubric analysis and updating as needed (most recent, 2014).</p> <p>Annual “data summit” during which the GSLIS Council will examine the year’s inputs, including e-Portfolio results, surveys, etc. instituted in spring 2015.</p>

Create an advisor form to document student progress.	Spring 2012	1/2015 update: Student Progress Plan form adapted for advisor/student use, spring 2015. This complements the existing online advising “worksheet” incorporated in the MyDU intranet interface.
Objective 3.3: Review standards for admission and graduation, including program level competencies and assessment.		
Review process for evaluating writing capability for admission.	Spring 2012	1/2015 update: Done.
Review technology competencies.	Summer 2012	1/2013 update: Technology Competencies eliminated and replaced with Technology Expectations for Fall 2012 and beyond. 2014-15 update: Lynda.com licenses purchased for student, faculty, & staff usage. LISSA involvement in hosting Tech Competency Boot Camps.

Goal 4 Sustain and refine a comprehensive assessment program		
Strategies	Due	Status
Objective 4.1: Ensure faculty development and scholarship		
Expand faculty orientation and structured mentoring programs.	January 2012	1/2015 updates: Implemented 2014 and 2015 adjunct faculty orientation webinar; Adjunct Canvas site created spring 2015. GSLIS faculty participation in Borra Center blended learning academies. Orientation for new full-time faculty at university level. Informal mentoring active; as new faculty are hired re-structure and strengthen formal mentoring.
Provide ongoing continuing development for GSLIS faculty and adjuncts, including e-tools, effective teaching, and collaboration.	Ongoing	1/2015 updates: University’s Borra Center offers excellent programs and on-demand teaching assistance. Mandatory workshops for online teachers. Lynda.com available for all faculty.

Support faculty research, grants/contracts and dissemination. New strategy idea for 2015-17: Encourage GSLIS faculty to attend Borra Center's Enhanced & Blended Learning Academies if they have not already done so.	Ongoing	1/2015 update: Good support from the Office of Sponsored Research for all the grants we wrote this summer. Budget increase in 2014-15 and 2015-16 for faculty development.
Objective 4.2: Develop targeted student scholarships.		
Identify funding organizations with expressed interest in supporting students of color.	2013	1/2013 update: Created Zubrzycki Scholarship with the Polish American Librarians Association, offered for the first time in spring 2012. 1/2015 update: Created Li and Li scholarships with Chinese American Librarians Association, offered for the first time in spring 2013. IMLS grant submission in 2014. 1.5-hour project-based grant-writing course in January 2015. PPOHA grant submission in 2014.
Identify funding organizations with expressed interest in supporting areas of distinction.	2013	1/2015 update: Working with the university Development Office to target possible donors, in particular the Butler Family Foundation, which supports the Butler Children's Literature Center with operating funds as well as funding for an annual Butler Lecture, first delivered in spring 2013.
Establish formal channels to disseminate exceptional student work in areas of distinction.	2014	1/2015 update: Students presented work at DU's annual <i>Caritas et Veritas</i> and Global Learning Symposiums.
Investigate creation of a scholarship endowment.	2012	1/2013 update: Dean's Scholarship Endowment established; building to a point where it can begin to provide funding.
Objective 4.3: Enhance faculty/student advisor/advisee relationships.		
Have advisors reach out to new students in their first semester.	Ongoing	1/2015 update: Advising Task Force has completed its work with several suggestions implemented, including staff now alerting faculty to newly-assigned advisees. Enhancements to advising section, "Accepted Students" section, and "Current Students" section of the GSLIS website.
Establish regular advisor/advisee meetings at students' 12 and 24 credit hour completion.	Ongoing	Survey conducted by Advising Task Force indicated lack of interest in requiring advisor/advisee meetings. Added additional practices, (Curriculum Night, Advising FAQ, etc.).

Ensure faculty office hours are posted.	Ongoing	Standard practice for all faculty, including those who teach fully online.
Establish faculty/student research discussion/writing group.	Fall 2012	1/2013 update: Active between 2010-2012; may need to re-boot.
Objective 4.4: Establish and support a digitization lab, a technology lab, and the Butler Center as autonomous laboratories for GSLIS student and faculty use.		
Develop plan/policies for individual labs.	Butler: 2012 Dig Lab: 2012 Tech Lab: 2014	1/2013 update: Butler and Digitization Lab done in 2012. For Tech Lab, discussion underway with Crown Library and IT regarding management of 302. For Butler, development is ongoing. Work on revising Lewis 324 in progress.
Secure university support.	Butler: 2011 Dig Lab: 2011 Tech Lab: 2014	1/2013 update: University IT has provided ~80% of requested additions to Tech Lab (302) as of 11/1/12. 1/2015 update: Collaboration table with dual monitors in Crown 302; 3D printer in Crown 302; Working on green-screen paint in Crown 302.

Goal 5 Maintain our commitment to organizational excellence		
Strategies	Due	Status
Objective 5.1: Review and revise, as needed, advisory and decision-making structures.		
Provide training in effective meetings, consultation/collaboration, collegiality/congeniality, conflict management.	Annually at the start of each academic year and ongoing	Ongoing: Annual faculty retreats. 1/2015 update: August 2014 faculty retreat held at the Sinsinawa Mother House outside Galena, Illinois, to reconnect with the Dominican legacy and ongoing mission and to strengthen the GSLIS faculty and staff team.
Involve external stakeholders in GSLIS activities and planning.	Quarterly meetings	1/2015 update: This is done in Alumni Council and Advisory Board.
Involve internal stakeholders in departmental governance including GSLIS Council, committees, and task forces.	Ongoing	1/2015 update: Consistent LISSA involvement; frequent university-level guests such as the Dean of Students, the University Librarian, and others.
Objective 5.2: Ensure the annual budget reflects the strategic plan.		
Present annual fiscal year operating budget.	Fall Faculty meeting	Ongoing

Present quarterly reports on the state of the budget.	Quarterly	Ongoing
Objective 5.3: Provide staff with continual development opportunities to support the GSLIS program.		
Identify staff training/development opportunities.	Annually	1/2015 update: Included staff in August 2014 retreat in Galena, Illinois; encouraged staff to identify and attend external workshops and to use Lynda.com training opportunities. University staff members across campus have been involved in the One Process training sessions.
Create opportunities for faculty/staff collaboration in developing support services.	Annually	Ongoing

Goal 6 Maximize engagement with the Chicago, national, and international communities		
Strategies	Due	Status
Objective 6.1: Seek and develop opportunities for GSLIS to work with a variety of local, national, and international institutions and organizations.		
Create service learning plan for GSLIS.	Fall 2012	1/2015 update: Studs Terkel WFMT Partnership began in 2013 Skokie Public Library Internship began in 2014 Presentations to Shanghai visiting groups in 2014 Roosevelt partnership for MS in history students to earn GSLIS Certificate in Archives and Cultural Heritage Resources and Services began in 2014 University-wide initiative for Community Based Initiatives that include GSLIS participation and collaboration.
Objective 6.2: Develop a consistent and congruent plan for engaging alumni.		
Solicit direct input from Alumni Council on effective outreach methods.	Winter 2012 Council meeting	1/2015 update: Ongoing
Develop strategies for tracking alumni placement.	Spring 2012	1/2015 update: This is a component of the 2014 university Bridge to Career task force report; GSLIS ongoing involvement in strategies at university level.
Improve the consistency, content, and overall quality of <i>Off the Shelf</i> .	Fall 2012	1/2013 update: With hiring of staff position to focus on marketing and communications in fall 2011, <i>Off the Shelf</i> has been professionally edited and sent regularly, on a quarterly basis.

Engage alumni in recruitment (e.g. arrange for presentation about GSLIS at meetings of professional organizations).	Fall 2012 and ongoing	1/2015 update: Engaged alumni via exhibit booth and alumni reception or breakfast at ISLMA, ILA, and ALA conferences.
Objective 6.3: Define, identify, and pursue enhancements for developing global citizens.		
Include global content in GSLIS courses.	Winter 2012	1/2015 update: Globally Positioned Student (GPS) University Committee and GSLIS coordination. Butler Center and youth literature courses include books from and/or about life outside of the United States. LIS 889 & LIS 759 look at international resources & programs. Butler Lecture 2015.
Identify and pursue opportunities for students/faculty international exchange programs.	Spring 2015	1/2015 update: Guadalajara, Bologna course trips implemented in academic years 2013-14 and 2014-15. Visiting scholar from China in residence for academic year 2015-16.

2013-2015 Ongoing Planning for Continuous Improvement

Recently, as both external and internal conditions changed, and following the lead of the university's adaptive strategies in its own strategic plan, GSLIS has taken several opportunities in the last few years to revisit the *2011-2015 Strategic Plan* and to make adjustments guided by a multi-layered planning process.

Internally, Dominican University was seeing a steady drop in graduate program enrollments in the Brennan School of Business (BSB), the School of Education (SOE) and in GSLIS (Appendix I.4). Of these, the programs most at risk were in SOE and GSLIS, while BSB was better equipped to handle dropping graduate enrollments due to its strong anchor in the university's undergraduate program. In addition, GSLIS saw a change in leadership as Dean Susan Roman stepped down and was replaced by long-time faculty member Kate Marek.

Externally, the graduate professional education landscape was changing in response to developments such as the popularity of MOOCs and the overall changing nature of employers' expectations in regards to formal education and competency-based training. Fewer employers were supporting ongoing professional development in the way of graduate education reimbursement, and rising concern over student debt resulted in lower graduate student enrollment. Within our own discipline, the job market was affected as many LIS organizations underwent significant reorganization and staffing changes.

As a tuition-driven private institution, revenue projections are closely based on enrollment targets. Thus, the post-recession enrollment drops in GSLIS resulted in concurrent drops in

our operating budget and led to a need for immediate responsive action. During our fall 2014 retreat, the faculty recognized a need for formalized, short-term strategies for innovation and growth. Dean Kate Marek requested that the faculty identify a bridge plan to cover the years 2015-2017 rather than enter into a longer strategic planning process toward a 2016-2020 five-year plan. A bridge plan would enable us to be proactive and respond more quickly, but with focus, to the changing marketplace.

In preparation for the most recent phase of strategic planning, GSLIS initiated a cycle of internal (GSLIS and university campus partners) and external (alumnae/i, employers, and advisors) conversations and data review to collect and synthesize input about the current state and future directions of LIS education. The following section summarizes the various components of this cycle.

Spring and Fall 2013: Faculty Sessions

GSLIS, along with the university at large, experienced a noticeable drop in graduate enrollments in the post-recession years that when tracked over several semesters in early 2013 could be identified as a consistent trend. The GSLIS faculty responded in the spring semester of 2013 with a brainstorming session that focused on curricular innovation and expanded course delivery options. In August 2013, the annual GSLIS faculty retreat focused specifically on resilience, innovation, and planning strategies. Appendix I.5 includes agendas, supporting materials, and summary notes for August 2013, 2014, and 2015 faculty retreats.

March 2014: GSLIS Think Tank

Designed to gather feedback from a wide range of GSLIS stakeholders, the March 2014 GSLIS Think Tank brought together LIS practitioners, faculty and staff members, students, and key university-level administrators including both the president and the provost for a half-day conversation about the future of LIS education. David Lankes from Syracuse University provided a keynote address via Skype; a response panel made up of LIS leaders led small and large group discussions that encouraged both aspirational as well as practical thinking.

The Think Tank served as an opportunity to engage in facilitated conversation and rigorous consideration of library and information science as a discipline, and what LIS education should look like within that context. While the topic of change in libraries and librarianship has been center stage for over two decades, this Think Tank event made the conversation very personal to Dominican's GSLIS within the context of urgency and immediacy. This event was an important step toward understanding and embracing change within the GSLIS community.

August 2014: Faculty Retreat

The two-day retreat at the Sinsinawa Dominican Sisters' Motherhouse outside Galena, Illinois, gave the GSLIS faculty and staff an opportunity to celebrate the GSLIS program's future while maintaining a connection to the institution's dynamic roots and heritage. The Sinsinawa Dominicans are known for a deep commitment to teaching and to service, and it was with this backdrop that the faculty re-wrote the GSLIS mission statement and looked

ahead to curriculum, assessment, and planning issues as well as the upcoming self-study for the accreditation cycle. The overall result was a renewed sense of energy and commitment to the program.

November 2014: Table Talks

As an additional activity in the external/internal/external cycle to collect input from practitioners, volunteers from the Advisory Board and the Alumni Council led a series of informal Table Talks during the month of November 2014. Table Talk leaders were encouraged to ask one leading question to an invited group of their own peers: *What do you see as the biggest challenge for LIS education today?* Table Talk leaders then either wrote a brief summary of their discussion for GSLIS, or called GSLIS Assistant Dean Diane Foote to report on their conversation. Key common threads emerged from the discussion; these were matched to the Think Tank themes in preparation for the faculty's December 2014 planning meeting. Table Talks and Think Tank Summary Themes are available as Appendix I.6.

December 2014: Faculty Meeting

The GSLIS faculty used this meeting to continue the ongoing cycle of review of the GSLIS *2011-2015 Strategic Plan*. In addition, in response to the need for short-term strategies for innovation and growth, the faculty identified three strategic directions, Program Growth and Innovation, Partnerships, and Integration of 21st Century Skills Across the Curriculum. A synthesis document combining common threads from the spring 2014 Think Tank and the November 2014 Table Talks helped inform the development of the discussions (Appendix I.6). The *Strategic Directions for 2015-17* (Appendix I.7) formed the basis of the *Bridge Plan for Strategic Priorities 2015-17* (Appendix I.8).

April 2015: Two-Day Planning Event

Michael Eisenberg, University of Washington School of Information Dean Emeritus, visited the Dominican campus for two days of planning meetings, beginning with a half-day facilitated session with the GSLIS Council. The Council used this working session to flesh out the new *Strategic Directions* towards the summer 2015 creation of a fully articulated *Bridge Plan* with goals, outcomes, and target dates (Appendix I.8).

In summary, the GSLIS 18-month reflection and planning process resulted in a new mission statement (August 2014), the identification of the three key *Strategic Directions* (December 2014), and a more fully articulated *Bridge Plan* with goals, outcomes, and target dates (September 2015).

GSLIS planning has also been spurred by larger, university-level goals, both as part of strategic university initiatives as well as new priorities that have emerged in response to external forces. For example, in response to an ongoing recommendation of the Dominican Board of Trustees, and a resulting mandate from President Carroll in early April 2015 that each of the university's graduate programs be strengthened by establishing an undergraduate anchor, the GSLIS faculty members agreed in concept in April 2015 to endorse the development of an undergraduate major in informatics. In keeping with the strategic direction of program growth and innovation, work led by Dr. Don Hamerly continued

during the summer of 2015 toward articulation of a curriculum appropriate for the field and for the existing university undergraduate degree programs and culture.

At the same time, under the direction of Dr. Stacy Kowalczyk, GSLIS will also move toward the development of a master's of science degree in information management (MSIM). This new degree will take advantage of some of the current MLIS technology-focused courses by including them in both degree tracks, thus strengthening the courses (and opportunities for those faculty who teach them) through greater enrollments, creating a new enrollment and income stream separate from the MLIS, and increasing faculty opportunities for technology-centered curriculum development in libraries and other information organizations.

The target for launching both new proposed degrees is fall 2016, with the approval process to include the GSLIS faculty (early September 2015), the university-wide curriculum committee (late October 2015), and the Dominican University Board of Trustees (November 2015).

The existing PhD program provides additional support for launching the new degree. For example, both the undergraduate informatics major and the new technology-centric master's degree will provide opportunities to more fully integrate PhD students into the life of the university by serving as teaching faculty. In general, this wider spectrum of student options will increase overall program enrollments, thus increasing the economic viability of the current program, increasing enrollments in the more advanced MLIS technology courses, keeping them viable within the curriculum for both the MLIS and the MSIM, and allowing a keener curricular focus on library services within the MLIS itself. An emphasis on current and emerging technologies exists across the curriculum (see Figure II.8).

The introduction of two new curricular paths so closely related to LIS will also give us an opportunity to initiate a review our current MLIS curriculum for efficiency and relevancy. Dr. Christopher Stewart will work on a parallel time line to lead this review in conjunction with our proposed fall 2016 launch of a fully online MLIS degree option.

Over time as the programs build, greater tuition revenue will allow us to hire additional faculty and staff. In keeping with one of the highlighted points from David Lankes at the spring 2014 Think Tank, GSLIS will begin to grow its program to engage in the full postsecondary educational ladder, from undergraduate to professional masters to doctoral degrees.

MLIS Student Learning Goals and Outcomes

In addition to the strategic goals and objectives outlined in the strategic plan, the GSLIS MLIS program has a set of student learning goals and outcomes (SLGOs; see Figure I.4) that focus specifically on the MLIS curriculum and guide its design, development, and evaluation. These SLGOs were revised in spring 2012 in response to a review of the usability of the existing learning objectives for the e-Portfolio requirement in place at that time. The e-Portfolio required that students match learning artifacts to the program's

learning objectives. From faculty and student feedback, it became clear that the existing learning objectives were not written as student-centered learning **outcomes**, making it challenging for students to match artifacts with clearly articulated skill sets and competencies. The SLGOs developed and implemented in spring 2012 are student-centered, measureable, and are aligned with the ALA Standards (see Figure I.5). The GSLIS Council carefully considered student experiences and output in the e-Portfolio process, student achievement throughout program coursework, state-of-the-field thinking from a special survey distributed to library leaders, alumni survey data, and GSLIS employers survey data.

The academic program’s student learning goals and outcomes are operationalized largely through the curriculum and the learning objectives of the courses that comprise them. The scope of the curriculum addresses the essential character of the field of library and information science. The education and career backgrounds of the faculty, the aspirations of the students, and the external relationships pursued by the school express a strong affiliation to the knowledge, skills, and values of the field of library and information studies.

Figure I.4 MLIS program student learning goals and outcomes

Academic Program Pillars: The following student learning goals and outcomes are presented within the broad context of and emphasis on an abiding commitment to the information profession and its core values, leadership, global awareness, service, social justice, and an attention to evolving technologies and media.	
Student Learning Goal 1: Develop a professional identify, including commitment to the core values of LIS.	
Outcome 1a:	Describe the historical foundations of library and information professions.
Outcome 1b:	Articulate the philosophies of the library and information professions.
Outcome 1c:	Identify the core values and ethics of the library and information professions.
Outcome 1d:	Articulate a personal professional philosophy of the library and information professions.
Outcome 1e:	Participate in professional activities and associations.
Student Learning Goal 2: Understand the essential nature of information and its relevance to society.	
Outcome 2a:	Describe various definitions and concepts of information.
Outcome 2b:	Interpret information policies from local to global levels in relation to their impact on intellectual freedom, access, literacy, and information behavior.
Outcome 2c:	Assess community information needs and interests.
Outcome 2d:	Develop appropriate responses to information needs.
Student Learning Goal 3: Navigate, curate, and create information across the spectrum of human records from local to global contexts.	
Outcome 3a:	Utilize the resources needed to manage information.
Outcome 3b:	Design tools that facilitate access to information.
Outcome 3c:	Evaluate tools that facilitate access to information.
Outcome 3d:	Assess applicability of current and emerging technologies to information management.
Student Learning Goal 4: Synthesize theory and practice within a dynamic and evolving information environment.	
Outcome 4a:	Articulate theories and concepts in relation to professional practice.
Outcome 4b:	Demonstrate application of theory to practice.
Outcome 4c:	Assess how LIS theories and concepts provide value to emerging tools, technologies, functions and practices.
Outcome 4d:	Facilitate formal and informal learning.
Student Learning Goal 5: Effectively communicate and collaborate to deliver, market, and advocate for library and information services.	
Outcome 5a:	Articulate the critical value of a marketing approach to delivering services.

Figure I.4 MLIS program student learning goals and outcomes

Outcome 5b:	Participate in an advocacy campaign, within or outside of the classroom.
Outcome 5c:	Negotiate group dynamics in pursuit of a common goal.
Outcome 5d:	Speak to achieve common understanding.
Outcome 5e:	Write to achieve common understanding.
Outcome 5f:	Listen to achieve common understanding
Outcome 5g:	Apply technology to connect, communicate and collaborate.

In brief, the Master of Library and Information Science (MLIS) degree program is designed to educate entry-level librarians and information specialists and, at the same time, to provide the educational foundations for lifelong professional development. Students may prepare for positions in public, academic, school or special libraries, as well as information specialists in knowledge management, publishing, museums, cultural centers, government agencies, and community organizations.

As described in more detail in Chapter II, the MLIS curriculum is organized around a set of core courses required of all students. These courses cover foundational aspects of library and information science that are common to all types of work in the library and information professions. The program of study also includes a wide array of elective courses in library and information science and in related subject areas, which prepare the student for special fields of work across the profession.

Standard I.2 Program objectives are stated in terms of student learning outcomes and reflect:

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

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

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

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

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

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

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

I.2.8 the role of library and information services in diverse global society, including the role of serving the needs of underserved groups;

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

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

The MLIS curriculum design, implementation, and evaluation is based on its five student learning goals and their corresponding outcomes that are set within the broad context of and emphasis on an abiding commitment to the information profession and its core values of leadership, global awareness, service, social justice, and an attention to evolving technologies and media.

Program faculty members ensure that the MLIS Student Learning Goals and Outcomes are integrated into every course and state them explicitly in every syllabus. Course-embedded assignments link to the SLGOs and provide students with a collection of projects and experiences to build competency along the SLGOs. Through an e-Portfolio, the MLIS signature assessment, students reflect upon and demonstrate mastery of the program's SLGOs as a culminating experience. As a result, the e-Portfolio provides both the student and the program a rich, program-based assessment with evidence of mastery of the Student Learning Goals and Outcomes through a reflective essay and a connected set of artifacts, course-embedded assignments, and experiences produced throughout the program. The e-Portfolio is discussed in more detail in Chapter II: Curriculum.

Constituencies the program seeks to serve include most broadly, the LIS profession as a whole and its composite divisions, including school, public, academic and special libraries

and librarians; archives and other types of historical and cultural heritage collections; and businesses and other organizations that rely on current information management best practices. Dominican most directly serves the profession in the Midwest, primarily in Northern Illinois including the Chicagoland area, although our graduates are successfully employed nationally and internationally. Of course, the most important constituency GSLIS seeks to serve is our own current and potential student body. It is critical that the needs of students seeking to enhance their career opportunities and broaden their knowledge of library and information science foundational precepts and current best practices and skill sets are met. GSLIS seeks input, and implements change based on this input, from each of these groups in a variety of ways: from the profession, via regular, quarterly meetings with GSLIS's Alumni Council and Advisory Board as well as specially-scheduled and focused events including the 2014 series of Think Tanks, described in further detail in Chapter V, among others; and from students via the faculty liaison with the Library and Information Science Student Association (LISSA) as well as the LISSA president's participation in GSLIS Council meetings, and current and graduating student surveys.

Figure 1.5 MLIS program student learning goals and outcomes mapped to ALA standards 1.2.1 through 1.2.10

ALA Curriculum Standard	Alignment to GSLIS SLGOs
<p>ALA Standard 1.2.1: The essential character of the field of library and information studies; that is, recordable information and knowledge, and the services and technologies to facilitate their management and use, encompassing information and knowledge creation, communication, identification, selection, acquisition, organization and description, storage and retrieval, preservation, analysis, interpretation, evaluation, synthesis, dissemination, and management</p>	<p>Goal 1: Develop a professional identity, including a commitment to the core values of LIS.</p> <p>Goal 2: Understand the essential nature of information and its relevance to society.</p> <p>Goal 3: Navigate, curate and create information across the spectrum of human records from local to global contexts.</p> <p>Goal 4: Synthesize theory and practice within a dynamic and evolving information environment.</p> <p>Goal 5: Effectively communicate and collaborate to deliver, market, and advocate for library and information services.</p>
<p>ALA Standard 1.2.2: The philosophy, principles, and ethics of the field</p>	<p>Goal 1: Develop a professional identity, including a commitment to the core values of LIS.</p> <p>Goal 2: Understand the essential nature of information and its relevance to society.</p> <p>Goal 5: Effectively communicate and collaborate to deliver, market, and advocate for library and information services.</p>
<p>ALA Standard 1.2.3: Appropriate principles of specialization identified in applicable policy statements and documents of relevant professional organizations</p>	<p>Goal 1: Develop a professional identity, including a commitment to the core values of LIS.</p> <p>Goal 2: Understand the essential nature of information and its relevance to society.</p> <p>Goal 5: Effectively communicate and collaborate to deliver, market, and advocate for library and information services.</p>

<p>ALA Standard 1.2.4: The value of teaching and service to the advancement of the field</p>	<p>Goal 1: Develop a professional identity, including a commitment to the core values of LIS. Goal 2: Understand the essential nature of information and its relevance to society. Goal 4: Synthesize theory and practice within a dynamic and evolving information environment. Goal 5: Effectively communicate and collaborate to deliver, market, and advocate for library and information services.</p>
<p>ALA Standard 1.2.5: The importance of research to the advancement of the field's knowledge base</p>	<p>Goal 1: Develop a professional identity, including a commitment to the core values of LIS. Goal 2: Understand the essential nature of information and its relevance to society. Goal 4: Synthesize theory and practice within a dynamic and evolving information environment. Goal 5: Effectively communicate and collaborate to deliver, market, and advocate for library and information services.</p>
<p>ALA Standard 1.2.6: The importance of contributions of library and information studies to other fields of knowledge</p>	<p>Goal 1: Develop a professional identity, including a commitment to the core values of LIS. Goal 2: Understand the essential nature of information and its relevance to society.</p>
<p>ALA Standard 1.2.7: The importance of contributions of other fields of knowledge to library and information studies</p>	<p>Goal 1: Develop a professional identity, including a commitment to the core values of LIS. Goal 2: Understand the essential nature of information and its relevance to society.</p>
<p>ALA Standard 1.2.8: The role of library and information services in diverse global society, including the role of serving the needs of underserved groups</p>	<p>Goal 1: Develop a professional identity, including a commitment to the core values of LIS. Goal 2: Understand the essential nature of information and its relevance to society. Goal 3: Navigate, curate and create information across the spectrum of human records from local to global contexts. Goal 5: Effectively communicate and collaborate to deliver, market, and advocate for library and information services.</p>
<p>ALA Standard 1.2.9: The role of library and information services in a rapidly changing technological society</p>	<p>Goal 1: Develop a professional identity, including a commitment to the core values of LIS. Goal 2: Understand the essential nature of information and its relevance to society. Goal 3: Navigate, curate and create information across the spectrum of human records from local to global contexts. Goal 4: Synthesize theory and practice within a dynamic and evolving information environment. Goal 5: Effectively communicate and collaborate to deliver, market, and advocate for library and information services.</p>

<p>ALA Standard 1.2.10: The needs of the constituencies that a program seeks to serve</p>	<p>Goal 1: Develop a professional identity, including a commitment to the core values of LIS.</p> <p>Goal 2: Understand the essential nature of information and its relevance to society.</p> <p>Goal 3: Navigate, curate and create information across the spectrum of human records from local to global contexts.</p> <p>Goal 5: Effectively communicate and collaborate to deliver, market, and advocate for library and information services.</p>
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***Standard I.3** Within the context of these Standards each program is judged on the degree to which it attains its objectives. In accord with the mission of the school, clearly defined, publicly stated, and regularly reviewed program goals and objectives form the essential frame of reference for meaningful external and internal evaluation. The evaluation of program goals and objectives involves those served: students, faculty, employers, alumni, and other constituents.*

The GSLIS planning process occurs within the context of a university-wide strategic planning process that is comprehensive and ongoing. Continuous means of internal and external evaluation are conducted, and the results are used to inform and improve the planning process. The evaluation methods are designed to involve and foster input from key constituent groups. As highlighted in Figure I.6, students, faculty, staff, employers, and alumni are active participants in assessing our progress toward meeting our program goals and objectives. Figure I.6 summarizes these assessment activities and a more complete description of the assessment process in relation to planning follows.

Figure I.6 Summary of university-wide and GSLIS assessment activities by stakeholder groups

CURRENT STUDENTS			
Method	Participants	Frequency	Purpose
Course grades	Coursework completed by students	Each course	Provides individualized evaluation of student learning in relation to specific course objectives
GSLIS graduating students' e-Portfolios	Prepared by GSLIS students Reviewed by advisors, GSLIS faculty as assigned; reviewed in aggregate by GSLIS Program Assessment Committee, GSLIS dean, and GSLIS faculty	Each term	Demonstrates student learning in relation to program's Student Learning Goals and Outcomes
GSLIS Current Student survey	Completed by students Reviewed by GSLIS Assessment Committee, GSLIS dean and GSLIS faculty	Every two years	Yields data about students' satisfaction with GSLIS experience, including quality of instruction, academic rigor, advising, facilities, resources, and progress toward meeting personal and professional goals

CURRENT STUDENTS			
<i>CoursEval</i> online course evaluation form	Completed by GSLIS students Reviewed by DU provost, GSLIS dean, DU Committee on Faculty Appointments, and GSLIS instructor	At conclusion of each course	Provides consistent and standardized data about effectiveness of content and assignments, faculty teaching, and student learning in relation to course objectives. Includes opportunities throughout each survey for qualitative student feedback along with quantitative responses
GSLIS Graduating Students Exit survey	Completed by students upon graduation Reviewed by GSLIS Assessment Committee, GSLIS dean and GSLIS faculty	Annually	Provides data about newly graduating students' sense of preparation for the library/information science workplace, overall satisfaction with GSLIS program, and immediate employment plans and/or placement needs

GSLIS ALUMNAE/I			
Method	Participants	Frequency	Purpose
GSLIS Alumni survey	Completed by GSLIS alumni Reviewed by director of institutional research, GSLIS dean, and GSLIS faculty	1 year after graduation	Provides data about alumni's employment status, satisfaction with library/information science career, sense of job preparation (knowledge, skills, abilities) received from GSLIS, and professional development needs

GSLIS FACULTY			
Method	Participants	Frequency	Purpose
Tenure-track faculty portfolio	Prepared by DU tenure-track faculty Reviewed by DU provost, GSLIS dean, DU Committee on Faculty Appointments	1 st , 2 nd , 4 th , and 6 th years	Assesses faculty teaching, scholarship, service, and professional involvement
Post-tenure faculty portfolio	Prepared by DU tenured faculty Reviewed by DU provost, GSLIS dean, DU Committee on Post-Tenure Review	Every seven years	Assesses faculty teaching, scholarship, service, and professional involvement
<i>CoursEval</i> online evaluation form	Completed by GSLIS students Reviewed by DU provost, GSLIS dean, DU Committee on Faculty	At conclusion of each course	Provides consistent and standardized data about effectiveness of faculty teaching; also provides for qualitative feedback from students regarding their experience in the course

	Appointments, and GSLIS instructors		
Class observations	New tenure-track faculty and lecturers Observations conducted by dean	Each term	Assess and monitor teaching effectiveness

GSLIS STAFF			
Method	Participants	Frequency	Purpose
Performance appraisal meeting	Conducted by supervisors and deans of DU schools Input from faculty and senior administrators Provost reviews	Each year	Assesses success in meeting priorities and goals established previous year and to establish new priorities for the next year
Performance appraisal form	Prepared by GSLIS staff GSLIS dean and supervisor reviews	Prepared each year and reviewed quarterly	Assesses success in meeting priorities and goals established previous year; provides for improvement plan where needed
Mid-year performance review	Conducted by GSLIS dean	Mid-year each year	Mid-year assessment of work performance

ADDITIONAL MEANS OF PROGRAM ASSESSMENT			
Method	Participants	Frequency	Purpose
GSLIS Employer survey	Completed by employers of GSLIS graduates Reviewed by DU director of institutional research, GSLIS dean, and GSLIS faculty	Every two years	Provides data on GSLIS graduates' preparation for jobs and meeting staffing needs, as well as comparison to MLIS graduates of other institutions; Future staffing needs and trends; Perception of GSLIS service to the professional community; Employers' own professional development needs
GSLIS report to DU Assessment Committee	Prepared by GSLIS dean with GSLIS faculty Reviewed by DU Assessment Committee	Each year	Assesses academic program's goals and outcomes in relation to university's mission and goals
Enrollment data	Reports prepared by Office of Institutional Research Reviewed by GSLIS dean, faculty, and staff	Each term	Yields data about number of students, credit hours, demographics in each of the university's schools
Discussions with GSLIS Advisory Board	Meetings with GSLIS Advisory Board members and GSLIS dean	Quarterly	Provides information about trends influencing MLIS academic preparation, employers' staffing needs, involvement of GSLIS in

			professional community
Discussions with GSLIS Alumni Council	Meetings with GSLIS Alumni Council members and GSLIS dean	Quarterly	Provides information about graduates' academic preparation and GSLIS involvement in professional community and needs for the annual Career Exploration Day

Discussion of Assessment in Relation to Recent Planning Initiatives

The following discussion describes different ways that assessment has informed and influenced program design and development in recent years. Only a few examples are highlighted, but they have been selected to inform the connection of assessment to program improvement. In the subsequent chapters that address each standard, additional examples of assessment and planning in relation to the specific standards are noted and discussed.

Student Learning

Assessment of individual student learning is done on many levels. Immediate responsibility for assessing student learning falls to the instructor, and students receive assessment of their learning throughout each course. The GSLIS dean reviews course syllabi to ensure that instructors are providing students with many opportunities for assessment of their learning throughout the term and that sections of the same course have activities and assignments designed to meet course objectives at a comparable level of rigor and depth.

The GSLIS grading policy, including both a narrative description and standard numeric grading scale, is a part of the GSLIS *Bulletin*, the website, and all course syllabi, promoting consistency and clarity in grading standards among faculty members.

Through the e-Portfolio, the MLIS signature assessment, students reflect upon and demonstrate mastery of the program's SLGOs as a culminating experience. As a result, the e-Portfolio provides both the student and the program a rich, program-based assessment with evidence of mastery of the SLGOs through students' reflective essays and a connected set of selected artifacts, course-embedded assignments, and experiences produced throughout the program. The e-Portfolio enhances the curriculum by providing students with a means to reflect upon, integrate, and assess their learning experience close to their degree completion. Through their construction of the e-Portfolio, students are required to document, review, and discuss their learning as it corresponds to each of the GSLIS learning outcomes.

The e-Portfolio was first launched as a stand-alone program requirement in the fall semester 2011. After several semesters of students working on the e-Portfolio assignment, student feedback brought attention to the lack of clarity in the existing SLGOs. In response, led by the GSLIS Assessment Committee and informed by a survey of over 50 LIS professional experts (See Appendix I.9), the faculty held a day-long retreat in the spring of 2012 which culminated in the faculty's approval of new SLGOs. This in turn led to a re-articulation of

the e-Portfolio, as well as a revised rubric. Each semester the student results are analyzed as a whole by the faculty.

However, broadly reflecting the LIS community at large in a growing awareness of the potential of thoughtful data collection and use towards actionable insights, GSLIS has continued to make positive shifts in our assessment culture over the last several years with a goal of ever more intentional review of student assessment data toward analysis and action. A new annual data summit at the opening of each academic year will give the faculty as a whole an opportunity to participate in activities that link data to program, policy and curricular improvement. Through the identification of actionable data from e-Portfolio summary findings and our various internal and external assessment inputs, GSLIS continues to build a mature continuous improvement culture (Appendix I.10 Data Summit process materials and summary notes).

Course Evaluation

In 2011, Dominican began using the online course evaluation system CoursEval. Students enrolled in any online, hybrid, or face-to-face course, whether they are taught by full- or part-time faculty members, are given the opportunity to evaluate both the course and the instructor. Generally, students are provided with a two-week window at the end of the semester to complete their course evaluations. This schedule is modified slightly (one week window ending on the last day that the class meets) for courses that have shorter durations than the typical 15 weeks. Administered by the university's Office of Academic Assessment, Evaluation, and Achievement, the online course evaluation system greatly reduces the time required for an instructor to receive feedback on her or his courses. In the past, feedback from paper-and-pencil evaluations was not made available to the instructor until well after the next semester had commenced. This delayed the instructor from incorporating useful student comments into her or his courses. Now, with the new online CoursEval system, instructors receive their feedback approximately one week after final course grades have been submitted to the Registrar's Office. This allows sufficient time for the instructor to review and reflect on the feedback offered by the students and to make any desired modifications to courses that will be implemented the very next semester. The online nature of the course evaluation system ensures that cumulative quantitative and qualitative data used to evaluate a faculty member's teaching effectiveness is timely and current.

Although the CoursEval online course evaluation system is made available through an external vendor (Academic Management System), the questions used in the actual instrument were developed in-house by the university's Task Force on Student Ratings of Teaching Effectiveness, made up of administrative staff and both graduate and undergraduate faculty. Student participation in the evaluation of courses is strongly encouraged. At the onset and during the evaluation period, email reminders are sent to students by the Office of Academic Assessment, Evaluation, and Achievement. In addition, instructors are encouraged to remind students of the importance of completing the course evaluation; GSLIS includes a suggested statement with this encouragement as a standard syllabus element (See Appendix I.11).

Teaching feedback for faculty also includes reports of observations of classroom teaching by the GSLIS dean. In addition, course evaluations from all courses are reviewed by the provost and the university's Committee on Faculty Appointments or the university's Committee on Post Tenure Review. When general observations or patterns are discerned that need attention, the dean meets with the faculty member to discuss any concerns. Faculty members use the teaching observation reports and the students' CourseEval feedback to improve their teaching and adjust course contents and assignments as needed. Support from the Dominican University Borra Center for Teaching and Learning Excellence is also available and can be recommended to the instructor. Course evaluation results are made available online to the faculty member and the dean about one week after course grades have been submitted.

Current Students

Current students also provide input about the academic program and their learning experiences through an anonymous survey conducted every two years. The survey generates data about students' satisfaction with GSLIS experience, including quality of instruction, academic rigor, advising, facilities, resources, and progress toward meeting personal and professional goals. The GSLIS dean, faculty and staff review the results of the survey to determine needs and priorities for planning and development of the academic program. For example, following the survey results presentation to the academic deans in August 2013, Dean Kate Marek brought the lower than expected satisfaction ratings about advising to the attention of the GSLIS faculty and initiated an Advising Task Force to review the issue and to make recommendations.

The Advising Task Force undertook research among the full faculty, GSLIS students, and across the university in order to make recommendations. Methods included a student survey, a faculty survey, and an audit of current GSLIS advising procedures compared to those in other Dominican University graduate schools. The Task Force released its report to the GSLIS Council in August 2014; recommendations that could be implemented began to be enacted shortly thereafter, and most improvements were completed by December 2014. Such improvements included more explicit and complete information about advising on the GSLIS website, the creation and dissemination of an "Advising FAQ" document intended to serve both advisors and advisees, formalization of regular "Curriculum Nights" where all faculty gather to be available for students' questions and conversations, institution of a process enabling staff to troubleshoot current advisee lists, and more, with a 2015 target date for assessing the success of these measures. Appendix I.12 includes the GSLIS Advising Task Force Recommendations progress chart.

Students also provide input through their student association, LISSA. Students are automatically members of LISSA upon entering the program. Its board consists of up to eleven elected students. LISSA representatives attend GSLIS faculty meetings, GSLIS Alumni Council meetings, and other GSLIS activities. Their input and recommendations have been a valuable means for developing and revising the academic program, along with other administrative procedures.

Alumnae/i

The exit survey instrument, which is administered by the university's Office of Institutional Research to new graduates, asks students to assess their own learning by identifying any areas in which they believe they are well prepared, and any in which they believe their preparation is deficient. The results of these evaluations are particularly helpful in setting new directions for the curriculum and student services.

The Office of Institutional Research also surveys alumnae/i one year after graduation. These surveys provide data about alumni's employment status, satisfaction with library/information science careers, sense of job preparation (i.e., knowledge, skills, abilities) received from GSLIS, and professional development needs. Summaries of these surveys are reviewed by the GSLIS dean, faculty, and staff as part of the curriculum review process.

Faculty Review

A faculty portfolio is maintained in the provost's office for each full-time faculty member, including all probationary faculty and those who are tenured. The Committee on Faculty Appointments or the Committee on Post Tenure Review reviews and evaluates the portfolio in terms of evidence submitted that documents academic credentials, teaching effectiveness, continuing record of scholarship, contributions to university life and governance, and continuing professional development. The faculty portfolio is used for personnel decisions, renewal and tenure recommendations, promotion and sabbatical and leave requests, and performance evaluation of tenured faculty.

Teaching effectiveness is a key factor used in consideration for renewal, promotion, and tenure for full-time faculty, which is outlined in the Contract Renewal Schedule as found in the *Dominican University Faculty Handbook*. A range of supporting materials are used in evaluating teaching effectiveness, including cumulative results of the CoursEval student feedback mechanism described earlier, reports of observations of teaching, and other criteria outlined in the *Faculty Handbook*. One area of teaching review currently missing, but which is being discussed at the university level within the context of potential development, is peer review of teaching. Dominican University recognizes that its current peer review process is not as robust as it could be and is looking for ways to improve peer review of faculty. These include considering the use of a standardized peer evaluation template that would be used across schools and providing more training opportunities with respect to being a peer reviewer for the senior-level faculty. GSLIS is in full support of this developing initiative, and several faculty members already partner informally to provide colleagues with constructive feedback.

The standard course evaluation instrument, used in virtually every course offered (students do not evaluate independent study courses and courses with enrollments of only one student, for anonymity reasons, are not evaluated), asks students to comment on each instructor's availability for assistance outside of class, concern for the student's progress, and responsiveness to student questions. School and overall university means are posted on the website of the Office of Academic Assessment, Evaluation, and Achievement and results are considered in the faculty review process as one of the criteria of teaching effectiveness.

The annual Graduating Student Survey and the biennial Current Student Survey seeks student input about the academic experience, faculty quality and availability, and use of and satisfaction with university services.

Staff Review

Staff members are reviewed on an annual basis in conformance with the performance appraisal process of the university. The process is designed to capture the past year's performance and to assist in establishing new goals and objectives through discussion between the staff member and his or her supervisor; a self-assessment is included by each staff member. The priorities for the coming year that correspond with each position are based on the program's overall goals. Supervisors try to meet quarterly with staff members to gauge the success of employees in meeting their goals and objectives. At these meetings, adjustments are made as necessary, especially if the program has changing priorities. In addition, the position description of each staff member is reviewed annually and revised as needed during the performance appraisal process. The process includes an improvement plan for staff who may be underperforming.

Additional Means of Program Assessment

Enrollment data, received and reviewed on a frequent basis, also provide a means for assessing the program's goals. Inquiries from prospective students, application requests, application submissions, and status of acceptance to enrollment numbers are tracked and analyzed by the dean and GSLIS administrative staff in collaboration with the Office of Enrollment Management and the Office of Institutional Research.

The GSLIS Advisory Board serves as an advisory body to the GSLIS dean. Its membership consists of library leaders in the metropolitan Chicago area as well as representatives from state organizations and national professional associations when feasible. At quarterly meetings, the dean provides updates on new developments in the school and members offer feedback and evaluative comments to guide future development.

The GSLIS Alumni Council has members who represent all aspects of the profession and perform the functions of developing and supporting student career and networking opportunities, enhancing communication among and to alumnae/i and the library community, and strengthening social programs and benefits for alumnae/i. This active relationship with alumnae/i enables GSLIS to create strong links with practicing library and information professionals. The Alumni Council typically organizes and hosts a Career Day in the spring semester, which provides significant benefits to students such as resume building, job interview skills, networking techniques, and job hunting tips from practiced professionals. At the university's graduation ceremonies each year, an alumnus of one of the university's graduate programs is selected as an Outstanding Alumni and honored. This GSLIS honor has been awarded every four years in rotation with the other graduate schools.

Employers of the school's graduates are also an important constituent group and their feedback about graduates' preparation is a critical component of program assessment. A survey that covers preparation of GSLIS graduates in critical competency areas, staffing

needs, and the employer's own professional development needs is conducted every two years.

In preparation for re-writing the GSLIS student learning goals and outcomes in 2012, GSLIS designed and distributed a targeted survey to library practitioners and educators identified by GSLIS faculty as innovative leaders as well as LIS theory experts (see Appendix I.9). The purpose of this April 2012 survey was to solicit broad input from library leaders regarding the knowledge, skills, and dispositions needed for our contemporary workforce. The results of this survey provided an essential foundation for our SLGO revisions.

The Dominican University Board of Trustees is keenly interested in program innovation within the graduate schools and receives regular reports and updates from the president, provost, and GSLIS dean. The university's graduate school deans presented program updates to the board in September 2013. This process provides a conduit through which the board remains apprised of the overall direction of the school and can provide input and direction, if needed.

Summary Statement

GSLIS engages in a broad-based planning process that reflects the university's commitment to values-centered intellectual development, both personal and professional, for students and faculty alike. Each of the elements of the Dominican University mission and identity statements is central to the very essence of libraries/information centers and the work of librarians and information professionals. Few professions exhibit on a daily basis the practical manifestations of the university's mission statement in a way as powerful as the information professions. The realization of this mission through continuous planning and assessment enables the MLIS program to meet the requirements of Standard I.



Chapter II: Curriculum



DOMINICAN UNIVERSITY
Inspired minds. Amazing possibilities.

Chapter II: Curriculum

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

The Graduate School of Library and Information Science (GSLIS) has planned, developed and implemented a curriculum that reflects the school’s values and mission and is responsive to the needs of the constituents it serves and the profession. The curriculum is grounded in the GSLIS mission, which empowers professionals to connect individuals and communities to the world of information and learning with reason, compassion, and a commitment to service. Furthermore, the mission statement provides the conceptual basis for the program’s Student Learning Goals and Outcomes (SLGOs; Figure II.1), which are articulated within the broad context of and emphasis on an abiding commitment to the information profession and its core values, leadership, global awareness, service, social justice, and an attention to evolving technologies and media. All faculty members teaching in the program are provided with the Required Syllabus Elements document (Appendix II.1) to ensure that their course objectives are consistent with the learning goals and outcomes of the MLIS degree. Each faculty member has mapped his/her specific course learning objectives to the program’s SLGOs (Appendix II.2).

The curriculum continues to evolve and be informed by the GSLIS continuous improvement process, which includes multiple assessment inputs and faculty and student reflection on these data. An active faculty and staff committee structure supports the curricular planning and ongoing improvement to meet student needs and the changing nature of the field. The GSLIS Assessment Logic Model (Figure II.2) illustrates the various assessment inputs, activities, and resulting outputs that comprise the curricular systematic planning process. The school’s curriculum has benefited from its location in metropolitan Chicago where there is an extensive pool of talented individuals who are interested in and capable of teaching courses, providing program and policy recommendations on advisory boards, serving as guest lecturers, and supervising individual student learning experiences such as practicums, internships, and independent studies.

Figure II.1 MLIS program student learning goals and outcomes

Academic Program Pillars: The following student learning goals and outcomes are presented within the broad context of and emphasis on an abiding commitment to the information profession and its core values, leadership, global awareness, service, social justice, and an attention to evolving technologies and media.	
Student Learning Goal 1: Develop a professional identify, including commitment to the core values of LIS.	
Outcome 1a:	Describe the historical foundations of library and information professions.
Outcome 1b:	Articulate the philosophies of the library and information professions.
Outcome 1c:	Identify the core values and ethics of the library and information professions.
Outcome 1d:	Articulate a personal professional philosophy of the library and information professions.
Outcome 1e:	Participate in professional activities and associations.

Figure II.1 MLIS program student learning goals and outcomes

Student Learning Goal 2: Understand the essential nature of information and its relevance to society.	
Outcome 2a:	Describe various definitions and concepts of information.
Outcome 2b:	Interpret information policies from local to global levels in relation to their impact on intellectual freedom, access, literacy, and information behavior.
Outcome 2c:	Assess community information needs and interests.
Outcome 2d:	Develop appropriate responses to information needs.
Student Learning Goal 3: Navigate, curate, and create information across the spectrum of human records from local to global contexts.	
Outcome 3a:	Utilize the resources needed to manage information.
Outcome 3b:	Design tools that facilitate access to information.
Outcome 3c:	Evaluate tools that facilitate access to information.
Outcome 3d:	Assess applicability of current and emerging technologies to information management.
Student Learning Goal 4: Synthesize theory and practice within a dynamic and evolving information environment.	
Outcome 4a:	Articulate theories and concepts in relation to professional practice.
Outcome 4b:	Demonstrate application of theory to practice.
Outcome 4c:	Assess how LIS theories and concepts provide value to emerging tools, technologies, functions and practices.
Outcome 4d:	Facilitate formal and informal learning.
Student Learning Goal 5: Effectively communicate and collaborate to deliver, market, and advocate for library and information services.	
Outcome 5a:	Articulate the critical value of a marketing approach to delivering services.
Outcome 5b:	Participate in an advocacy campaign, within or outside of the classroom.
Outcome 5c:	Negotiate group dynamics in pursuit of a common goal.
Outcome 5d:	Speak to achieve common understanding.
Outcome 5e:	Write to achieve common understanding.
Outcome 5f:	Listen to achieve common understanding.
Outcome 5g:	Apply technology to connect, communicate and collaborate.

The MLIS degree is awarded to students who have completed 36 credits of graduate study, including four required courses (12 credit hours). All 3 credit hour courses include 45 hours of instruction whether offered in a face-to-face or online delivery mode; special topic 1.5 credit hour courses follow the same contact-hour standard. Students pursuing licensure and endorsement as school library media specialists in Illinois have additional course, assessment, and state content test requirements.

Courses are offered face-to-face, blended (where part of the delivery and coursework is online), and fully online. As part of the overall GSLIS planning process, the school continues to look at the potential demand for a fully online MLIS degree option. While a formal fully online program component is not yet being marketed, in spring 2015 GSLIS began to alert students through the *Off the Shelf* newsletter and through directed advising to the possibility of completing the MLIS online through careful selection of individual online courses. The new *GSLIS Bridge Plan for Strategic Priorities* includes the development and marketing of an online degree option that will best fit our institutional capacity, mission, and market. GSLIS benefits from the experiences, infrastructure, and support services in

place for the online degree programs offered by the Brennan School of Business and the School of Education.

In brief, the MLIS curriculum reflects a service-oriented philosophy that seeks to cultivate leaders in the library and information science profession who will have a positive impact on their service communities. The degree is designed to educate and inspire entry-level librarians and information specialists while providing the foundations for lifelong professional development. The curriculum consists of a range of courses and delivery modes to prepare students for professional responsibilities across a spectrum of library, media, information centers and consultancies.

Foundational Coursework

At the center of the curriculum are four 3-credit hour required courses. These courses focus on the fundamental aspects of library and information science common to all types of work in the library and information field. Thus, they provide a strong foundation for and direct alignment to COA Standard II: “the theory, principles, practice, and values necessary for the provision of service in libraries and information agencies and in other contexts.” It is recommended that students take three of the required courses, LIS 701 Introduction to Library and Information Science, LIS 703 Organization of Knowledge, and LIS 704 Reference and Online Services, within the first nine hours of enrollment. Students must also complete a management course before graduation, LIS 770 Management of Libraries and Information Centers (or LIS 773 School Libraries, required of students in the school library media program).

As stated in the course description, LIS 701 Introduction to Library and Information Science is the recommended first course for all GSLIS students. It can be taken before or concurrently with LIS 703 Organization of Knowledge, LIS 704 Reference and Online Services, and LIS 770 Management of Libraries and Information Centers/LIS 773 School Libraries. These courses provide an introduction to the foundational concepts, theories, values, and materials that reflect the basic knowledge and skills of a beginning generalist librarian or information specialist in contemporary society and form the basis for the study of specialized concepts and issues that the elective courses explore in further detail. As such, these four courses, individually or in various combinations, act as pre- or co-requisites to all the other courses offered by GSLIS.

The GSLIS curriculum combines tradition and technology in a “best practices” approach that ensures optimum preparation of individual students for positions in a wide spectrum of established and emerging library, information, knowledge, and media contexts. Current student data suggest that 49% of all MLIS students are employed either full- or part-time in the library and information science field. These students bring a wealth of real-world experiences and relevant perspectives to the classroom, which, combined with the energy and idealism of their classmates, creates a dynamic interchange among students and professors.

Elective Coursework

The remaining 24 credit hours in the degree program are selected by the students according to their own areas of interest and in consultation with their faculty advisor. The GSLIS Course Guide indicates the rotation by semester for each course; the Course Guide is available on the program's website, the university intranet, and the physical GSLIS bulletin board (Appendix II.3). Using the optional Student Progress Plan (Appendix IV.10), students may plan their entire course of study at the beginning of their program, although frequently students' interests change as they move through their courses. Another potential change in student planning occurs when the course rotation is modified as a result of low enrollment, as the university requires a minimum of seven students registered in a course for it to run. In these situations, the dean reviews the situation before canceling the course and makes adjustments and exceptions depending on registered students' needs.

Students may register for up to six semester hours of graduate credit in other disciplines at Dominican University, which may be applied as electives toward the MLIS degree. Such courses require approval from the GSLIS dean, upon recommendation by the student's faculty advisor. All required courses for the MLIS degree must be completed prior to registration for courses in other disciplines.

Practicum and Experiential Learning Coursework

In addition to the offered in the catalog and the growing number of 1.5 credit hour special topics courses (Appendix II.4), students can create highly individualized learning experiences with independent studies and practicums. Independent studies and practicums are designed to help students meet their specific needs and provide experiential opportunities.

e-Portfolio

The GSLIS MLIS curriculum builds toward and culminates in a project that must be submitted by all MLIS students during the semester they apply for graduation: the e-Portfolio. The e-Portfolio is intended to be a digital showcase that samples what each MLIS student learned and achieved in the program in alignment with the stated program learning goals and outcomes. The e-Portfolio is not taken for course credit, but students must complete and receive a passing grade (no fewer than 75 points out of a possible 100) in order to graduate from the program. According to the GSLIS e-Portfolio Guidelines for Student Learning Goals and Outcomes (Appendix II.5), students build a digital portfolio that compiles evidence artifacts (i.e. assignments, project work, assessments) from their experiences in the program that demonstrate alignment and mastery to the MLIS program Student Learning Goals and Outcomes (see Figure II.1) and write statements that explain how each artifact demonstrates alignment on a specific outcome. In addition, students must include a current resume and a comprehensive reflective essay of 2000-2500 words. In the reflective essay, students are encouraged to reflect deeply on their MLIS journey and provide context for the materials included in the e-Portfolio. Students are required to demonstrate achievement of all five Student Learning Goals and to demonstrate that attainment by providing artifacts for at least three of the learning outcomes for each of the five learning goals. The guidelines for the e-Portfolio build in flexibility so that a student's presentation of artifacts matches his or her academic preparation and career focus. Students

are encouraged to choose artifacts that best demonstrate and document the achievement of the selected outcomes, and explanation of the choice becomes an aspect of the learning reflection.

The GSLIS curriculum combines tradition and technology in a “best practices” approach that ensures optimum preparation of individual students for positions in a wide spectrum of established and emerging library, information, knowledge, and media contexts. Current student data suggest that 49% of all MLIS students are employed either full- or part-time in the library and information science field. These students bring a wealth of real-world experiences and relevant perspectives to the classroom, which, combined with the energy and idealism of their classmates, creates a dynamic interchange among students and professors.

Figure II.2 GSLIS continuous improvement assessment system logic model

Program Assessment INPUTS	Data Analysis ACTIVITIES	Assessment OUTPUTS
Course-embedded assessments and assignments aligned to objectives Program e-Portfolio requirement aligned to program learning goals and outcomes Course Evaluations – distributed each semester in each course Current Student Experience and Program Satisfaction Survey – Biennial distribution Graduating Student Exit Survey – Annual distribution Alumni Survey – Annual distribution Employer Survey – Biennial	Faculty analyze course assessment data to understand individual progress on learning outcomes and for course improvement Students reflect on and demonstrate program learning through development of the e-Portfolio at program conclusion Faculty participate in data presentations and discussions at monthly GSLIS Council meetings All GSLIS faculty and staff participate in annual Data Summit to review aggregate e-Portfolio and all assessment input data for program policy and curricular development	Students receive feedback on program content and learning objectives throughout program Assessment input used for continuous course and program improvement Multiple-measures assessment system fosters a meaningful and mature culture of improvement

Systematic Planning and Continuous Improvement in the MLIS Curriculum

The GSLIS Curriculum Committee, one of the school’s standing faculty committees, carries out a major part of the ongoing work of curriculum planning and review. Consisting of three full-time MLIS faculty members elected for staggered three-year terms, the Curriculum Committee meets on a regular basis and reports on its progress at each GSLIS Council meeting. Membership of the Curriculum Committee is included in Appendix II.6. The committee follows guidelines established by GSLIS for adding and deleting courses

(Appendix II.7). Curriculum Committee minutes are included in Appendix II.8 and committee outputs over the past several years is outlined in Appendix II.9.

The Assessment and Curriculum Committees frequently collaborate on their work. During GSLIS Council meetings or as the individual committees work on projects, issues that require joint discussion, development, and implementation are identified. The two committees then meet together to determine the best approach and plan for implementation, which is presented to the GSLIS Council for discussion and subsequent approval. During academic years 2012-2013 and 2013-2014, for example, the two committees frequently met to coordinate mapping the course content to the new SLGOs.

In addition to the work of the Curriculum Committee, the GSLIS Council met in August 2015 for the first annual focused data summit, where aggregated assessment inputs were analyzed and discussed to identify trends and implications. Considerations for GSLIS policy, course content, and program development were addressed at what will become an annual exercise by the faculty.

The University Curriculum Committee (UCC) serves to focus on the totality of the university's educational offerings within the contexts of mission and identity, strategic planning and academic priorities. The UCC is charged with reviewing and approving proposals for all new academic programs (including all degrees, majors, minors, and certificates or for substantially altered programs) from all schools and departments. Proposals include a statement of purpose, rationale and expected impact on the university curriculum; specific goals and learning outcomes; a detailed outline of the curriculum; an assessment plan; an advising plan; a statement of administrative structure; bulletin copy; and statements of support from the dean, the university library, the registrar, enrollment management, and the chief information officer. The UCC uses the following criteria to evaluate all proposals: 1) academic quality, 2) centrality to Dominican University's mission, 3) relationship to existing programs, 4) utilization of existing resources, 5) financial viability, 6) strategic marketability, and 7) provisions for ongoing review.

Curriculum Committee Outputs

During the 2009-2010 academic year, the GSLIS Curriculum Committee reviewed the core course requirements of comparable LIS schools and examined them in relation to the Dominican GSLIS course requirements. This comparison revealed that Dominican GSLIS's core courses are similar to other comparable LIS schools, confirming the desirability of retaining LIS 701 Introduction to Library and Information Science, LIS 703 Organization of Knowledge, LIS 704 Reference and Online Services, and LIS 770 Management of Libraries and Information Centers/LIS 773 School Libraries as required courses for the MLIS degree. The Curriculum Committee also asked GSLIS faculty members to submit all recommended course pre-requisites, course description changes, and course titles changes for the courses that they teach. With this information, the Curriculum Committee was able to review the recommendations to assure logical and coherent course sequencing and to propose necessary course content updates to the GSLIS Council.

Evaluation and revision of courses within the GSLIS curriculum occur on an ongoing basis, submitted to the Curriculum Committee, and, if approved, considered by the GSLIS Council. For example, in 2010, youth services faculty proposed that the course title of LIS 720 change from Enhancing Language and Literacy Development in Young Children through Children’s Literature to Picture Books and Early Literacy to reflect a new focus on ages 0 to 6 years. In 2013, the Curriculum Committee recommended the removal of four reference courses (LIS 740 Reference Sources in the Humanities, LIS 741 Reference Sources in the Social Sciences, LIS 742 Reference Sources in the Sciences, LIS 743 Reference Sources in Business and Economics) with the understanding that they would be replaced by a single advanced reference course (later approved in 2014 as LIS 740 Advanced Reference Services). This change was deemed appropriate by the GSLIS Council based on the profession’s increased use of electronic information and knowledge resources that span several fields and disciplines.

Since 2008, the most significant work of the Curriculum Committee—using data inputs from faculty illustrated in the continuous improvement logic model—can be summarized by the following strategic growth areas: 1) the development and implementation of several 1.5 credit hour special topics courses to offer practical and relevant “deep dives” into new and emerging professional issues and topics; 2) the development and implementation of travel-learning courses so as to expand our ability to prepare more culturally-diverse professionals; 3) the development of new courses, and revisions made to existing courses, to align with the changing nature of the field; 4) the offering of new certificates to allow students to complete not only the MLIS, but also attach specialized certificate credentials, which expand their professional qualifications; and 5) evolution of the e-Portfolio into the signature assessment as it exists today. These data-driven curriculum outputs are more fully described below.

Half-Credit Courses

GSLIS began offering half-credit (1.5) “special topics” courses in spring 2014. These courses include LIS 804.01 Folk and Fairy Tales for Youth: History, Evolution, and Evaluation; LIS 804.02 Art in Picture Books; LIS 804.03 Fairy Tales and Fantasy in Popular Media: Radical Retellings; LIS 804.04 Audio Books for Children, Young Adults, and Adults; and LIS 805.01 Digital Content Creation. GSLIS has offered several half-credit special topics courses each semester since 2013, and they prove popular with students who reflect through our surveys and course evaluations that these courses are relevant and specific to their special interests. Special topics courses are timely and dependent on emerging needs, interests, and opportunities, and thus are not a part of the standard course rotation.

Travel-learning Courses

GSLIS faculty members took students abroad in spring 2014 with LIS 796.01 Special Topics: Bologna International Children’s Book Fair, and in fall 2014 with LIS 796.01 Special Topics Guadalajara International Book Fair. [MLIS student testimonials](#) speak to the positive influence of these experiential learning opportunities and, given the tremendous support they have received, the international book fair travel courses have become a regular part of the special topics course rotation.

New Course Development

In a review of the MLIS elective curricula, faculty members observed that issues related to the evaluation and assessment of libraries and information organizations' services, programs, and resources was an area not sufficiently covered by other course objectives. As a result, GSLIS faculty members designed LIS 793 Demonstrating Value: Approaches and Strategies and first offered the course in spring 2015, and given its popularity, will repeat the course again this fall 2015. The course description includes: an introduction to methods and approaches for evaluating and assessing library and information services, programs, and resources with the goal of demonstrating value to the users and constituent groups served by the organization. Emphasis will be on planning and managing assessment projects. Students will become familiar with tools and sources for documenting and communicating an organization's assessment data and findings.

Through various assessment input means, GSLIS faculty identified a need to substantially expand coursework related to data as an emerging specialization for librarians and other information professionals. As a result, GSLIS faculty designed a new course entitled: LIS 845 Data Librarianship. The course was approved by the Curriculum Committee and will be offered in an upcoming semester. The course description includes: "Data is an emerging specialization for librarians and other information professionals. Libraries and other information-centric organizations are increasing their investment in data resources to support innovation in business and research in the humanities, the social sciences, and the sciences. As information management and organization experts, librarians are well positioned to provide an interdisciplinary perspective to data science. This course will provide an overview of the topics central to data in the research enterprise including data reference, data transformation, data management, data collections, data visualization, data research methodologies, and metadata requirements."

Revised Courses

Numerous other courses have been revised based on formal and informal observation of student learning, faculty observation of course evaluations and effectiveness, and emerging needs/trends in the field. Figure II.3 outlines these revisions.

Figure II.3 Curriculum committee course revision outputs over recent years

Course(s)	Nature/purpose of the revision
LIS 720 Picture Books and Early Literacy	General update to keep course content current
LIS 724 Integrating Technology into Programming, Services and Instruction	Added content to ensure course meets state learning standards as a key course in the new Educational Technology Specialist program cross-listed with the School of Education
LIS 730 Cataloging and Classification	Course updated to add more current content; new faculty member with extensive expertise in the content updated course
LIS 740, 741, 742, 743 Advanced Reference Sources	Combined four content area reference source courses (i.e. Humanities, Sciences, Social Sciences, Business, etc.) to create one new course: LIS 740 Advanced Reference Sources
LIS 754 Systems Analysis and Design	Added content to ensure course meets state learning standards as a key course in the new Educational Technology Specialist program cross-listed with the School of Education
LIS 768 Social Media and Emerging	New faculty member with expertise in the area added content on

Course(s)	Nature/purpose of the revision
Technologies	emerging technologies, and content on new online business models, data security, ethics, and privacy issues
LIS 769 Research Methods	Updated to include additional content on qualitative as well as quantitative research methodologies; added content about online and offline research methods
LIS 779 Planning and Design of Library Space	Course updated substantially by new faculty member with extensive expertise in the content; new content added to keep pace with the changing nature of libraries
LIS 882 Metadata for Digital Resources	Course content was substantially updated to address new metadata schema; new faculty member with extensive expertise in the content updated course
LIS 884 Big Data and Competitive Intelligence	New faculty member with expertise added content on the latest big data analytics and visualization techniques to facilitate effective decision making. Areas of studies include: spotting business trends, managing public relations crises, determining quality of research/education, preventing diseases, combating crimes, etc.
LIS 885 Introduction to Cultural Heritage Resources and 887 Management of Cultural Heritage Resources and Services	Combined to create new course: LIS 885 Cultural Heritage Resources and Services to facilitate offering the combined course more frequently and better utilize faculty and reduce redundancy

Additional Certificates

GSLIS certificates offer returning scholars and MLIS students the opportunity to seek additional credentials in specialized areas. Adding to the existing Knowledge Management Certificate and the Certificate in Special Studies, in 2011-12 the Curriculum Committee developed three new certificates: 1) Archives and Cultural Heritage Resources and Services, 2) Informatics, and 3) Youth Services. In 2013-14, three additional certificates were developed and implemented: 1) Digital Curation, 2) Digital Libraries, and 3) Web Design. At the same time, faculty members updated the Informatics Certificate coursework, and updated the Knowledge Management Certificate to become Data & Knowledge Management to enable more robust and data-centered content.

Evolution and Development of the e-Portfolio

The e-Portfolio, as a signature assessment of the program's student learning goals and outcomes, continues to evolve from each semester's experience and review of the data. The following figure illustrates the development of the e-Portfolio.

Figure II.4 Evolution of the e-Portfolio

Year	Milestones in the evolution to today's MLIS e-Portfolio
Fall 2009	e-Portfolio created as primary assignment in the MLIS Capstone Course
Fall 2011	GSLIS Council votes to name e-Portfolio as signature program assessment method created in LIS 890 e-Portfolio course; replacing Capstone course
Spring 2012	e-Portfolio template revised to clarify expectations; launch e-Portfolio workshops as resource for students for increased understanding of the e-Portfolio purpose, reflection and learning outcomes
Spring 2013	Program's student learning goals and outcomes (SLGOs—see Figure II.1) re-crafted by GSLIS Council to reflect GSLIS strategic directions and mission/vision of MLIS program

Year	Milestones in the evolution to today's MLIS e-Portfolio
	e-Portfolio rubric revised by Assessment Committee to clarify process in choice of artifacts
Fall 2014	e-Portfolio rubric revised by Assessment Committee to more clearly define performance criteria in each of the 4 components
Spring 2015	Transition of all e-Portfolio submission and grading to Canvas Learning Management System; adjustments made to rubric to facilitate transition to Canvas SpeedGrader
Fall 2015/Spring 2016	Launch e-Portfolio student presentations and poster session format to foster additional reflection on learning and offer demonstration of learning

In sum, the Curriculum Committee and the larger faculty are engaged in continuous re-evaluation of existing courses, as well as development of new courses in response to professional and technological changes. New courses are proposed by faculty members and reviewed by the Curriculum Committee. If approved, new courses are offered up to three times on a provisional basis and then reviewed by the full faculty for possible permanent status. By the same token, the Curriculum Committee reviews existing courses for relevance and a proposal to the full faculty is submitted for any course recommended for discontinuance.

***Standard 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.*

Goal 2 of the MLIS program Student Learning Goals states that students should “understand the essential nature of information and its relevance to society.” Learning outcomes for Goal 2 state that MLIS students will be able to: Outcome 2a) describe various definitions and concepts of information; Outcome 2b) interpret information policies from local to global levels in relation to their impact on intellectual freedom, access, literacy, and information behavior; Outcome 3c) assess community information needs and interests; and Outcome 2d) develop appropriate responses to information needs.

The GSLIS curriculum is comprehensive and is responsive to the changing nature of the information infrastructure and the flow of information from creation to organization and description to preservation, synthesis, and management. In the very first core (required) course, LIS 701 Introduction to Library and Information Science, students learn the broad topics of library and information science (LIS). In subsequent core courses and diverse electives, students expand their knowledge of these and further topics.

The GSLIS curriculum offers students the opportunity to learn in-depth about information and knowledge creation, communication, identification, selection, acquisition, organization and description, storage and retrieval, preservation, analysis, interpretation, evaluation, synthesis, dissemination, and management as described in the descriptions of selected courses below. For example, students learn about information and knowledge creation and the beginning of the record life cycles, as in LIS 768 Social Media and Emerging Technologies, where they learn about multimedia information creation and dissemination

and in LIS 885 Cultural Heritage Resources and Services, where they learn about documenting communities.

The curriculum offers students the opportunity to learn in-depth about information and knowledge communication, as in LIS 865 Visual Literacy, where they learn about research and practice in visual culture and communication contexts, and in LIS 764 Library User Instruction, where they get an overview of learning theory, teaching methods, and instructional design. Furthermore, in LIS 718 Storytelling for Adults and Children, students learn that the art of storytelling is perfected through presentation and self-evaluation.

The GSLIS curriculum offers students the opportunity to learn in-depth about information identification, selection, acquisition, as in LIS 704 Reference and Online Services, where they learn about the selection, evaluation and use of general reference sources in both hard-copy and digital formats, and in LIS 748 Collection Management, where course content includes an overview of collection development and management for libraries and information centers. In LIS 763 Readers Advisory Services, students learn about serving adult reading needs, including fiction, non-fiction and links among the fiction and non-fiction genres, and in LIS 720 Picture Books and Early Literacy, they learn about picture book evaluation, selection, and sharing specific to early literacy. In LIS 775 Introduction to Archival Principles, Practices, and Services, students learn how to articulate an intellectual framework for identifying, describing, and evaluating archival records, documents, and materials.

The GSLIS curriculum offers students the opportunity to learn in-depth about information organization and description, and storage and retrieval as in LIS 703 Organization of Knowledge and LIS 750 Information Storage and Retrieval. In LIS 882 Metadata for Digital Resources, students learn about the kinds and uses of metadata commonly found in digital collections.

Students have the opportunity to study information and knowledge preservation, analysis, interpretation, evaluation, synthesis, dissemination, and management in courses such as LIS 713 Introduction to the Preservation and Conservation of Library and Archival Materials, LIS 889 Digital Curation, and LIS 754 Systems Analysis and Design. Furthermore, in LIS 884 Big Data and Competitive Intelligence, students receive an overview of competitive intelligence theories and best practices and are introduced to the latest big data analytics and visualization techniques to facilitate effective decision-making. In LIS 785 Information Ethics, students discuss the ethical aspects of librarianship in light of information policy, the economy of information, legal mandates, and information technologies; and in LIS 769 Research Methods, basic research concepts, principles of research design, measurement, and qualitative and elementary quantitative data collection analysis techniques.

The GSLIS curriculum also offers students the opportunity to investigate the services and technologies to facilitate the management and use of information and knowledge. This opportunity is provided in courses such as LIS 770 Management of Libraries and

Information Centers, LIS 753 Internet Fundamentals and Design, LIS 737 Library and Data Management Systems, LIS 751 Database Management, LIS 759 Digital Libraries, and LIS 786 Advanced Web Design. Furthermore, in LIS 779 Planning and Design of Library Space, students are introduced to basic principles involved in planning, developing, and assessing library facilities.

Standard II.3 *The curriculum:*

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

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

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

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

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

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

II.3.7 promotes commitment to continuous professional growth

The GSLIS required core courses (LIS 701, 703, 704, and 770/773) provide a critical foundation to ensure all MLIS students meet the ALA Curriculum Standards defined in II.3, and the wide variety of elective courses promote student learning along II.3 as well. Figure II.5 shows the alignment of all core and elective courses to each of the seven Standard II.3 elements. A check in the figure below indicates that course content addresses that particular ALA curriculum standard, and that course activities and/or assessments are aligned as well. Following this figure, Standards II.3.1-7 are discussed individually in further detail along with examples from the course syllabi where course-embedded assessments and activities are aligned to foster growth along that particular element of the curriculum standard. Appendix II.10 illustrates the alignment of GSLIS courses to both the student learning outcomes and ALA curriculum standards II.3.1-7.

Figure II.5 MLIS course alignment to COA standards II.3.1-7

Course	ALA Std II.3.1	ALA Std II.3.2	ALA Std II.3.3	ALA Std II.3.4	ALA Std II.3.5	ALA Std II.3.6	ALA Std II.3.7
LIS 701 Introduction to Library and Information Science	✓	✓	✓	✓	✓	✓	✓
LIS 703 Organization of Knowledge	✓	✓	✓	✓	✓	✓	
LIS 704 Reference and Online Services	✓	✓	✓	✓	✓	✓	
LIS 770 Management of Libraries and Information Centers	✓	✓		✓	✓	✓	✓
LIS 773 School Libraries	✓	✓		✓	✓	✓	✓
LIS 710 Descriptive Bibliography		✓	✓		✓		
LIS 711 Early Books and Manuscripts		✓	✓				
LIS 712 History of the Printed Book		✓	✓				

Figure II.5 MLIS course alignment to COA standards II.3.1-7

Course	ALA Std II.3.1	ALA Std II.3.2	ALA Std II.3.3	ALA Std II.3.4	ALA Std II.3.5	ALA Std II.3.6	ALA Std II.3.7
LIS 713 Introduction to the Preservation and Conservation of Library and Archival Materials		✓	✓		✓	✓	
LIS 716 Leadership and Strategic Communication	✓	✓		✓	✓	✓	✓
LIS 717 Human Records and Society		✓	✓	✓	✓	✓	
LIS 718 Storytelling for Adults and Children	✓	✓		✓		✓	
LIS 719 History of Children’s Literature		✓		✓	✓	✓	
LIS 720 Picture Books and Early Literacy	✓	✓		✓	✓	✓	
LIS 721 Library Materials for Children	✓	✓		✓	✓	✓	
LIS 722 Library Materials for Young Adults	✓	✓		✓	✓	✓	
LIS 723 Services for Children and Young Adults	✓	✓		✓	✓	✓	
LIS 724 Media Services and Production	✓	✓	✓	✓	✓	✓	
LIS 725 Curriculum and School Libraries	✓			✓	✓	✓	
LIS 726/EDU 528 Learning Theories, Motivation and Technology	✓	✓	✓	✓	✓	✓	
LIS 727/EDU 560 Integrating Technology Into the Curriculum	✓	✓	✓		✓	✓	
LIS 728 Clinical Experience I – Student Teaching	✓		✓	✓			✓
LIS 729 Clinical Experience II – Internship	✓		✓	✓			✓
LIS 730 Cataloging and Classification	✓	✓	✓	✓	✓	✓	
LIS 731 Subject Analysis	✓	✓		✓	✓	✓	
LIS 732 Indexing and Abstracting	✓	✓	✓	✓	✓		
LIS 733 Serials Management			✓		✓	✓	
LIS 737 Library and Data Management Systems	✓	✓	✓	✓	✓	✓	
LIS 740 Advanced Reference Services	✓	✓	✓	✓	✓	✓	
LIS 744 Government Information Resources	✓	✓	✓	✓	✓	✓	
LIS 745 Searching Electronic Databases	✓	✓	✓	✓	✓	✓	
LIS 748 Collection Management	✓		✓	✓	✓	✓	
LIS 749 Crisis Informatics	✓	✓	✓	✓	✓	✓	
LIS 750 Information Storage and Retrieval	✓	✓	✓		✓		
LIS 751 Database Management	✓	✓	✓		✓		
LIS 752 Networks	✓		✓		✓	✓	
LIS 753 Internet Fundamentals and Design	✓	✓	✓		✓	✓	
LIS 754 Systems Analysis and Design	✓	✓	✓		✓	✓	
LIS 755/GSB 785 Information Policy	✓	✓	✓	✓	✓	✓	
LIS 756/GSB 624 Organizational Analysis		✓		✓	✓	✓	
LIS 758 Community Informatics	✓	✓	✓	✓	✓	✓	
LIS 759 Digital Libraries	✓	✓	✓	✓	✓	✓	
LIS 760 International Librarianship	✓	✓		✓	✓	✓	
LIS 761 Marketing and Public Relations	✓	✓	✓	✓	✓		✓
LIS 762 Literacy and Library Involvement	✓			✓	✓	✓	
LIS 763 Readers Advisory Services	✓	✓		✓	✓	✓	
LIS 764 Library User Instruction	✓	✓	✓	✓	✓		
LIS 768 Social Media and Emerging Technologies	✓	✓	✓	✓	✓	✓	
LIS 769 Research Methods	✓	✓			✓	✓	✓
LIS 771 Public Libraries	✓	✓		✓	✓	✓	✓
LIS 772 Academic Libraries	✓	✓		✓	✓	✓	✓

Figure II.5 MLIS course alignment to COA standards II.3.1-7

Course	ALA Std II.3.1	ALA Std II.3.2	ALA Std II.3.3	ALA Std II.3.4	ALA Std II.3.5	ALA Std II.3.6	ALA Std II.3.7
LIS 774 Special Libraries	✓	✓		✓	✓	✓	✓
LIS 775 Introduction to Archival Principles, Practices, and Services	✓	✓	✓	✓	✓	✓	✓
LIS 776 Music Librarianship	✓	✓		✓	✓	✓	✓
LIS 777 Issues of Access, Advocacy and Policy in Youth Services	✓	✓		✓	✓	✓	✓
LIS 778 Theological Librarianship	✓	✓		✓	✓	✓	✓
LIS 779 Planning and Design of Library Space		✓		✓	✓	✓	✓
LIS 780 Health Science Librarianship	✓	✓		✓	✓	✓	✓
LIS 781 Reference Sources in Health Sciences	✓	✓		✓	✓	✓	✓
LIS 782 Seminar in Health Sciences	✓	✓			✓	✓	
LIS 785 Information Ethics	✓	✓		✓	✓	✓	
LIS 786 Advanced Web Design	✓	✓	✓		✓	✓	
LIS 787 Legal Information Sources	✓	✓		✓	✓	✓	
LIS 788 Law Librarianship	✓	✓		✓	✓	✓	
LIS 791 Organizational and Multicultural Communication	✓	✓		✓	✓	✓	
LIS 793 Demonstrating Value: Approaches and Strategies	✓	✓		✓	✓	✓	
LIS 799 Practicum	✓	✓	✓	✓	✓	✓	✓
LIS 801 Independent Study	✓	✓	✓	✓	✓	✓	✓
LIS 802-LIS 820 Seminars	✓	✓	✓	✓	✓	✓	✓
LIS 805 Special Topics	Syllabi specific alignments						
LIS 808 Seminar in Current Issues	Syllabi specific alignments						
LIS 812 Scholarly Communication in the Sciences	✓	✓	✓		✓	✓	
LIS 816 Introduction to Fundraising and Financial Management	✓	✓				✓	
LIS 830 Seminar in Bibliographic Control	Syllabi specific alignments						
LIS 840 Seminar in Reference Services	Syllabi specific alignments						
LIS 845 Data Librarianship	✓	✓	✓		✓	✓	
LIS 865 Visual Literacy	✓	✓		✓	✓	✓	
LIS 880/GSB 784 Knowledge Management	✓	✓	✓	✓	✓	✓	
LIS 881 Advanced Archival Principles, Practices, and Services	✓	✓	✓	✓	✓	✓	
LIS 882 Metadata for Digital Resources	✓	✓	✓	✓	✓	✓	
LIS 884 Big Data and Competitive Intelligence	✓	✓	✓		✓	✓	
LIS 885 Cultural Heritage Resources and Services	✓	✓	✓	✓	✓	✓	
LIS 886 Records and Information Management	✓	✓	✓		✓	✓	
LIS 888 Cultural Heritage/Archives Fieldwork	✓	✓	✓	✓	✓	✓	✓
LIS 889 Digital Curation	✓	✓	✓	✓	✓	✓	

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

Library and information science is, in essence, a service profession, and the Dominican University mission “to prepare students to pursue truth, to give compassionate service and to participate in the creation of a more just and humane world” supports this greater sense of purpose and obligation to the community. For GSLIS, this means a commitment to the belief in information as a means to empowerment for the communities and individuals served by libraries, information centers, agencies, and related organizations. From providing access through the selection, organization, and dissemination of information to understanding and responding to users’ needs, including instruction and the provision of the necessary technologies, connecting people with information takes many forms. GSLIS is highly responsive to this mission and has built a curriculum that encourages, fosters, and supports a service-oriented approach to providing information.

GSLIS encourages students to use the skills and technologies that they learn in their coursework within the communities that libraries and archives serve. Through practicums, independent studies, and coursework, GSLIS students find opportunities to develop relationships with community organizations and to work with their collections and staff to create services for patrons. Students are working with local community organizations, organizing and digitizing archives, writing grants, and participating in other service projects. GSLIS faculty members have a shared mission of mentoring students as they discern their own professional callings and provide many opportunities for students to grow.

The core courses, in particular LIS 701 Introduction to Library and Information Science and LIS 704 Reference and Online Services, introduce and highlight the important role of information professionals as service providers. Students are exposed to the fundamental service principles of equitable access to information and intellectual freedom, and various service models associated with academic, public, school, special, and other types of libraries and information centers. Building on these principles, LIS 704 explores the development, provision, and evaluation of effective reference service as fundamental competencies for library and information professionals.

Examples of additional courses that expand this set of foundation skills in providing service:

- LIS 718 Storytelling for Adults and Children
- LIS 724 Media Services and Production
- LIS 758 Community Informatics
- LIS 759 Digital Libraries
- LIS 760 International Librarianship
- LIS 761 Marketing and Public Relations
- LIS 762 Literacy and Library Involvement
- LIS 763 Readers Advisory Services
- LIS 775 Introduction to Archival Principles, Practices and Services
- LIS 777 Issues of Access, Advocacy and Policy in Youth Services
- LIS 791 Organizational and Multicultural Communication

LIS 885 Cultural Heritage Resources and Services
 LIS 888 Cultural Heritage Archives Fieldwork

Faculty members develop course-embedded assessments and activities that seek to foster the development of each of these particular ALA Curriculum Standards. For ALA Standard II.3.1, Figure II.6 demonstrates selected examples of course assessments and activities that facilitate the learning outcome of this standard.

Figure II.6 Selected examples of course-embedded assessment activities that support learning outcomes aligned with the ALA curriculum standard II.3.1

ALA Curriculum Standard	
ALA Standard II.3.1 fosters development of library and information professionals who will assume an assertive role in providing services	
Aligned course	Assessment Activities
LIS 701 Introduction to Library and Information Science	Counterpoint Presentation Marketing-advocacy Scenarios and Reaction Papers Graded discussion postings to synthesize course readings
LIS 704 Reference and Online Services	Reference Service Report Collection Development Exercise Ready Reference Instructional Presentation Resource Examination Report Subject Guide Project
LIS 703 Organization of Knowledge	Final Examination Essay
LIS 770 Management of Libraries & Information Centers	Marketing-advocacy Scenarios and Reaction Papers Graded discussion postings to synthesize course readings Marketing Plan Development Project
LIS 773 School Libraries	Library Assessment Comprehensive Presentation
LIS 737 Library and Data Management Systems	Heuristic evaluation criteria development project and documentation of evaluations of online public information systems
LIS 754 Systems Analysis and Design	Students develop Use Cases emphasizing the functionality from the perspective of the user
LIS 759 Digital Libraries	Development of license agreements for user contributed data
LIS 889 Digital Curation	Development of curation plans for a wide variety of data types for individuals

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

Courses taught in GSLIS incorporate readings of both basic and applied research. Evolving topics require students and faculty to carefully monitor new research for its impact on practice: digital libraries, digital curation, big data, emerging technologies, metadata, and many others. It is essential that students learn how to read, analyze, and incorporate research into their libraries, archives, and other information intensive organizations. LIS 769 Research Methods, covering basic concepts of qualitative and quantitative research methods and analysis, is taught in regular rotation. As part of the course requirements, students design a research proposal.

In addition to readings from research journals, a number of courses incorporate research methodologies into the course content. In LIS 730 Cataloging and Classification, students research the evolution of “controversial” subject headings describing such topics as gender identity, racial identity, and political movements. One group of MLIS students presented their findings at the annual Dominican University Caritas Veritas Symposium. In LIS 889 Digital Curation, students research topics on evolving topics in preserving digital materials. In 2013, two students, each working with different faculty advisors, developed papers of sufficient quality to be submitted to and accepted by peer-reviewed journals. Figure II.7 outlines selected examples of course-embedded activities that align to ALA Standard II.3.2

Figure II.7 Selected examples of course-embedded assessment activities that support learning outcomes aligned with the ALA curriculum standard II.3.2

ALA Curriculum Standard	
ALA Standard II.3.2: emphasizes an evolving body of knowledge that reflects the findings of basic and applied research from relevant fields.	
Aligned course	Assessment Activities
LIS 701 Introduction to Library and Information Science	Scenario analysis paper involving library and information development case Graded discussion prompts: Information Literacy and What is Information
LIS 704 Reference and Online Services	Issues Exploration Paper
LIS 770 Management of Libraries & Information Centers	Graded discussion prompts: Management Theory and Emotional Intelligence
LIS 773 School Libraries	Reflection Papers addressing an international issue related to school librarianship abroad and in-depth response to related readings
LIS 737 Library and Data Management Systems	Analysis Paper: analysis of the theory of library and database systems and application those theories to developing new library services
LIS 754 Systems Analysis and Design	Philosophy of systems development and apply that theory to developing a systems specification.
LIS 759 Digital Libraries	Students study the philosophy of digital collection management and sustainability and develop 2 collections with policies based on these studies
LIS 793 Demonstrating Value: Approaches and Strategies	Presentation of Case Studies of Assessment Practices
LIS 889 Digital Curation	Students study the philosophy of archival practice in general and digital archives in particular and apply that theory to curation

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

Technology Curriculum

Technology has changed communications between and among individuals and organizations. For libraries, archives, and other information intensive organizations, technology has become completely integrated with information acquisition, management, and delivery. The GSLIS curriculum has addressed these profound changes by integrating pervasive technologies in all of our courses. From storytelling to management, GSLIS

courses use technologies to communicate course expectations, promote student and faculty interactions, and to enhance learning experiences.

Social media is used widely in GSLIS courses; 85% of courses taught in 2014 used some type of social media, including YouTube, Twitter, LinkedIn, Facebook, and WordPress. These technologies were used to teach about professional networks and interaction (LinkedIn, Twitter, and Facebook), explore communication channels between libraries and their patrons and the public (Facebook, Twitter, and WordPress), learn from experts (YouTube), and communicate with classmates and faculty about assignments, report findings, and discuss readings (Twitter, Facebook, and WordPress). Students used tools such as Poplets, Kahoot, Padlet, and FlipGrid to complete assignments such as reports to the class, concept maps, and process models. See Appendix II.11 for the full report of technology use across the curriculum in the 2014 *GSLIS Technology in the Curriculum and Classroom Report*.

In addition to using popular and practice-based technologies within the classroom, many GSLIS courses focus specifically on information technologies. The GSLIS curriculum offers many technology-centric courses:

- LIS 724 Media Services and Production
- LIS 727 Integrating Technology Into the Curriculum
- LIS 737 Library and Data Management Systems
- LIS 749 Crisis Informatics
- LIS 750 Information Storage and Retrieval
- LIS 751 Database Management
- LIS 752 Networks
- LIS 753 Internet Fundamentals and Design
- LIS 754 Systems Analysis and Design
- LIS 755 Information Policy
- LIS 758 Community Informatics
- LIS 759 Digital Libraries
- LIS 768 Social Media and Emerging Technologies
- LIS 786 Advanced Web Design
- LIS 845 Data Librarianship
- LIS 882 Metadata for Digital Resources
- LIS 884 Big Data and Competitive Intelligence
- LIS 886 Records and Information Management
- LIS 889 Digital Curation

The GSLIS curriculum intentionally integrates theory, application, and use of technology to provide students with a comprehensive understanding of the role of technology in information delivery. The curriculum addresses both enterprise-level software applications to manage information as well as enabling technologies that are standard technologies used to build those information delivery systems.

Libraries, archives, digital libraries, and other information organizations use enterprise-level software applications to manage their collections. The three major categories of applications are digital content management, archives management, and library management systems. GSLIS provides access to these applications either as hosted services or by implementing software on the GSLIS virtual servers. The following software applications are available to GSLIS students:

- Content management software: *ContentDM, Omeka, and DSpace*
- Integrated library systems: *Follett Destiny and Kuali OLE*
- Archives systems: *Archon, Archivists Toolkit, ArchivesSpace, Collective Access*

When students use these applications as part of their coursework, they can begin to understand the choices and trade-offs required to move theory into application. In LIS 737 Library and Data Management Systems, students have access to two very different types of integrated library management systems: Follett Destiny and Kuali OLE. The Follett Destiny system is designed for small and/or school libraries; and Kuali OLE is designed for large academic libraries. The class studies the theory of workflow management and compares the specific implementations of these library systems looking at library needs, resources required, and final outcomes. In LIS 703 Organization of Knowledge and LIS 730 Cataloging and Classification, cataloging and classification theory again is compared against the realities of a technical implementation. In LIS 759 Digital Libraries, students are able to look at three major repository systems to compare functionality, interface, and technology infrastructures.

In addition to enterprise applications, the GSLIS curriculum addresses many of the technologies that enable information retrieval, storage, and management. Students interested in careers in informatics, digital libraries, digital curation, and library systems need to learn about database technologies and computer programming techniques. Figure II.8 illustrates all GSLIS courses that teach these enabling technologies.

Figure II.8 Technologies taught across the MLIS curriculum

Course Name	Digital Content	Digital Content Management Software	Library Archive Management Software	Web Technology	XML	Database Technology	Programming Languages
LIS 703 Organization of Knowledge	✓				✓		
LIS 724 Media Services and Production	✓	✓					
LIS 730 Cataloging and Classification	✓				✓		
LIS 737 Library and Data Management Systems		✓	✓	✓			
LIS 745 Searching Electronic Databases				✓		✓	
LIS 748 Collection Development			✓				

Figure II.8 Technologies taught across the MLIS curriculum

Course Name	Digital Content	Digital Content Management Software	Library Archive Management Software	Web Technology	XML	Database Technology	Programming Languages
LIS 749 Crisis Informatics	✓			✓	✓		
LIS 750 Information Storage and Retrieval	✓			✓	✓	✓	
LIS 751 Database Management				✓		✓	✓
LIS 753 Internet Fundamentals and Design	✓			✓	✓		
LIS 754 Systems Analysis and Design			✓	✓		✓	
LIS 759 Digital Libraries	✓	✓		✓	✓		
LIS 764 Library User Instruction		✓		✓			
LIS 768 Social Media and Emerging Technologies	✓			✓	✓		
LIS 773 School Libraries		✓					
LIS 775 Introduction to Archival Principles, Practices and Services	✓						
LIS 775 Music Librarianship		✓					
LIS 803 Seminars (1.5 CH)		✓					
LIS 881 Advanced Archival Principles, Practices and Services	✓				✓		
LIS 882 Metadata for Digital Resources	✓				✓		
LIS 884 Big Data and Competitive Intelligence	✓			✓	✓	✓	✓
LIS 885 Cultural Heritage Resources and Services	✓						
LIS 886 Records and Information Management	✓						
LIS 888 Cultural Heritage Archives Fieldwork	✓	✓					
LIS 889 Digital Curation	✓	✓		✓	✓		
LIS 955 Advanced Seminar: Information Policy		✓					

Each of the aligned courses embeds course assessments and/or activities to foster development on Standard II.3.3. Figure II.9 provides examples as evidence.

Figure II.9 Selected examples of course-embedded assessment activities that support learning outcomes aligned with the ALA curriculum standard II.3.3

ALA Curriculum Standard	
ALA Standard II.3.3: integrates the theory, application, and use of technology	
Aligned course	Assessment Activities
LIS 704 Reference and Online Services	Reference 2.0 Report: The purpose of this exercise is to explore the use of Web 2.0/social media tools to deliver Reference 2.0 services to a library's constituent population.
LIS 723 Services for Children and Young Adults	Tablet Cart Sand Box: Students take turns with the different pieces of equipment on the GSLIS Tablet Cart, familiarizing themselves with the devices and brainstorming opportunities to integrate them into library programming and/or service to young people.
LIS 724 Media Services and Production	Equipment Investigation: Each working group creates a Prezi describing the equipment listed in the makerspace inventory (developed as an earlier assignment) and detailing how it will be used to achieve defined outcomes.
LIS 745 Searching Electronic Databases	Final Project asks students to do a comprehensive review of ALL databases available to the GSLIS community at Dominican, and create a "roadmap" for new students/library patrons to grasp the skills and tips to use the databases.
LIS 749 Crisis Informatics	Final Project requires students to create a comprehensive crisis response plan with the help of social media and other new technologies for an organization of their own choice (i.e. governmental, corporate, non-profits, medical, etc).
LIS 750 Information Storage and Retrieval	Final Project needs students to evaluate the effectiveness of the latest information retrieval system and services. This task will help the students thoroughly understand the strength and weakness of the information retrieval systems.
LIS 751 Database Management	Final Project requires students create/setup a database (mysql+php) driven website with features including mini search engine, login/registration system. It gives our students much needed database administration knowledge.
LIS 759 Digital Libraries	Final project: Students create an online and searchable digital collection using best practice for both digitizing and description
LIS 768 Social Media and Emerging Technologies	Final Project asks students build a mobile website from scratch. This task will equip our students with the latest mobile web development technologies available in the market (e.g. HTML 5, CSS, Javascript, Bootstrap, etc).
LIS 793 Demonstrating Value: Approaches and Strategies	Assessment Application: Data Visualization Tools
LIS 884 Big Data and Competitive Intelligence	Final Project helps students find the source of big data, and how to analyze and present these data with the help of statistical package, SQL and information visualization tools from various channels to extract competitive intelligence.

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

The GSLIS faculty members have developed a curriculum that is responsive to the needs of and addresses the topics and issues that are pertinent to a multicultural, multiethnic, and multilingual society. In addition, in an effort to provide MLIS students with even more opportunity to focus on contemporary topics such as service to diverse populations, in 2013 the Curriculum Committee approved the design and implementation of 1.5 credit hour courses. As a result, there is additional flexibility in the curriculum, enabling rapid development and delivery of courses addressing contemporary topics as they emerge. See Appendix II.4 for a listing and description of these courses.

In order to be responsive to the needs of a diverse community, a librarian or information professional must first understand the members of the community. In the core course, LIS 701 Introduction to Library and Information Science, students are required to identify the characteristics of diverse users and communities and their information needs and determine the types of information resources and services that would help to fulfill these needs.

In the other required courses, LIS 703 Organization of Knowledge, LIS 704 Reference and Online Services, and LIS 770 Management of Libraries and Information Centers, students look at the organization and classification of knowledge, the provision and evaluation of reference resources and services, and the management of staff, functions, and activities in a library or information center, paying particular attention to their place in a multicultural, multiethnic, and multilingual society.

In a variety of courses throughout the GSLIS curriculum, students look at library and information materials, resources, and services, paying particular attention to an increasing multicultural, multiethnic, and multilingual society, as in LIS 723 Services for Children and Young Adults, and LIS 763 Readers Advisory Services. In LIS 718 Storytelling for Adults and Children, students learn about multicultural traditional literature from around the world and discuss issues of cultural appropriation, sources, cultural notes, and authenticity. In LIS 721 Library Materials for Children and LIS 722 Library Materials for Young Adults, students spend significant discussion time on the development of culturally inclusive library collections, outreach, evaluation, and missions.

In LIS 791 Organizational and Multicultural Communication, students are introduced to problems of communication across cultures toward helping students acquire skills of communication and negotiation in varied organizational settings. In LIS 762 Literacy and Library Involvement, students focus on local communities and their needs for literacy services and on developing and implementing library literacy services for these communities.

Developed in 2011 in response to faculty interest in further developing students' competencies in diverse communities, the course LIS 885 Cultural Heritage Resources and Services introduces students to different worlds and local cultures, and their diverse cultural

heritage resources, as well as ways to develop services that are meaningful to these diverse cultures.

LIS 758 Community Informatics is aimed at future librarians and other professionals who will work in diverse communities and need to understand their dynamics, particularly how communities are using new technologies. A specific focus in this course has been underserved populations in the metropolitan Chicago area. Recently students in this class teamed up with students in the university's Graduate School of Social Work course SWK 552 Community and Evaluation Practice and, in partnership with a neighborhood association, conducted a needs assessment and inventory of the services and programs (including information services and programs) offered by the association. In spring semester 2015, the two classes partnered with the Early Education Childhood Collaborative in the Austin neighborhood of Chicago.

Dominican University is a Catholic higher education institution that embraces diversity, including religious diversity. In spring semester 2013, the university sought to assess religious/cultural tolerance within its community by including a survey of how religious diversity is addressed in some of its classes. Students in LIS 775 Introduction to Archival Principles, Practices, and Services and in LIS 885 Cultural Heritage Resources and Services participated in this survey, given the particular relevance of the course content. LIS 775 and LIS 885 address the diversity of issues that are faced by archivists and cultural heritage curators working with diverse cultural and religious records, materials, and collections.

Students have the opportunity to learn further about multicultural, multiethnic, and multilingual communities and in the global setting in LIS 760 International Librarianship. The GSLIS travel-based experiential courses, such as the study trip to the Bologna, Italy, Children's Book Fair and the study trip to the Guadalajara International Book Fair are two examples where students experience multicultural, multiethnic and multilingual communities and resources first-hand.

Furthermore, the GSLIS faculty members model a commitment to multicultural, multiethnic, and multilingual communities in their work at both the local and national levels. For example, Sujin Huggins is a member of the University's Diversity Committee and was appointed one of two Dominican University Diversity Fellows in 2013-14. At the national level, Dr. Huggins served on the ALA Coretta Scott King Book Award jury and has served on the board of the Center for the Study of Multicultural Children's Literature since 2013. In addition, Dr. Huggins, along with then-Doctoral Program Director Tonyia Tidline and Diane Foote, assistant dean, presented "Talking the Talk and Walking the Walk: Reflections on Diversity, Multiculturalism, and Professional Competence" at the Joint Conference of Librarians of Color in Kansas City in October 2012.

Cecilia Salvatore was appointed one of 13 Dominican University Diversity Fellows for 2014-15 and was a recipient of the University's Diversity in Courses Grant in Spring-Summer 2013. At the national level, Dr. Salvatore has served on the Diversity Committee of the Society of American Archivist (SAA).

While he was a GSLIS faculty member, Thom Barthelmess was an invited participant in the Texas Library Association’s Diversity Summit, which took place during the association’s annual conference in March 2015. He was also an invited participant, along with Diane Foote, assistant dean, in the Association for Library Service to Children’s Day of Diversity, which took place during the American Library Association’s Midwinter Meeting in January 2015.

Figure II.10 Selected examples of course-embedded assessment activities that support learning outcomes aligned with the ALA curriculum standard II.3.4

ALA Curriculum Standard	
ALA Standard II.3.4: responds to the needs of a rapidly changing multicultural, multiethnic, multilingual society including the needs of underserved groups	
Aligned course	Assessment Activities
LIS 701 Introduction to Library and Information Science	Core Values discussion; Ethics and Information Annotated Bibliography about a core value of LIS
LIS 704 Reference and Online Services	Outreach and Information Literacy Project
LIS 770 Management of Libraries & Information Centers	Strategic Plan Analysis Comprehensive Project Mission and SWOT Discussion Exercise
LIS 773 School Libraries	Mission and Vision Statement Writing Project
LIS 737 Library and Data Management Systems and LIS 754 Systems Analysis and Design	User Center Design Projects to create new systems and services
LIS 759 Digital Libraries	Impact Statement project

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

Goal 3 of the MLIS program Student Learning Goals and Outcomes states that students will learn to “curate and create information across the spectrum of human records from local to global contexts.” Courses in the GSLIS curriculum have increasingly incorporated a global and technological focus to reflect trends and issues within the profession. In order to respond to the needs of a rapidly changing technological and global society, students must have the opportunity to learn about the information needs of a global society. In LIS 755 Information Policy, for example, students learn about the human rights impacts of policies restricting information ownership and access. In LIS 885 Cultural Heritage Resources and Services, students are introduced to different world cultures, and their diverse cultural heritage resources, as well as ways to develop services that are meaningful to these diverse cultures. As described above, students further learn about multicultural, multiethnic, and multilingual communities in the global setting, firsthand, in LIS 760 International Librarianship, as well as in the travel-based experiential courses, such as the study trip to the Bologna Children’s Book Fair in Italy and the study trip to the Guadalajara International Book Fair in Mexico.

The changing technological and global society requires that librarians and similar information professions be adept in the technology that is shared across the global contexts and the technology that allows the sharing of information across the global contexts. To be sure, the technology-focused courses that were introduced within the past six years are

preparing students to be responsive to the needs of a rapidly changing technological and global society. For example, LIS 768 Social Media and Emerging Technologies examines the advent of social networking tools, and the creation of online collaboration and communities via those tools. LIS 889 Digital Curation examines the curation standards that are set forth by collaborative global communities.

Figure II.11 Selected examples of course-embedded assessment activities that support learning outcomes aligned with the ALA curriculum standard II.3.5

ALA Curriculum Standard	
ALA Standard II.3.5: responds to the needs of a rapidly changing technological and global society	
Aligned course	Assessment Activities
LIS 701 Introduction to Library and Information Science	Technology and innovation scenario reaction papers
LIS 704 Reference and Online Services	Reference 2.0 Report
LIS 754 Systems Analysis & Design	Systems maintenance and enhancement plan project
LIS 770 Management of Libraries & Information Centers	Development of a Marketing Plan
LIS 773 School Libraries	Special interest topic lesson plan
LIS 737 Library and Data Management Systems and LIS 754 Systems Analysis and Design	Technology Plan Development
LIS 759 Digital Libraries	Digital Collection Sustainability Plan Project

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

Libraries, museums, and cultural history organizations are often perceived as organizations that focus on the past. But in reality, they are future-facing organizations. The GSLIS curriculum models that behavior: looking at the past to shape the future. The curriculum has been evolving as the profession changes. GSLIS has implemented a number of new initiatives reflecting the changing nature of libraries and information that honor traditional library values while preparing for the future. These initiatives fall into three categories: 1) the evolving library, 2) the evolving nature of information, and 3) digital futures.

The Evolving Library

Most courses ask students to address questions regarding future directions in the profession. In LIS 701 Introduction to Library and Information Science, for example, students examine trends in library and information science practice and their implications for the future. A number of courses directly address the future of the library—its space, the nature of the materials, the technologies to access that information, and the nature of an LIS professional’s relationships with patrons.

- LIS 737 Library and Data Management Systems
- LIS 761 Marketing and Public Relations
- LIS 779 Planning and Design of Library Space
- LIS 805 Digital Content Creation

LIS 882 Metadata for Digital Resources
 LIS 886 Records and Information Management

The Evolving Nature of Information

The very nature of information is changing with the dramatic increase in the volume of digital information available and the easy accessibility to millions of people through social media has influenced how information professionals define problems and develop solutions. Big data has given us new tools to solve old problems. New courses have been developed to provide students with the analytic skills and technical knowledge to use this data ethically, humanely, and for the betterment of humanity and the environment:

LIS 749 Crisis Informatics
 LIS 758 Community Informatics
 LIS 768 Social Media and Emerging Technologies
 LIS 785 Information Ethics
 LIS 884 Big Data and Competitive Intelligence
 LIS 885 Cultural Heritage Resources and Services

Digital Futures

As information across all domains has become almost exclusively digital, from its production to its dissemination, students need skills and competencies to manage the data throughout its lifecycle. The curriculum has been enhanced to provide students with the skills they need to create digital materials, manage them for access and use, and curate them for the long term.

LIS 724 Media Services and Production
 LIS 759 Digital Libraries
 LIS 886 Records and Information Management
 LIS 889 Digital Curation

Figure II.12 Selected examples of course-embedded assessment activities that support learning outcomes aligned with the ALA curriculum standard II.3.6

ALA Curriculum Standard	
ALA Standard II.3.6: provides direction for future development of the field	
Aligned course	Assessment Activities
LIS 701 Introduction to Library and Information Science	Futures Scenario Analysis Discussions and Paper
LIS 704 Reference and Online Services	Job Listing Analysis Reference 2.0 Report
LIS 770 Management of Libraries & Information Centers	Core Values and Managerial Leadership Graded Discussion
LIS 737 Library and Data Management Systems	Development of Prototype Service using Emerging Technologies
LIS 773 School Libraries	Visitations Report
LIS 889 Digital Curation	Archival plan for digital materials

Standard II.3.7 promotes commitment to continuous professional growth

Library and information science is a dynamic field, and from the very first course that students take, LIS 701 Introduction to Library and Information Science, students investigate the trends and competencies in the profession and the role of professional associations in addressing these trends. To be sure, this effectively contributes to fulfilling the first of the MLIS program Student Learning Goals and Outcomes, which suggests that students “develop a professional identity, including commitment to core values of LIS.”

In the courses in the curriculum, faculty and instructors regularly allude to the large network of LIS professionals who work in Chicago and vicinity. Faculty and instructors regularly reference guidelines and best practices set forth by professional associations. The presentations of guest speakers invited from the field also introduce students to professionals who exemplify continuous professional growth. The involvement of the teaching faculty and the dean in professional organizations through both service and scholarly activities models continuous professional development to students. For example, Cecilia Salvatore is chair of the Archival Educators Roundtable of the Society of American Archivists in 2014 and 2015.

Library and Information Science Student Association (LISSA) sponsors an annual Association Night where representatives from local, regional, and national library associations and ALA divisions network with students, sharing the particulars of their association work and recruiting membership. GSLIS also supports continuing education opportunities by hosting conferences, lectures, and workshops (examples [posted on the website](#)).

GSLIS takes advantage of its proximity to the ALA headquarters in Chicago and encourages student participation at ALA’s meetings and conferences that take place in Chicago. In the spring of 2015, 20 MLIS students attended the ALA Midwinter meeting in Chicago as part of a focused 1.5 credit course on professional involvement. The course was designed as an intensive immersion in the ALA experience, asking students to partake of the opportunities of a professional conference and consider the broader value and benefits of professional involvement at the national level. Students charted their own experiences at the conference, exploring offerings and sharing possibilities with others. To maximize the impact of their experience, students shared what they had learned with all of the students registered in the LIS 701 introductory course that semester, speaking to the face-to-face class and making video presentations for the online class. Through this sharing, students reflected on both the immediate experience of conference attendance and the deeper importance of ALA participation.

GSLIS regularly sponsors a student to attend ALA Annual Conference as part of ALA’s Student-to-Staff program. Students who participate devote time to a particular ALA unit in exchange for ALA registration and travel support. In 2010, then full-time faculty member Thom Barthelme was president of the Association for Library Service to Children (ALSC) and then-LISSA President Allison Parker was the GSLIS Student-to-Staff representative attached to ALSC for her unit assignment. In the past, the sponsored student has been a

member of the LISSA Board, but in 2015 LISSA opened the opportunity to applications from the entire student body.

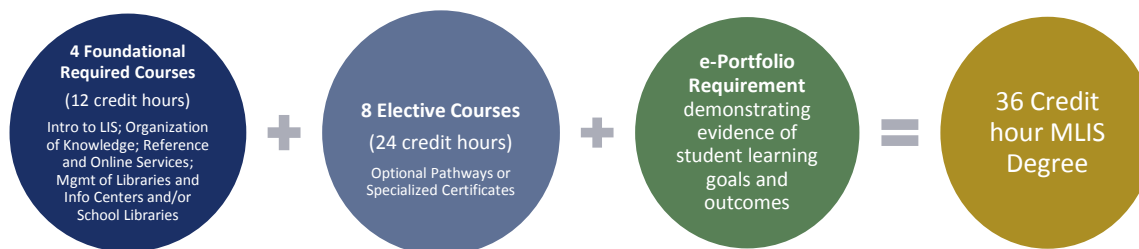
Figure II.13 Selected examples of course-embedded assessment activities that support learning outcomes aligned with the ALA curriculum standard II.3.7

ALA Curriculum Standard	
ALA Standard II.3.7: promotes commitment to continuous professional growth	
Aligned course	Assessment Activities
LIS 701 Introduction to Library and Information Science	Professional Issue Paper and Analysis Association Presentation Project Careers in LIS Video Development Project
LIS 724 Media Services and Production	Content Management Site Development
LIS 730 Cataloging and Classification	Participation in 3 professional association discussion boards
LIS 770 Management of Libraries & Information Centers	Job Description Writing Project

***Standard 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.*

The curriculum of the Graduate School of Library and Information Science is designed to be flexible and customizable; that is, students can create a program of study to meet their intellectual interests and career goals (Figure II.14). GSLIS has a small set of required, or core, courses: LIS 701 Introduction to Library and Information Science, LIS 703 Organization of Knowledge, LIS 704 Reference and Online Services, and LIS 770 Management of Libraries and Information Centers or LIS 773 School Libraries. These core courses constitute one third of the 36 credit hours of the degree. The remaining credit hours are electives. Students may transfer in up to six credit hours earned within the past five years with a grade of B or better from another ALA-accredited program. Students have access to guidance and expertise through their academic advisors as well as through a set of coherent program guides in the forms of [certificates](#) and [pathways](#) and the Student Progress Plan.

Figure II.14 Construction of the MLIS degree



Certificates

GSLIS clusters courses in the regular curriculum to offer specializations within the field of library and information science. These specializations balance theory, skill and practice, fostering the development of competencies necessary for productive careers across the field. GSLIS offers certificates in archival specialties, youth services, and digital technologies, among others.

For currently enrolled students pursuing their MLIS, the certificates can provide a plan of study for a particular specialization. Students' chosen specialization(s) will be noted on their transcripts. Certificates are also relevant to returning students who want to add the specialization to a completed ALA-accredited MLIS (or equivalent). Students who graduate with an MLIS lacking one or more courses towards a certificate can enroll in the course(s) any time within five years of graduating in order to add the certificate to the MLIS.

Students seeking two certificates may use courses that “count” toward more than one to fulfill requirements for both certificates. In other words, if a course is eligible for two certificates the student need only take it once, and may apply its credit toward both.

Certificate students work in collaboration with a faculty advisor who specializes in the appropriate field of concentration to shape a plan of study. Five three credit-hour courses are required (15 semester hours total), except for the certificates in digital curation and digital libraries, which require six three-semester-hour courses (18 semester hours total).

GSLIS faculty members manage the certificates and take responsibility to maintain the currency of the courses, advising plans, and learning objectives. The GSLIS Curriculum Committee maintains oversight of these courses by reviewing and recommending changes. The full GSLIS Council votes on these changes.

Certificate in Archives and Cultural Heritage Resources and Services

Archivists and cultural heritage professionals assist institutions, communities, corporations and other entities develop and maintain archival systems, resources and services, promote a better understanding of the past, and develop a new perspective of the present. This certificate provides a solid foundation in archival theory and offers students the opportunity to engage in a high level of archival fieldwork. Past projects have seen students working side-by-side with professional archivists in community archives, historical societies, corporations and other institutions. Faculty Advisor: Cecilia Salvatore.

Three required courses

LIS 775 Introduction to Archival Principles, Practices and Services OR LIS 885 Introduction to Cultural Heritage Resources and Services;
LIS 881 Advanced Archival Principles, Practices and Services;
LIS 799 Practicum OR LIS 888 Cultural Heritage/Archives Fieldwork

One of the following five:

LIS 753 Internet Fundamentals and Design
LIS 759 Digital Libraries

LIS 786 Advanced Web Design
LIS 882 Metadata for Digital Resources
LIS 889 Digital Curation

One of the following six:

LIS 710 Descriptive Bibliography
LIS 711 Early Books and Manuscripts
LIS 712 History of the Printed Book
LIS 713 Introduction to the Preservation and Conservation of Library & Archival Materials
LIS 718 Storytelling for Adults and Children
LIS 886 Records and Information Management

Certificate in Data and Knowledge Management

This program incorporates an interdisciplinary approach to the field of data and knowledge management enabling participants to gain the educational background needed to build a career helping organizations capture, manage, preserve, store and deliver information efficiently and effectively in the digital age. Managing digital information, often referred to as digital assets, requires a specialized understanding of the challenges and unique skills including mapping of an organization's knowledge assets, and designing and implementing knowledge management systems. Faculty Advisor: Stacy Kowalczyk.

Three required courses

LIS 750 Information Storage and Retrieval
LIS 880 Knowledge Management
LIS 884 Big Data and Competitive Intelligence

Two elective courses

LIS 737 Library and Data Management Systems
LIS 749 Crisis Informatics
LIS 751 Database Management
LIS 754 Systems Analysis and Design
LIS 755 Information Policy
LIS 758 Community Informatics
LIS 768 Social Media and Emerging Technologies
LIS 882 Metadata for Digital Resources
LIS 886 Records and Information Management
LIS 889 Digital Curation
LIS 799 Practicum
LIS 801 Independent Study in Library and Information Science

Certificate in Digital Curation

Curating digital materials so as to ensure their continued access has emerged as a major initiative for information organizations such as libraries, archives and businesses. The GSLIS Certificate in Digital Curation prepares students to curate digital materials in knowledge organizations. Faculty Advisor: Stacy Kowalczyk.

Three required courses

LIS 775 Introduction to Archival Principles, Practices and Services
LIS 882 Metadata for Digital Resources
LIS 889 Digital Curation

Three elective courses

LIS 737 Library and Data Management Systems
LIS 750 Information Storage and Retrieval
LIS 754 Systems Analysis and Design
LIS 751 Database Management
LIS 759 Digital Libraries
LIS 805 Digital Content Creation (Special Topics in Technology; 1.5 credit hours)
LIS 885 Cultural Heritage Management
LIS 803 Digital Copyright
LIS 886 Records and Information Management
LIS 799 Practicum
LIS 801 Independent Study in Library and Information Science (1.5 or 3 credit hours)

Certificate in Digital Libraries

Digital libraries are commonly defined as “organizations that provide the resources, including the specialized staff to select, structure, offer intellectual access to, interpret, distribute, preserve the integrity of and ensure the persistence over time of collections of digital works so that they are readily and economically available for use by a defined community or set of communities” (Digital Library Federation). The GSLIS Certificate in Digital Libraries prepares students to be active participants in digital library programs in universities, public libraries, archives and other information organizations. Faculty Advisor: Stacy Kowalczyk.

Three required courses

LIS 754 Systems Analysis and Design
LIS 759 Digital Libraries
LIS 882 Metadata for Digital Resources

Three elective courses

LIS 737 Library and Data Management Systems
LIS 750 Information Storage and Retrieval
LIS 751 Database Management
LIS 768 Social Media and Emerging Technologies
LIS 786 Advanced Web Design
LIS 803 Digital Copyright
LIS 805 Digital Content Creation (Special Topics in Technology; 1.5 credit hours)
LIS 889 Digital Curation
LIS 799 Practicum
LIS 801 Independent Study in Library and Information Science (3 credit hours or 1.5 credit hours)

Certificate in Informatics

As rapidly changing and emerging technologies pervade the majority of people's work and home lives, it is increasingly important that we have a greater understanding of the human dimension of information and communication technologies, the impact that these technologies have on individuals, organizations and society. The study of informatics blends technology skills with the study of the socio-cultural consequences of information and communication technologies. Faculty Advisor: Yijun Gao.

Three required courses

LIS 754 Systems Analysis and Design

LIS 758 Community Informatics OR LIS 749 Crisis Informatics

(Whichever of the above two courses is not taken as a required course may be taken as an elective).

LIS 768 Social Media and Emerging Technologies

Two elective courses

LIS 750 Information Storage and Retrieval

LIS 755 Information Policy

LIS 759 Digital Libraries

LIS 769 Research Methods

LIS 786 Advanced Web Design

LIS 805 Digital Content Creation (Special Topics in Technology; 1.5 credit hours)

LIS 884 Big Data and Competitive Intelligence

LIS 889 Digital Curation

LIS 799 Practicum

LIS 801 Independent Study in Library and Information Science (1.5 or 3 credit hours)

Certificate of Special Study

The Certificate of Special Study (CSS) is designed for MLIS graduates who are interested in retooling and refreshing their skill base while connecting with other professionals in a graduate-level learning environment. Students work in collaboration with a faculty advisor who specializes in the student's desired field of concentration to shape a plan of study. There is a three-year time limit to complete the five 3-credit hour courses (fifteen total graduate credit hours). Faculty Advisor: Student's assigned faculty advisor.

Certificate in Web Design

The World Wide Web has fundamentally changed the manner in which systems are developed and information is delivered. Ubiquity of the platform, increased accessibility, and speed of development create a new information environment. The GSLIS Certificate in Web Design prepares students with the necessary knowledge to design, develop, and maintain an organization's web presence. Faculty Advisor: Yijun Gao.

Three required courses

LIS 753 Internet Fundamentals and Design

LIS 754 Systems Analysis and Design

LIS 786 Advanced Web Design

Two elective courses

LIS 750 Information Storage and Retrieval
LIS 751 Database Management
LIS 752 Networks
LIS 759 Digital Libraries
LIS 768 Social Media and Emerging Technologies
LIS 884 Big Data and Competitive Intelligence
LIS 799 Practicum
LIS 801 Independent Study in Library and Information Science

Certificate in Youth Services

Students interested in this area of study will benefit not only from Dominican's outstanding faculty but also access to the Butler Children's Literature Center, recognized as one of the country's premier centers for the study of children's literature. Specialized study in children's and youth services provides excellent preparation for careers in public, school and special libraries and nonprofit organizations as children's librarians, teen librarians, youth reader's advisors, literacy specialists, and storytellers. Faculty Advisor: Janice Del Negro.

15 credit hours from the following courses:

LIS 718 Storytelling for Adults and Children
LIS 719 History of Children's Literature
LIS 720 Picture Books and Early Literacy
LIS 721 Library Materials for Children
LIS 722 Library Materials for Young Adults
LIS 723 Services for Children and Young Adults
LIS 724 Media Services and Production
LIS 777 Issues of Access, Advocacy and Policy in Youth Services
LIS 796 Special Topics: International Children's Book Fair
LIS 799 Practicum
LIS 801 Independent Study in Library and Information Science (1.5 or 3 credit hours)
LIS 804.01 Special Topics in Youth Services: Folk and Fairy Tales for Youth: History, Evolution and Evaluation
LIS 804.01 Special Topics in Youth Services: Mock Newbery
LIS 804.02 Special Topics in Youth Services: Art in Picture Books
LIS 804.02 Special Topics in Youth Services: YA Literature and the Movies
LIS 804.03 Special Topics in Youth Services: Fairy Tale, Fantasy, and Popular Media: Radical Retellings for Young Adults
LIS 804.03 Special Topics in Youth Services: Reviewing Literature for Youth
LIS 804.04 Special Topics in Youth Services: Audio Books for Children, Young Adults, and Adults
LIS 804.04 Special Topics in Youth Services: Information Books and the Common Core
LIS 804.05 Special Topics in Youth Services: Media Literacy for Youth

Pathways

The GSLIS faculty has prepared [pathways to a number of different career options](#) with suggested groups of courses from which students may select. Pathways allow individual needs, goals, and aspirations to be met. Students are able to focus their study in order to acquire expertise in a specific aspect of the profession. Pathways are not substitutes for faculty advising but rather allow students to easily identify courses that will provide the necessary preparation for different fields within LIS. With the pathways, students can find various routes to their ultimate career goals. Unlike certificates, pathways are not formal specializations and are not noted on transcripts.

Figure II.15 GSLIS pathways

Pathway	Faculty Member(s) Identified with this Pathway	Review Date
Academic Libraries	Karen Brown Mary Pat Fallon Christopher Stewart	October 2014
Cataloging and Classification	Karen Snow	October 2103
Management and Administration	Bill Crowley Christopher Stewart	December 2011
Public Librarianship	Bill Crowley	April 2014
Reference Services	Mary Pat Fallon	April 2015
Special Librarianship, including Health Sciences and Law Librarianship	Kate Marek	November 2015

Independent Studies and Practicums

In addition to the courses offered in the catalog as well as the growing number of 1.5 hour special topics courses, students can create their own learning experiences with independent studies and practicums. Independent studies and practicums are designed to help students meet their specific needs and provide experiential opportunities.

The GSLIS independent study course (LIS 801) allows students to pursue research projects based on their own intellectual curiosity as directed and supervised by a GSLIS faculty member. Students are responsible for developing an agenda, a set of readings, and the deliverables, which are approved by the supervising faculty. Students must have a proven record of scholarship as indicated by a grade point average of 3.3 or above and a sufficient background to work independently. In addition, students must have completed 24 credit hours including LIS 701, LIS 703, LIS 704, and LIS 770 or LIS 773. Consent of the instructor and the dean is required before registration. A maximum of 6 credit hours of independent study is allowed.

Students have done challenging and innovative work as part of their independent studies. One student, a returning student working on a Certificate in Archives and Cultural Heritage Resources and Services, studied metadata for curating and archiving research data using the Digital Curation Profiles developed by Purdue University and the University of Illinois at Champaign-Urbana and funded by IMLS.

The GSLIS practicum course (LIS 799) provides students with a supervised experience in an approved library or information center under the direction of a GSLIS faculty member.

Students must spend 120 hours at the practicum site. In addition, a course research report or project is required. Students must have completed 30 credit hours with a GPA of 3.3 or higher and have completed the foundational/required courses as pre-requisites: LIS 701, LIS 703, LIS 704, and LIS 770 or LIS 773. The library supervisor, the faculty member and the student meet periodically throughout the semester to review the student's progress. Students work with the practicum coordinator to choose one or more approved sites to provide the experience the student desires. Between 2012 and 2015 GSLIS has placed MLIS students in 76 Chicago-area libraries and information centers. The portion of students completing practicums has grown steadily each year since 2008, when 2.1% of MLIS students were enrolled in practicums compared to 6.5% in 2015. Appendix II.12 includes a complete listing of these placement sites.

Students have been very creative in their choices of practicum sites. For example, one student who is interested in health sciences librarianship created a practicum with two medical libraries: one in a medical center and one in a medical school. These libraries, already collaborators, along with the supervising faculty member worked together to provide a rich student experience of reference, information technology support, management, and content creation. The student kept a daily journal for both the sites and the faculty supervisors, developed a number of deliverables including a LibGuide for the sites, and wrote a reflective essay exploring the differences between classwork and libraries, expectations of practical library work, suggestions for GSLIS curriculum and assessment, and hopes for future work and her long term career.

In academic year 2014-2015, GSLIS and Skokie Public Library (SPL) launched an innovative approach to practicum and independent study work, giving GSLIS students another opportunity for career preparation. This partnership was designed to provide a year-long, immersive internship experience for a selective cohort of three (2014-2015) to four (2015-2016) students who would work with the leadership of GSLIS and SPL along with GSLIS faculty advisors and SPL mentors in a year-long combination of LIS 799 Practicum (fall) and LIS 801 Independent Study (spring) toward professional preparation and growth. GSLIS provides scholarships to cover the tuition for LIS 799 and LIS 801 for each of the SPL interns. SPL provides a range of orientation sessions and broad institutional engagement for the interns along with the regular internship activities. GSLIS faculty, SPL mentors, interns, and leaders from both institutions participate in bi-monthly reflection sessions. This new internship model has proven to be extremely successful, with all three of the 2014-2015 SPL interns finding employment within the first two months of their graduation.

Interdisciplinary Coursework and Research

Working with the Dominican University Brennan School of Business, the School of Education, and the Graduate School of Social Work, GSLIS offers a number of interdisciplinary courses (see Figure II.16). These courses allow GSLIS students to gain a greater understanding of information and its role in a variety of domains. Together, GSLIS and the Brennan School offer courses in knowledge management that have application both in business and the academy. GSLIS collaborates with Graduate School of Social Work offering community informatics. During the academic year 2014-15, GSLIS and the School

of Education jointly developed a state of Illinois approved Technology Specialist Endorsement for educators and school media specialists. New courses were developed specifically for the endorsement, and existing courses in both GSLIS and the School of Education were cross-listed. In addition to the cross-listed courses and joint programs, students in GSLIS can take up to six credit hours in other Dominican graduate programs upon approval by the student's advisor and the dean.

Figure II.16 GSLIS interdisciplinary coursework

Course number	Course name
EDU 776 / LIS 724	Integrating Technology into Programming, Services, and Instruction
EDU 777 / LIS 734	Learning Theories and Instructional Designs
EDU 778 / LIS 735	Hardware, Operating Systems, Networking and Troubleshooting
EDU 780 / LIS 736	Digital & Media Literacy in the Classroom
EDU 781 / LIS 765	Technology for Leaders
EDU 782 / LIS 738	Technology in STEM
EDU 783 / LIS 739	Online/Blended Learning
EDU 784 / LIS 746	Teaching and Learning in a 1:1 BYOD Environment
EDU 785 / LIS 747	3-D Printing
EDU 786 / LIS 741	Gaming in Education
EDU 787 / LIS 742	Video Production
EDU 791 / LIS 743	Assistive Technology
GSB 624 / LIS 756	Organizational Analysis
LIS 726 / EDU 528	Learning Theories, Motivation and Technology
LIS 727 / EDU 560	Integrating Technology Into the Curriculum
LIS 749 / SWK 552	Community Informatics
LIS 751 / EDU 788	Data Management Systems
LIS 753 / EDU 789	Internet Fundamentals and Design
LIS 754 / EDU 779	Systems Analysis and Design
LIS 755 / GSB 785	Information Policy
LIS 768 / EDU 790	Social Media and Emerging Technologies
LIS 880 / GSB 784	Knowledge Management

Cooperative Degree Programs

GSLIS has developed a number of cooperative degree programs with schools within Dominican University and with local universities in community colleges. These cooperative degree programs provide many benefits for both the GSLIS program and its students. GSLIS students have more opportunities to enhance their skills and competencies and to combine multiple intellectual pursuits. GSLIS has an opportunity to develop a larger impact on the information professionals within the larger professional community.

MA in History with a Certificate in Cultural Heritage

GSLIS has recently developed a partnership with Roosevelt University's Department of History and Philosophy that provides a process for Roosevelt Master of Arts in History

students to be admitted to GSLIS courses toward the Certificate in Archives, Cultural Heritage Resources and Services.

MLIS & MA in Public History

GSLIS partners with the Loyola University Graduate School of Arts and Sciences to offer a combined program leading to two degrees: a Master of Arts in Public History and Master of Library and Information Science. This rigorous program requires a total of 54 semester hours with a minimum of 30 semester hours from the Graduate School of Library and Information Science and a minimum of 24 semester hours from the history department of Loyola University–Chicago.

MLIS & MBA

Together the Dominican University Brennan School of Business and GSLIS offer a combined program leading to two degrees: a Master of Business Administration and a Master of Library and Information Science. Depending upon an applicant’s previous academic coursework, between 54 and 75 semester hours are required to earn both degrees.

MLIS & Master of Divinity

GSLIS cooperates with the McCormick Theological Seminary to offer a combined program leading to two degrees: a Master of Divinity and a Master of Library and Information Science.

MLIS & Master of Social Work

GSLIS and the Dominican University School of Social Work offer a combined program leading to two degrees: a Master of Library and Information Science and a Master of Social Work. A total of 78 semester hours is required for these two degrees with a minimum of 30 semester hours from the Graduate School of Library and Information Science and a minimum of 48 semester hours from the Graduate School of Social Work.

LTA Certificate–MLIS Accelerated Program

Dominican University and College of DuPage offer a partnership program that allows students to complete an [Library Technical Assistant \(LTA\) Certificate](#) and Associates Degree at College of DuPage, then transfer to Dominican to complete a Bachelors Degree and Master of Library and Information Science, all in as little as five years. The program allows students interested in careers in library and information science to become highly qualified across a variety of education levels.

Student feedback suggests that the range and flexibility of courses is meeting student expectations. As illustrated in Figure II.17, 83% of students agree that the curriculum provides enough flexibility to plan their desired course of study, and almost all (93%) agree that a wide range of courses exists in the MLIS curriculum.

Figure II.17 Current student rating of curriculum flexibility

2014-15 Current Student Survey Findings	Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree
There is enough flexibility in the schedule for me to plan my program the way I want	34%	49%	14%	3%
A wide range of courses are available to meet my professional goals	55%	38%	6%	1%

Standard 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.

In addition to the School Library Media Program, the curriculum includes several courses that provide students with an opportunity to build on their foundational knowledge and skills in library and information science and build competencies in specialized fields such as law librarianship, health sciences, and archives. These courses have been developed and taught by faculty members who are experienced with the statements of knowledge, skills and competencies made by relevant professional organizations. These competencies are explicitly stated in the course learning objectives, such as for LIS 787 Legal Information Sources, LIS 788 Law Librarianship, and LIS 774 Special Libraries, which were designed to develop both core and specialized competencies identified by the [American Association of Law Libraries \(AALL\)](#) and the [Special Libraries Association \(SLA\)](#). The core competencies of both AALL and SLA are consonant with the outcomes identified by the GSLIS faculty. These syllabi and course learning objectives emphasize a philosophy of service, adherence to ethical principles, excellent communication skills, and critical thinking ability.

The AALL specialized competencies apply the general knowledge of the field in areas such as management, reference, collection management, user instruction, and the application of information technology to the practice of law librarianship. In a similar vein, SLA addresses the acquisition of personal competencies that are especially relevant in special libraries. Other competency statements, such as those for music librarianship and health science librarianship, are more general and are incorporated into the content of the course. In all cases, students must complete the four core courses of the MLIS program before enrolling in specialized electives.

The proximity of several library/information science professional association headquarters in Chicago has benefited GSLIS. Directors and upper-level management administrators with these associations, such as ALA and MLA, among others, have frequently been members of the GSLIS Advisory Board. The upcoming planning cycle, scheduled for 2015-17, will include Advisory Board participation. The review will include an alignment (or gap) analysis of courses learning outcomes in relation to the various associations' competency standards. Revision to course learning outcomes and/or course offerings will be considered in order to ensure students meet the competency standards.

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

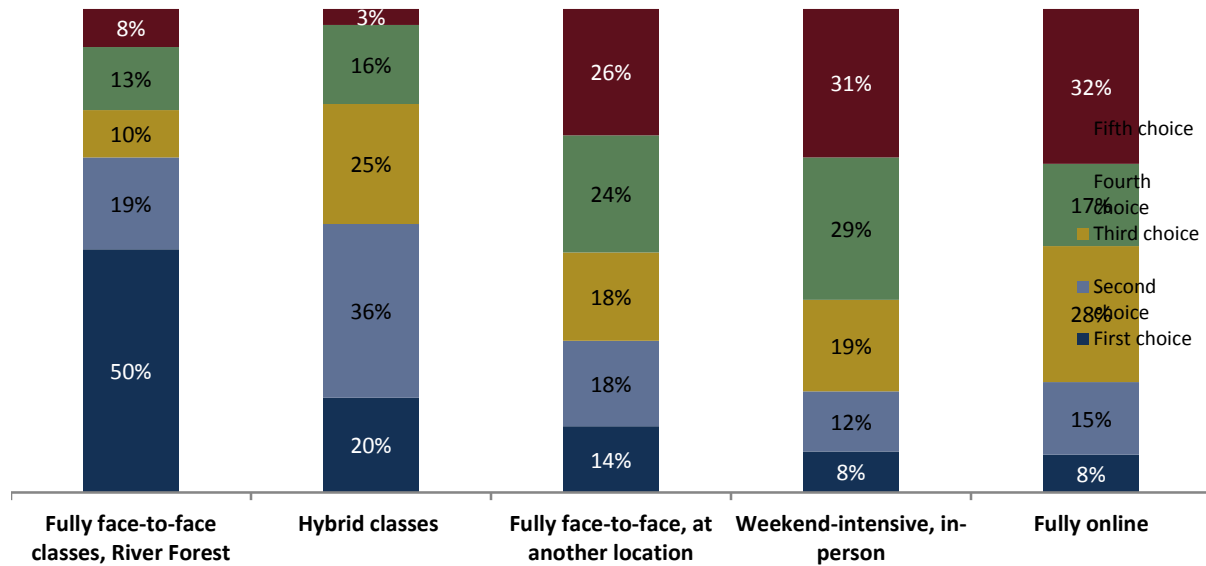
GSLIS offers face-to-face courses at the main Dominican University campus and the Dominican University Priory campus, both in River Forest, Illinois and at the Chicago Public Library in downtown Chicago. Since 2006, GSLIS has offered a growing number of fully online and hybrid courses. In addition, several 1.5 credit travel-learning courses are held in locations outside the Chicago area, such as Bologna, Italy and Guadalajara, Mexico. Regardless of the location or form of delivery, GSLIS is committed to making the courses comparable in scope, content, requirements, and quality to the on-campus offerings. Review of the course syllabi by the dean ensures that they remain comparable to their on-campus counterparts.

At the off-campus sites, LIS 701 Introduction to Library and Information Science is typically taught by a full-time faculty member, which provides a solid foundation to the profession and an introduction to the GSLIS academic program for entering students. The other core courses, LIS 703 Organization of Knowledge, LIS 704 Reference and Online Services, and LIS 770 Management/LIS 773 School Libraries, are taught by full-time faculty members or highly-qualified adjunct instructors. All faculty, regardless of location or type of appointment, construct their syllabi according to the Required Syllabus Elements document (Appendix II.1) Adjunct faculty members are provided syllabi from previous courses and may consult with the full-time faculty members and the dean in planning their courses. In an effort to more fully connect and orient adjunct faculty to the resources and intended learning outcomes of the GSLIS, a Canvas resource site was created in spring 2015 for all adjunct faculty members.

To document the content and instructional pedagogies of all GSLIS courses, all faculty members are required to file a copy of their syllabi with the GSLIS office. In addition, each year new faculty and adjunct faculty orientations are held. The dean regularly observes the teaching of all new faculty members.

Scheduling for off-campus sites, fully online, and hybrid courses takes into consideration the need for students to be able to complete the degree requirements within five years. All required courses are offered on a rotating basis at the Chicago Public Library. All four required courses are offered fully online every semester. A variety of electives are offered face-to-face, fully online, and hybrid to allow students greater scheduling flexibility. Data from the most recent GSLIS Student Experience Survey in November 2014 show that even though the majority of GSLIS students prefer taking most of their courses face-to-face at the River Forest campus, some students like having the option of taking fully online and hybrid courses as well. The survey data reveal that 55% of students ranked “hybrid” as their first or second choice for course delivery and 23% ranked “fully online” as their first or second choice for course delivery. Data from the biennial Student Experience Survey are carefully considered throughout GSLIS course scheduling and course delivery planning. Figure II.18 illustrates these preferences.

Figure II.18 GSLIS student preference about course delivery options



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

GSLIS curriculum evaluation is informed by the commitment to educational excellence that is the foundation of the GSLIS mission. This mission is directly aligned to Dominican University’s institutional commitment to values-centered intellectual development, both personal and professional, for students and faculty alike. The GSLIS assessment system logic model (see Figure II.2) demonstrates how multiple input measures are considered and used to inform the ongoing review of the curriculum, including inputs from students, faculty, employers of GSLIS graduates, and the professional library and information science community. In addition to assessment inputs, the GSLIS regularly gathers library and information science leaders and strategic thinkers to keep current with emerging trends in the field. Feedback from employers of GSLIS graduates was considered at the August 2015 data summit.

Using Student e-Portfolio Data as Evidence of Student Achievement for Curricular Improvement

A key component of our curriculum review process involves the review of the MLIS students’ program culminating experience: the e-Portfolio. Through the e-Portfolio, the MLIS signature assessment, students reflect upon and demonstrate mastery of the program’s SLGOs as a culminating experience. As a result, the e-Portfolio provides both the student and the program a rich, program-based assessment with evidence of mastery of the Student Learning Goals and Outcomes through a reflective essay and a connected set of artifacts, course-embedded assignments and experiences produced throughout the program. The e-Portfolio enhances the curriculum by providing students with a means to reflect upon, integrate and assess their learning experience close to their degree completion. Through

their construction of the e-Portfolio, GSLIS students are required to document, review, and discuss their learning as it corresponds to each of the GSLIS learning outcomes.

The e-Portfolio consists of four components: 1) an introductory statement and organizational table of contents addressing the structure and design of the student’s e-Portfolio, 2) a current resume, 3) a reflective essay (2000-2500 words) that provides a context and rationale for the artifacts included and addresses the student’s educational experience in relation to the five student learning goals and the corresponding outcomes, and 4) a collection of artifacts that clearly and explicitly demonstrate competency on the five learning goals. Students are required to document these competencies for all five learning goals with artifacts aligned with three of the outcomes within the five learning goals, including no fewer than 12 different artifacts across the entire e-Portfolio. An explanation and alignment rationale must accompany each artifact. The revised (2014-15) e-Portfolio rubric (Appendix II.13) explains the grading criteria across all four components of the assessment.

A review of the 2013-14 and the 2014-15 e-Portfolio data suggests that the MLIS students overall demonstrate “adequate” to “very well-done” performance across the learning goals and outcomes. Over the past two years, only two students failed to meet the 75 point minimum to “pass” the e-portfolio requirement. In that case, both students met with a GSLIS faculty member/advisor to discuss appropriate revisions/remediations necessary to improve the e-portfolio and ultimately submit passing scores.

Figure II.19 e-Portfolio data 2013-2014

Outcome Performance Criteria Ratings	Very Well Done (3)	Adequate (2)	Marginal (1)	Average rating
Outcome 1a: Describe the historical foundations of library and information professions.	82%	14%	4%	2.79
Outcome 1b: Articulate the philosophies of the library and information professions.	84%	15%	1%	2.70
Outcome 1c: Identify the core values and ethics of the library and information professions.	87%	12%	1%	2.89
Outcome 1d: Articulate a personal professional philosophy of the library and information professions.	88%	10%	2%	2.85
Outcome 1e: Participate in professional activities and associations.	81%	11%	8%	2.35
Outcome 2a: Describe various definitions and concepts of information.	81%	17%	2%	2.62
Outcome 2b: Interpret information policies from local to global levels in relation to their impact on intellectual freedom, access, literacy, and information behavior.	84%	14%	2%	2.68
Outcome 2c: Assess community information needs and interests.	87%	11%	2%	2.73
Outcome 2d: Develop appropriate responses to information needs.	88%	10%	2%	2.86
Outcome 3a: Utilize the resources needed to manage information.	84%	12%	4%	2.88
Outcome 3b: Design tools that facilitate access to information.	94%	5%	1%	2.89

Outcome Performance Criteria Ratings	Very Well Done (3)	Adequate (2)	Marginal (1)	Average rating
Outcome 3c: Evaluate tools that facilitate access to information.	92%	6%	2%	2.93
Outcome 3d: Assess applicability of current and emerging technologies to information management.	90%	9%	2%	2.93
Outcome 4a: Articulate theories and concepts in relation to professional practice.	83%	12%	5%	2.75
Outcome 4b: Demonstrate application of theory to practice.	86%	11%	3%	2.87
Outcome 4c: Assess how LIS theories and concepts provide value to emerging tools, technologies, functions and practices.	86%	8%	7%	2.69
Outcome 4d: Facilitate formal and informal learning.	92%	7%	1%	2.92
Outcome 5a: Articulate the critical value of a marketing approach to delivering services.	85%	14%	1%	2.94
Outcome 5b: Participate in an advocacy campaign, within or outside of the classroom.	92%	6%	2%	2.86
Outcome 5c: Negotiate group dynamics in pursuit of a common goal.	92%	5%	3%	2.91
Outcome 5d: Speak to achieve common understanding.	92%	3%	5%	2.86
Outcome 5e: Write to achieve common understanding.	88%	10%	3%	2.81
Outcome 5f: Listen to achieve common understanding.	73%	17%	10%	2.78
Outcome 5g: Apply technology to connect, communicate and collaborate.	93%	7%	0%	2.90
Average across all outcomes	86.7%	10.3%	3.0%	2.81

Figure II.20 e-Portfolio data with revised rubric for spring 2015 and summer 2015 students

Spring 2015 Outcome Performance Criteria Ratings (n = 46)	Very Well Done (4)	Adequate (3)	Marginal (1)	Average rating
Outcome 1a: Describe the historical foundations of library and information professions.	48%	40%	12%	3.24
Outcome 1b: Articulate the philosophies of the library and information professions.	52%	44%	4%	3.44
Outcome 1c: Identify the core values and ethics of the library and information professions.	77%	23%	0%	3.77
Outcome 1d: Articulate a personal professional philosophy of the library and information professions.	62%	38%	0%	3.62
Outcome 1e: Participate in professional activities and associations.	33%	63%	3%	3.27
Outcome 2a: Describe various definitions and concepts of information.	35%	60%	5%	3.25
Outcome 2b: Interpret information policies from local to global levels in relation to their impact on intellectual freedom, access, literacy, and information behavior.	61%	39%	0%	3.61
Outcome 2c: Assess community information needs and interests.	60%	33%	7%	3.47
Outcome 2d: Develop appropriate responses to information needs.	79%	16%	5%	3.70
Outcome 3a: Utilize the resources needed to manage	74%	23%	3%	3.69

Spring 2015 Outcome Performance Criteria Ratings (n = 46)	Very Well Done (4)	Adequate (3)	Marginal (1)	Average rating
information.				
Outcome 3b: Design tools that facilitate access to information.	68%	27%	5%	3.59
Outcome 3c: Evaluate tools that facilitate access to information.	68%	30%	3%	3.62
Outcome 3d: Assess applicability of current and emerging technologies to information management.	68%	32%	0%	3.68
Outcome 4a: Articulate theories and concepts in relation to professional practice.	57%	41%	3%	3.51
Outcome 4b: Demonstrate application of theory to practice.	65%	33%	2%	3.60
Outcome 4c: Assess how LIS theories and concepts provide value to emerging tools, technologies, functions and practices.	64%	36%	0%	3.64
Outcome 4d: Facilitate formal and informal learning.	66%	31%	3%	3.59
Outcome 5a: Articulate the critical value of a marketing approach to delivering services.	32%	61%	7%	3.18
Outcome 5b: Participate in an advocacy campaign, within or outside of the classroom.	20%	50%	30%	2.60
Outcome 5c: Negotiate group dynamics in pursuit of a common goal.	74%	13%	13%	3.48
Outcome 5d: Speak to achieve common understanding.	75%	20%	5%	3.65
Outcome 5e: Write to achieve common understanding.	74%	21%	5%	3.63
Outcome 5f: Listen to achieve common understanding.	67%	22%	11%	3.44
Outcome 5g: Apply technology to connect, communicate and collaborate.	69%	21%	10%	3.48
Average across all outcomes	60%	34%	6%	3.49

Summer 2015 Outcome Performance Criteria Ratings (n = 22)	Very Well Done (4)	Adequate (3)	Marginal (1)	Average rating
Outcome 1a: Describe the historical foundations of library and information professions.	85.7%	14.3%	0%	3.6
Outcome 1b: Articulate the philosophies of the library and information professions.	81.8%	18.2%	0%	3.8
Outcome 1c: Identify the core values and ethics of the library and information professions.	80%	20%	0%	3.6
Outcome 1d: Articulate a personal professional philosophy of the library and information professions.	85.7%	14.3%	0%	3.9
Outcome 1e: Participate in professional activities and associations.	73.3%	26.7%	0%	3.7
Outcome 2a: Describe various definitions and concepts of information.	55.6%	44.4%	0%	3.6
Outcome 2b: Interpret information policies from local to global levels in relation to their impact on intellectual freedom, access, literacy, and information behavior.	80.0%	20.0%	0%	3.8
Outcome 2c: Assess community information needs and interests.	94.7%	5.3%	0%	3.9
Outcome 2d: Develop appropriate responses to information needs.	95.0%	5.0%	0%	3.9

Summer 2015 Outcome Performance Criteria Ratings (n = 22)	Very Well Done (4)	Adequate (3)	Marginal (1)	Average rating
Outcome 3a: Utilize the resources needed to manage information.	86.7%	13.3%	0%	3.9
Outcome 3b: Design tools that facilitate access to information.	85.0%	10.0%	5.0%	3.8
Outcome 3c: Evaluate tools that facilitate access to information.	100%	0%	0%	4.0
Outcome 3d: Assess applicability of current and emerging technologies to information management.	88.9%	0%	11.1%	3.7
Outcome 4a: Articulate theories and concepts in relation to professional practice.	75.0%	25.0%	0%	3.8
Outcome 4b: Demonstrate application of theory to practice.	88.2%	11.8%	0%	3.9
Outcome 4c: Assess how LIS theories and concepts provide value to emerging tools, technologies, functions and practices.	77.8%	22.2%	0%	3.8
Outcome 4d: Facilitate formal and informal learning.	77.8%	22.2%	0%	3.8
Outcome 5a: Articulate the critical value of a marketing approach to delivering services.	91.7%	8.3%	0%	3.9
Outcome 5b: Participate in an advocacy campaign, within or outside of the classroom.	75.0%	12.5%	12.5%	3.5
Outcome 5c: Negotiate group dynamics in pursuit of a common goal.	92.3%	7.7%	0%	3.9
Outcome 5d: Speak to achieve common understanding.	100%	0%	0%	4.0
Outcome 5e: Write to achieve common understanding.	80.0%	20.0%	0%	3.8
Outcome 5f: Listen to achieve common understanding.	100%	0%	0%	4.0
Outcome 5g: Apply technology to connect, communicate and collaborate.	85.7%	14.3%	0%	3.9
Average across all outcomes	84.8%	14.0%	1.2%	3.81

While e-Portfolio scores varied, several consistent themes are evident in student performance. Four student learning outcomes were consistently rated highest in both 2013-14 and 2014-15, students demonstrated excellent scores with regard to SLGOs 1c: identify the core values and ethics of the library and information professions, 3a: utilize the resources needed to manage information, 3c: evaluate tools that facilitate access to information; and 3d: assess applicability of current and emerging technologies to information management. Students scored lowest overall over the two years on three of the learning outcomes: 1b: articulate the philosophies of the library and information professions, 1e: participate in professional activities and associations, and 2a: describe various definitions and concepts of information. Summary e-Portfolio data from 2014 to 2015 can be found in Appendix II.14.

The implications of these data were discussed during the August 2015 data summit, including categories of actionable ideas for program, curricular, and policy change (Appendix I.10). Next, GSLIS faculty committees intend to discuss data summit output and make plans to further shape or agree upon these concepts.

Stakeholder Perception of Progress Along the Student Learning Goals and Outcomes and Preparation for Professional Roles

Drawing data from the various assessment inputs addressed in the GSLIS Assessment Logic Model provides evidence that current students, graduating students, alumnae/i and employers are satisfied overall with the quality of the academic experience and the progress along the student learning goals. Developing a professional identity and commitment to the core values of library and information science (SLG 1) and understanding the essential nature of information and its relevance (SLG 2) top the rankings by both current MLIS students and employers of GSLIS graduates as the learning goal where the most progress (or performance) is perceived and demonstrated at high levels. Conversely, the SLG 3: Navigating, curating and creating information across the spectrum of human records from local to global contexts was ranked lower by students with 11% reporting “little progress,” and 27% of employers reporting “average” performance. It should be noted that only one (< 1%) employer rated a graduate’s performance as “poor” on three of the SLGs. Similarly, few (< 3%) students reported “no progress at all” on the SLGOs.

Current student perception of the academic experience overall is highly positive: 70% strongly agree and 27% agree they are “receiving an excellent education.” Similarly, 67% strongly agree and 27% agree that the GSLIS curriculum makes them well prepared to meet the challenges of a professional position.

Figure II.21 MLIS student report of progress along student learning goals

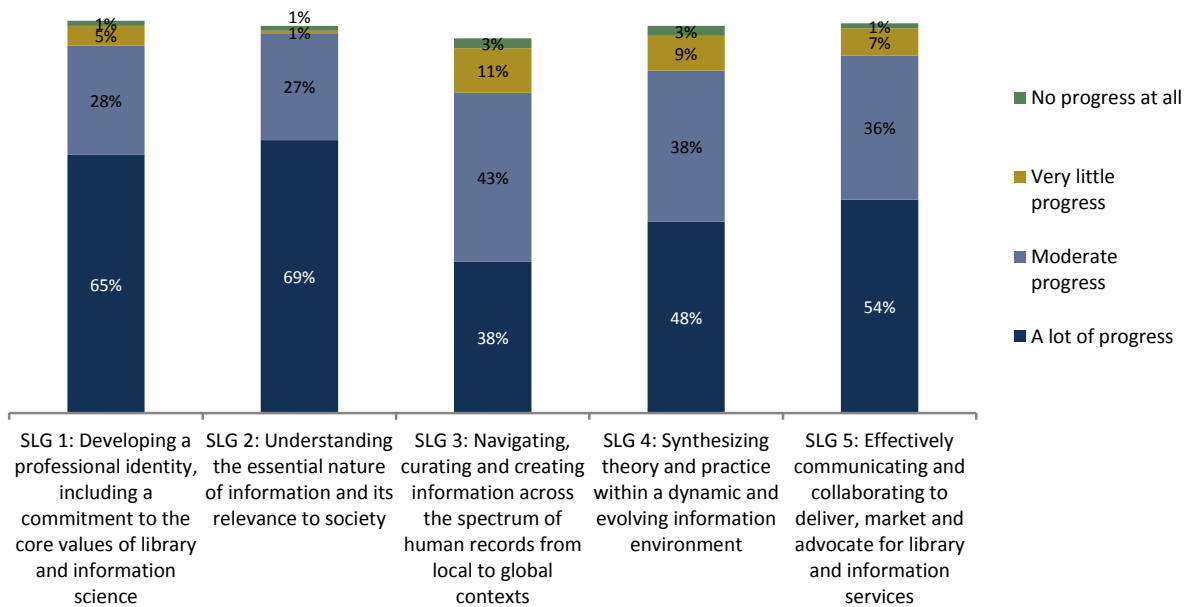
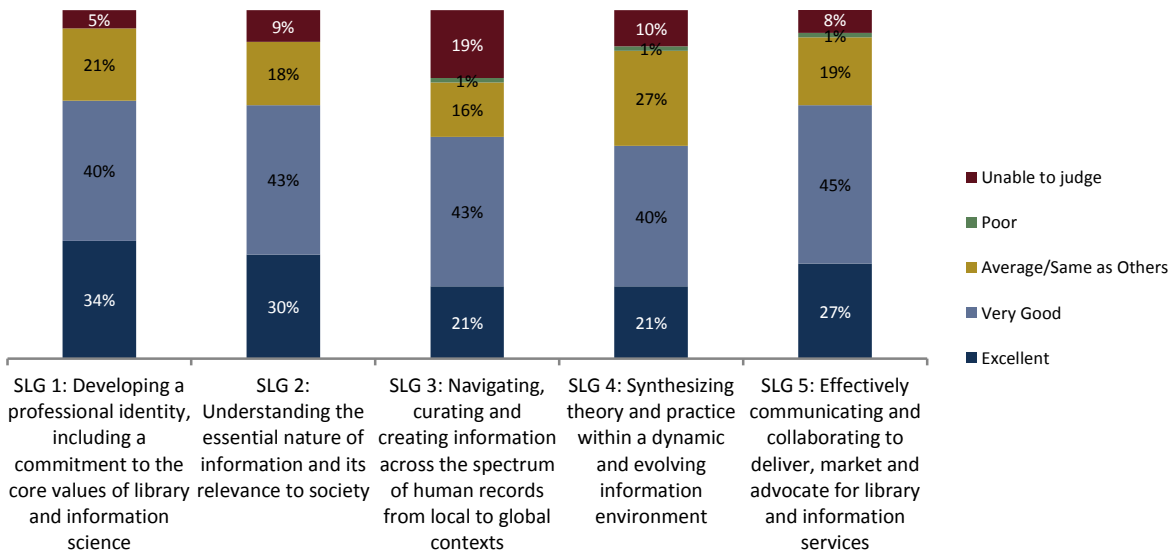
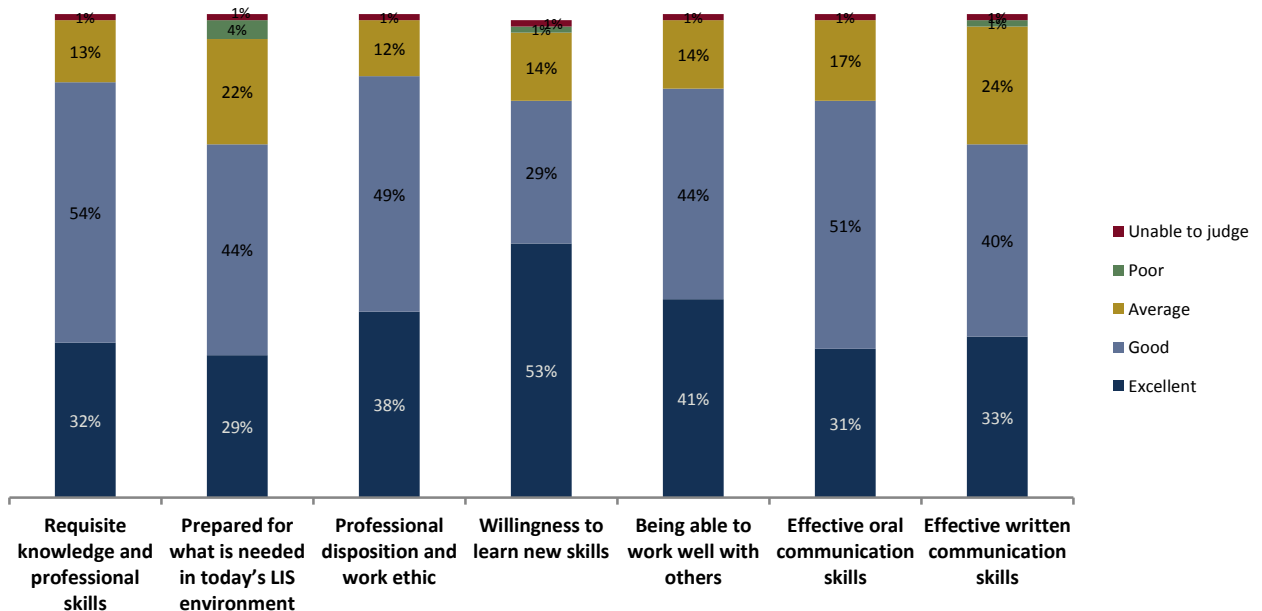


Figure II.22 Employer rating of GSLIS graduate competency on the student learning goals



Employers rated GSLIS graduates’ workplace skills very highly. All workplace skills, including effective written and oral communication skills, being able to work with others, and willingness to learn new skills, were rated as either “excellent” or “good” by at least 70% of all respondents. 73% of the employers report that GSLIS graduates are “excellent” or “good” in regard to how well prepared they are for what is needed in today’s LIS environment. 86% of employers rated GSLIS students as “excellent” or “good” at having the requisite knowledge and professional skills to perform their job duties. Figure II.23 illustrates these positive perceptions by employers of the GSLIS graduates.

Figure II.23 Employer rating of GSLIS graduates’ workplace skills



Alumnae/i Perception of Professional Preparation

Alumnae/i of the program are surveyed on a regular basis one year after graduation. Over the past several years, there has been a steady increase in the number of alumni who claim that their GSLIS degree prepared them “very well” or “fairly well” for their career. In 2012, 85.7% of alumni said that they believe their GSLIS degree prepared them “very well” or “fairly well” for their career compared to 89.8% in 2013. In the most recent set of surveys completed by alumnae/i, the vast majority of respondents (91%) said that GSLIS had prepared them “very well” or “fairly well” for their career in the field. Only 9.1% said that GSLIS had prepared them “not very well” and no alumnae/i claimed that GSLIS had prepared them “not at all.” In addition, most participants in the latest alumnae/i survey (81.5%) stated that the academic rigor of their Dominican GSLIS classes was “about right.” Figure II.24 outlines alumnae/i perception along the various content areas, with steady increase reported across almost all areas. Sense of preparation for legal issues remains an area of concern, where 59% of alumnae/i feel “very” to “somewhat prepared.” Special topics courses and adjustments to foundational courses are under consideration in order to address these concerns.

Figure II.24 Alumnae/i perception of how well the GSLIS prepared them for a career in LIS

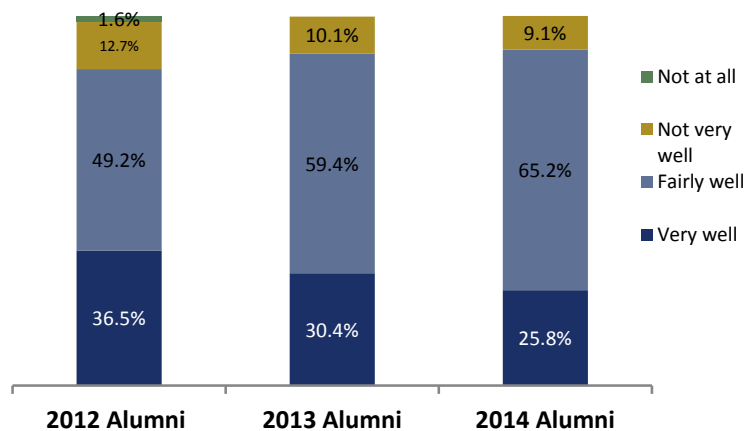


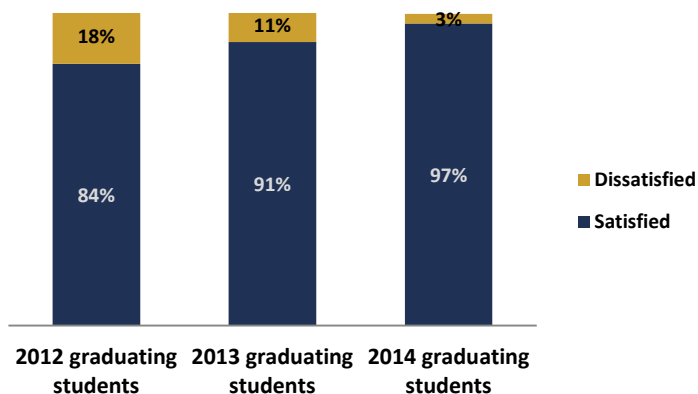
Figure II.25 Alumnae/i perception of preparedness across the content areas

Portion of alumni reporting they were very to somewhat prepared along the content areas			
	2012	2013	2014
Administration and management	79%	86%	86%
Cataloging and classification	78%	75%	78%
Reference and user instruction	94%	95%	96%
Internet and web development	87%	92%	91%
Collection development and management	87%	85%	89%
Technology and information policy	91%	88%	85%
Library history and theory	91%	92%	91%
Legal issues	82%	73%	59%

Graduating students exit survey data (administered just prior to graduation for all completing MLIS students) reveals a steadily increasing trend in their perceptions of the academic experience overall, moving from 84% satisfaction in 2012 to 97% in 2014.

Dissatisfaction with the academic experience decreased 15 percentage points over these three years.

Figure II.26 GSLIS graduating students satisfaction with the overall academic experience 2012-2014



Stakeholder Perceptions of Course Availability and Flexibility

Current GSLIS students are satisfied with course availability and flexibility. 76% of students strongly or somewhat agreed that courses are available when they need them and 82% of students strongly or somewhat agreed that there is enough flexibility in the schedule for them to plan their program the way they want. Some students expressed frustration with the fact that some courses they wished to take were not offered in the semester, location, and/or delivery method they preferred, but most expressed that they were able to take the courses they wanted and/or needed.

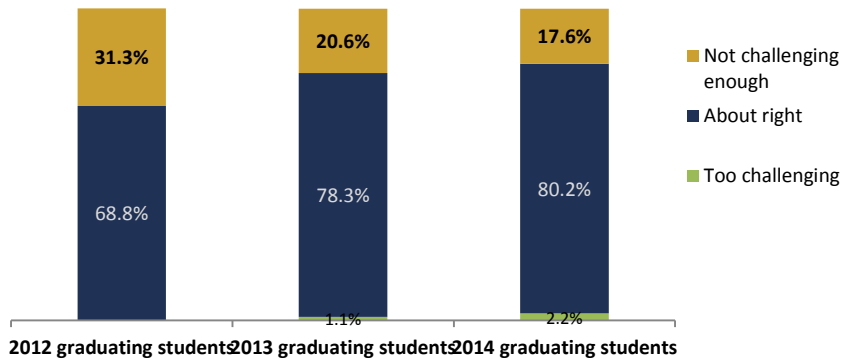
Perceptions of Academic Rigor

Current students, graduating students, and alumnae/i share similar positive impressions of the academic rigor of the MLIS curriculum. As demonstrated in Figure II.27, more than eight in ten of these various stakeholders rate the level of challenge of the MLIS coursework as “just right.” Figure II.28 illustrates a steady increase in the perceived level of rigor by the graduating students over the past three years. Students rating the coursework as “not challenging enough” decreased steadily from a high of 31.3% in 2012 to 17.6% in 2014.

Figure II.27 Stakeholder rating of GSLIS academic rigor

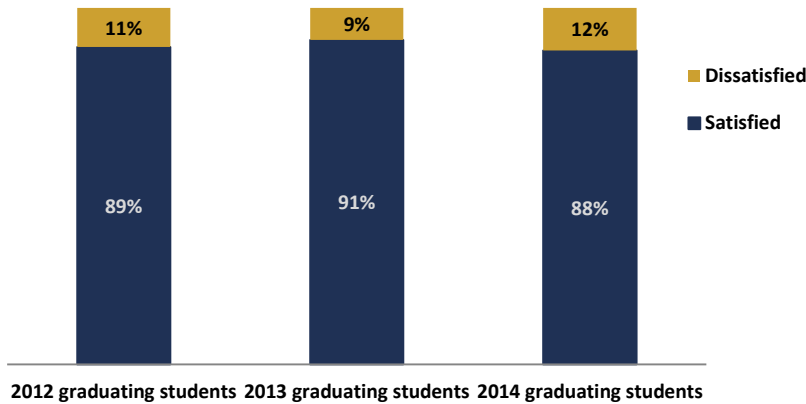
Stakeholder believed GSLIS courses were:	Current Students	Exit Survey of Graduating Students	Alumni
Too challenging	4.7%	2.2%	1.2%
Just right	86.2%	80.2%	81.5%
Not challenging enough	7.5%	17.6%	17.3%

Figure II.28 Graduating student perception of academic rigor 2012-14



Likewise, the graduating students report clear and increasing satisfaction with the relevance of the MLIS coursework for their professional goals.

Figure II.29 GSLIS graduating students satisfaction with the relevance of courses 2012-14



Summary Statement

The GSLIS curriculum is both grounded in LIS fundamentals and responsive to changes in contemporary professional practice. Faculty members consider a variety of inputs when making updates to existing syllabi as well as when proposing new courses. Stakeholders and graduates consider that the curriculum is relevant, appropriate in rigor, and prepares students well for professional practice. The curriculum, which covers a diverse array of fundamental and specialized LIS topics, aligns with ALA curriculum standards as identified in Standard II.



Chapter III: Faculty



DOMINICAN UNIVERSITY
Inspired minds. Amazing possibilities.

Chapter III: Faculty

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

The mission and goals of the Graduate School of Library and Information Science (GSLIS) academic program call for a faculty that is rooted in the values, culture, and understanding of the contribution of libraries and information agencies to contemporary society. Both full-time and part-time faculty members possess academic credentials and experience that enable them to provide a well-balanced and relevant education to students in the degree program. As such, GSLIS faculty members are qualified for appointment as graduate faculty of Dominican University and are sufficient in numbers and in diversity of specialties to carry out the major share of teaching in our program. Figure III.1 shows an overview of the twelve full-time faculty organized by rank, including their respective areas of specialty. The GSLIS current full-time faculty includes three professors, two associate professors, and seven assistant professors.

Figure III.1 Faculty rank, tenure status and area of specialty arranged alphabetically within rank

Name	Rank	Tenure Status	Area(s) of Teaching and Research Specialty
Kate Marek, Ph.D.	Dean and Professor	Tenured; Three-year renewable contract as dean	Technology development in information services, including digital libraries and Internet applications; Information policy; Global information issues
Karen Brown, Ph.D.	Professor	Tenured	Collection management; Assessment of library and information services and programs; Academic libraries; Leadership
Bill Crowley, Ph.D.	Professor	Tenured	Management; Public libraries; Academic libraries; Readers advisory; Organizational and multicultural communication; Theory; Marketing and advocacy
Janice Del Negro, Ph.D.	Follett Chair and Associate Professor	Tenured; One-year renewable contract as Follett Chair (up to three years)	Youth services and programs in public libraries; Literature and other young adult and children's materials; Storytelling; Evolution and evaluation of folk and fairy tales; Reviewing and criticism; Programming for youth; Images of the feminine in folktales

Name	Rank	Tenure Status	Area(s) of Teaching and Research Specialty
Cecilia Salvatore, Ph.D.	Associate Professor	Tenured	Archives, libraries and cultural heritage institutions particularly in underserved communities and emerging and developing countries, information behavior; Global information ecology
Mary Pat Fallon, Ed.D.	Assistant Professor	Tenured	Reference; Academic libraries; User instruction
Yijun Gao, Ph.D.	Assistant Professor	Tenure Track	Internet content development and emerging technologies; Digital preservation (i.e., digital libraries); Data curation and cyber infrastructures (i.e., information architecture and systems); Information retrieval; Webometrics and online media analysis
Don Hamerly, Ph.D.	Assistant Professor	Tenure Track	School library media programs; Internet and web development; Media technologies; New literacies
Sujin Huggins, Ph.D.	Assistant Professor	Tenure Track	Library service and literature (specifically of the Caribbean and African Diasporas) for youth; Critical pedagogy and the LIS curriculum; Literacy (ideological and practical); Youth community informatics; Storytelling; Taxonomy of folktales
Stacy Kowalczyk, Ph.D.	Assistant Professor	Tenure Track	The preservation and curation of, and ongoing access to, digital research data; Infrastructures for data sharing; Digital libraries; Informatics
Karen Snow, Ph.D.	Assistant Professor	Tenure Track	Organization, access, and control of information resources; Classification systems; Metadata creation and control; Emerging technologies
Christopher Stewart, Ed.D.	Assistant Professor	Tenure Track	Academic libraries; Management and leadership; Organizational culture and change; Library buildings (planning and design); Bibliometrics; Scholarly communication; Marketing and outreach; Library metrics and assessment

GSLIS experienced changes in faculty over the last two years due to retirements and the elimination of one lecturer and one visiting assistant professor to accommodate reduced enrollments. In addition, Kate Marek moved to the dean's position, and Karen Brown assumed the role of doctoral program director in January 2014 subsequent to the summer 2013 resignation of the previous director. Through strategic planning in collaboration with the university's administration that focused on expense reduction, risk management, and enrollment growth measures, current faculty in tenure-track positions have been maintained, which provides continuity and a robust academic foundation for the program during a time of change.

While most of the GSLIS full-time faculty members hold doctorates in library and information science (see Figure III.2), additional areas of preparation include degrees in the

areas of media ecology (Karen Brown), educational leadership/higher education (Bill Crowley, Mary Pat Fallon, and Christopher Stewart), and journalism (Yijun Gao). GSLIS faculty members have undergraduate and master’s-level degree preparation in library and information science, as well as in languages, literature, business, education, technology, and the sciences. Faculty members are fully equipped to develop, review and revise, and teach the MLIS curriculum foundations and designated content areas as indicated in the MLIS program Student Learning Goals and Outcomes (SLGOs).

New Faculty Bring New Areas of Specialty

Faculty members Yijun Gao, Don Hamerly, and Stacy Kowalczyk bring experience and scholarship in emerging technologies, Internet development, data curation and preservation, and systems analysis. They have introduced courses and specialized certificates in these areas have expanded the GSLIS curriculum in ways that align with new LIS professional responsibilities and career paths. Cecilia Salvatore’s expertise in archives and cultural heritage has enabled GSLIS to increase course offerings and internship opportunities for students interested in archives processing and management, community archives development, cultural heritage documentation and preservation, and electronic records management. Sujin Huggins has used her knowledge of informatics to create new practice-based courses in community informatics. Huggins has also contributed experience and scholarship to the program’s popular and well-regarded curriculum in children’s and young adult literature and services. Students who wish to pursue a career in academic librarianship have benefited from Christopher Stewart’s experience in academic libraries and his knowledge of management and organizational leadership, as well as his research specialty in library building planning and design. The School Library Media Program is now directed by Assistant Professor Don Hamerly, affording the GSLIS opportunities to expand and energize school library media placements in schools throughout the region and create a newly-designed Technology Specialist Endorsement program.

Figure III.2 Full-time faculty credentials/degree specialties

Faculty name	Rank	Highest degree	Degree specialty	Granting institution	Other degree(s)
Kate Marek (2000-present)	Dean and Professor	Ph.D.	Library and Information Management	Emporia State University; 1999	M.A. Library Science
Karen Brown (2000-present)	Professor	Ph.D.	Communication Arts (Media Ecology)	New York University; 1992	M.A. Library Science, M.S.
Bill Crowley (1993-present)	Professor	Ph.D.	Educational Leadership/ Higher Education	Ohio University; 1995	M.A. M.S.
Janice Del Negro (2004-present)	Associate Professor	Ph.D.	Library and Information Science	University of Illinois, Urbana-Champaign; 2007	M.L.S.
Cecilia Salvatore (2009-present)	Associate Professor	Ph.D.	Library and Information Science	University of Texas, Austin; 2000	M.L.S.
Mary Pat Fallon (1997-present)	Assistant Professor	Ed.D.	Higher Education and Organizational	Benedictine University; 2010	M.L.I.S.

Faculty name	Rank	Highest degree	Degree specialty	Granting institution	Other degree(s)
			Change		
Yijun Gao (2012-present)	Assistant Professor	Ph.D.	Library and Information Science	Western Ontario University; 2009	M.L.S.
Don Hamerly (2009-present)	Assistant Professor	Ph.D.	Library and Information Science	University of Texas, Austin; 2009	M.L.I.S.
Sujin Huggins (2010-present)	Assistant Professor	Ph.D.	Library and Information Science	University of Illinois, Urbana-Champaign; 2012	M.S.
Stacy Kowalczyk (2013-present)	Assistant Professor	Ph.D.	Information Science	Indiana University; 2011	M.L.I.S.
Karen Snow (2012-present)	Assistant Professor	Ph.D.	Information Science	University of North Texas, Denton; 2011	M.L.S.
Christopher Stewart (2010-present)	Assistant Professor	Ed.D.	Higher Education Management	University of Pennsylvania; 2009	M.L.I.S.

Follett Chair in Library and Information Science

In 2002, the Follett Corporation established the Follett Chair in Library and Information Science at Dominican University. This endowed academic chair is one of very few in the field of library and information science in North America. Responsibilities for this unique position include developing and teaching graduate classes; conducting innovative scholarship; and presenting workshops, seminars, colloquia, and special lectures for students, fellow educators, and information professionals. The Chair emphasizes unique specializations and links GSLIS more closely to the professional community through both educational and service activities. Follett Lectures, given by the Chair annually each spring, engage the entire community in contemporary issues in library and information science. A [summary of Follett Lectures](#) is listed on the GSLIS website.

GSLIS faculty member Janice Del Negro, an internationally recognized children’s literature scholar and storyteller, became the new Follett Chair in fall 2014 and continues in 2015-2016. Mary Minow, copyright and intellectual property expert, lawyer, and former librarian and library trustee, held the Follett Chair position from 2011-14 and Steven Herb, head of the Education and Behavioral Sciences Library at Pennsylvania State University and director of the Pennsylvania Center for the Book, served in the position from 2007-10.

Part Time and Adjunct faculty

The teaching competencies of the full-time faculty are balanced and complemented by the appointment of adjunct faculty. Adjunct faculty are employed to teach in specialty areas not represented by strengths on the MLIS full-time faculty, when demand for courses calls for additional offerings, or when their specializations in work and other experiences would especially enrich the program. GSLIS is fortunate as a graduate library and information science school to have access to a robust community of outstanding professionals practicing in all types of Chicago area libraries and information agencies. Dominican maintains a

current bank of more than 35 qualified adjunct faculty members who have served GSLIS students by teaching at least one course since the 2008-09 academic year. Typically, adjunct faculty teach either one course per term or one course per year.

Adjunct instructors for GSLIS extend and enrich specialties of the full-time faculty. For example, DePaul University Librarian Scott Walter brings his extensive management experience to the LIS 770 Management of Libraries and Information Centers, a required course. John W. Berry, a former American Library Association president and Board of Trustees member of the American Library in Paris, teaches LIS 760 International Libraries course and recently developed a globally-focused course, LIS 796 Special Topics: Guadalajara International Book Fair. This new course combines participation at the book fair, visits to libraries in the Guadalajara area, and discussions with Mexican librarians. Todd Kleine, director of records management at DePaul University, teaches LIS 886 Records and Information Management. The popularity of archives courses is supported with the unique expertise and experience-based instructional opportunities introduced by Allison Schein, the Studs Terkel radio archive manager at WFMT Radio, who also will be teaching LIS 888 Cultural Heritage and Archives Fieldwork. Adjuncts teaching in the youth services specialty come from award-winning libraries in the Chicago area and beyond, including Amber Creger from Arlington Heights Memorial Library, Jenna Nemec-Loise from the Chicago Public Library, and our former full-time faculty lecturer Thom Barthelme, now at Whatcom County Library System at Bellingham, Washington. Figure III.3 provides a summary of the academic credentials, areas of expertise, and institutions represented by the adjunct faculty.

Figure III.3 GSLIS adjunct faculty degree, institution, areas of expertise, and courses taught

Name	Degree	Title and institution	Courses taught
Thom Barthelme	M.L.S.	Youth Services Manager, Whatcom County Library System, Bellingham, WA	LIS 796 Special Topics: Bologna Children's Book Fair
Molly Beestrum	M.L.I.S.	Library Instruction Coordinator; Columbia College Chicago	LIS 704 Reference and Online Services LIS 764 Library User Instruction
Lenora Berendt	M.L.I.S.	Executive Director, Berkeley Public Library	LIS 704 Reference and Online Services LIS 740 Advanced Reference LIS 744 Government Information Resources LIS 748 Collection Management
John W. Berry	M.L.S./M.A.T.	Adjunct Instructor, Dominican University GSLIS Trustee of the American Library in Paris and former ALA President	LIS 760 International Librarianship LIS 796 Special Topics: Guadalajara Book Fair
K. C. Boyd	M.A.	Library Media Specialist, Wendell Phillips Academy High School, Chicago Public Schools	LIS 806 Special Topics: Serving Diverse Populations
Lindsay Braddy	M.A.S.	ILS/Technical Services Supervisor, Skokie Public Library	LIS 703 Organization of Knowledge
Camille Brewer	M.L.I.S.	Executive Director,	LIS 805 Cataloging Art Objects

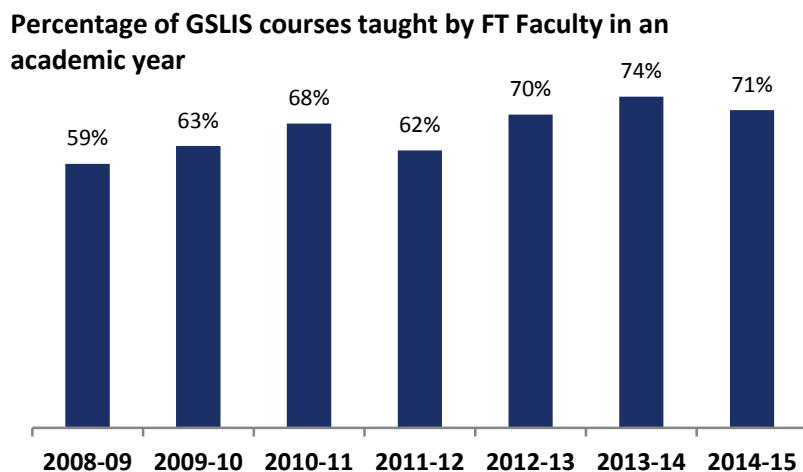
Name	Degree	Title and institution	Courses taught
		Black Metropolis Research Consortium	
Amber Creger	M.L.I.S. M.A. Studio Arts	Kids' World Manager, Arlington Heights Library	LIS 723 Services for Children and Young Adults
Sean Fitzpatrick	M.S.	Founder, Proof Studio	LIS 753 Internet Fundamentals and Design LIS 786 Advanced Web Design
Elizabeth Garcia	Ph.D.	Branch Manager, West Lawn Branch, Chicago Public Library	LIS 701 Introduction to Library and Information Science
Geoffrey Greenberg	M.L.I.S.	Instruction and Learning Librarian, Roosevelt University Library	LIS 704 Reference and Online Services
Natalie Hall	M.L.I.S.	Cello Faculty, Music Institute of Chicago	LIS 703 Organization of Knowledge
Amy Holcomb	M.A.	Experiential Learning Librarian, Skokie Public Library	LIS 805 Experiential Learning Labs
Beth Horner	M.S.	Storyteller	LIS 718 Storytelling for Adults and Children
Benn Joseph	M.S.	Manuscript Librarian, Northwestern University	LIS 775 Introduction to Archival Principles, Practices, and Services
Christopher Kiess	M.L.S.	User Executive Designer, GN ReSound	LIS 880 Knowledge Management
Dennis Kirchen	Ph.D.	Professor and Director of Early Childhood Programs, School of Education, Dominican University	LIS 969 Advanced Research Methods
Katie Kirsch	M.S.E.D.	Upper School Academic Integrator, North Shore Country Day School	LIS 724 Media Services and Production
Todd Kleine	M.B.A.	Director of Records Management, DePaul University	LIS 886 Records and Information Management
Gregory MacAyeal	M.L.I.S. M.A. Music	Music Library Acting Head, Northwestern University	LIS 776 Music Librarianship
Mary Marks	M.L.I.S.	Library Information Teacher, Hough Street Elementary School	LIS 725 Curriculum and School Libraries
Maurine McCourry	Ph.D.	Technical Services Librarian, Hillsdale College	LIS 703 Organization of Knowledge
Jenna Nemecek-Loise	M.L.I.S.	Children's Librarian, Chicago Public Library	LIS 723 Services for Children and Young Adults
Steve Oberg	M.S.	Assistant Professor, Wheaton College	LIS 733 Serials Management
Jeanne Holba Puacz	M.S.	Adjunct Instructor, Dominican University GSLIS	LIS 704 Reference and Online Services
John Rimer	M.L.I.S.	Librarian, Reference & Adult Services, Roselle Public Library District	LIS 804 Special Topics in Youth Services: Graphic Format Books/Comics

Name	Degree	Title and institution	Courses taught
Allison Schein	M.L.I.S.	Studs Terkel Radio Archive Manager, WFMT Radio	LIS 888 Cultural Heritage and Archives Fieldwork
Randall Silverman	M.L.S.	Preservation Librarian, University of Utah	LIS 713 Introduction to the Preservation and Conservation of Library and Archival Materials
Troy Swanson	M.L.I.S.	Department Chair, Moraine Valley Community College Library	LIS 753 Internet Fundamentals and Design LIS 764 Library User Instruction
Gretchen Van Dam	M.S.	Circuit Librarian at U.S. Court of Appeals for the Seventh Circuit	LIS 788 Law Librarianship
Scott Walter	Ph.D.	University Librarian, DePaul University	LIS 770 Management of Libraries and Information Centers
Nancy Webster	M.L.I.S.	Archives Director, Highland Park Historical Society	LIS 775 Introduction to Archival Principles, Practices, and Services
Erin Wyatt	Ph.D.	Archives Director, Highland Middle School	LIS 773 School Libraries
Maria Ziemer	M.L.I.S.	Adjunct Instructor, Dominican University GSLIS	LIS 704 Reference and Online Services LIS 748 Collection Management

Percentage of Classes Taught by Full-Time Faculty

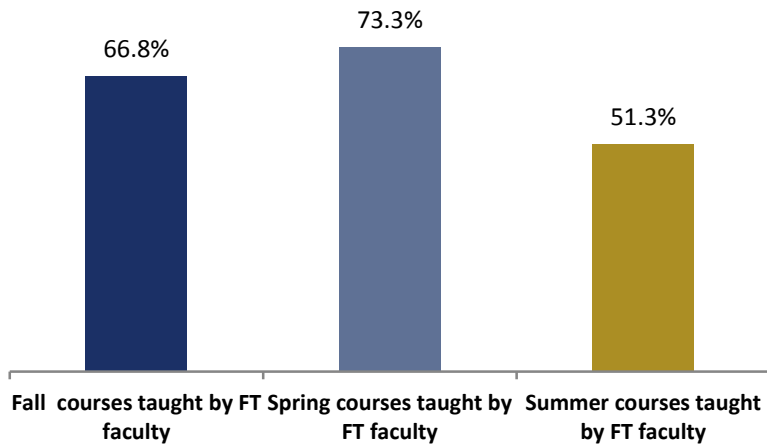
Dominican University has established a target of 65% for the percentage of courses taught by full-time faculty. At the university level, Dominican has made a concerted effort to ensure that it has sufficient numbers of faculty members to carry out both the classroom and non-classroom roles of faculty. In 2014-15, 54% of all Dominican courses were taught by full-time faculty. That year, within GSLIS, 70% of all courses were taught by full-time faculty, demonstrating a steady increase in the use of full-time faculty members over adjuncts since 2008. As illustrated in Figure III.4, in 2008, just 59% of courses were taught by full-time faculty members. While the GSLIS program benefits tremendously from the expertise of the adjunct instructors, it is nevertheless an ongoing goal for full-time faculty to teach a high percentage of core courses.

Figure III.4 Increase in full-time faculty teaching GSLIS courses since 2008



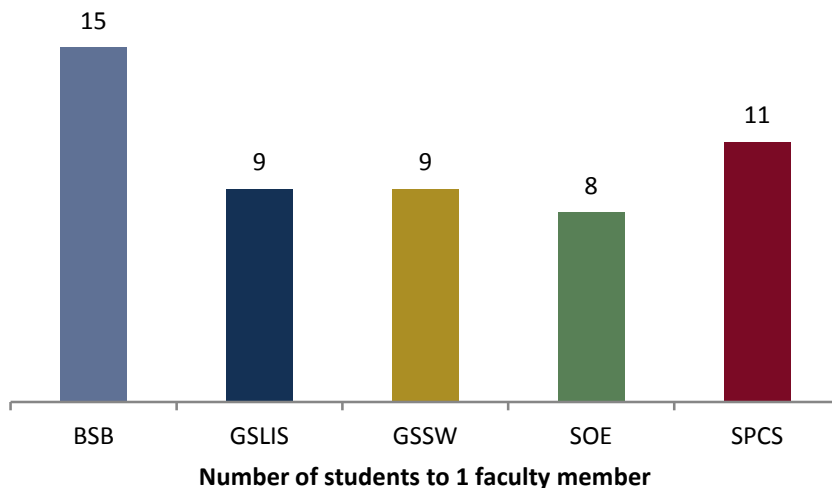
A heavier use of adjunct faculty members occurs over the summer semester, when full-time faculty take advantage of a lighter teaching load to invest themselves more fully in their research and scholarly practice. Figure III.5 provides a comparison of the portion of full-time faculty taught courses over the fall, spring, and summer terms.

Figure III.5 Comparison of courses taught by full-time faculty over various terms average 2008-15



An additional indicator of quality is the student-to-faculty ratio. GSLIS compares well here in relation to the other university graduate schools, with a 9:1 student-to-faculty ratio, illustrated in Figure III.6.

Figure III.6 Comparison of student-faculty ratios across the university graduate schools 2014-15



Standard 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.

University Support for Faculty Development

Dominican's strategic plan, *Pathways to Distinction 2010-15*, reflects the university's priority for high-quality, distinctive faculty teaching, research, and service through its academic priorities, specifically the following:

Interdisciplinary/Integrative Studies—We will continue to develop learning pathways that help students recognize the interconnectedness of knowledge. We will model our acknowledgment of that interconnectedness by collaborating across intellectual borders in our own work with students and colleagues.

Research and Scholarship—We will provide avenues for students and faculty to undertake individual and team research, and will encourage collaborative research between faculty and students. We will promote and support the sharing of research and knowledge by faculty and students (5).

Through an active center for teaching and learning and a robust, faculty-driven grants committee, Dominican encourages an innovative faculty focused on student-centered teaching, creative research, and active service.

GSLIS works within the university structure in the area of faculty review, promotion and retention, and, in addition, provides faculty support that is specific to our program. The university process for faculty review and renewal includes several steps:

1. Student evaluations, both quantitative and qualitative;
2. Dean's evaluation, which includes a full review of the faculty member's teaching, service, and his or her research and publication record since the last review cycle;
3. Formal review and recommendation of the university's Committee on Faculty Appointments based on portfolio submission of the faculty member being reviewed, to include evidence of equal success in teaching, scholarship, and service;
4. University faculty members' letters of support as invited by the candidate;
5. Provost's recommendation to the president.

Formal reviews take place on a specific cycle for new faculty as articulated in the *Faculty Handbook*. The first official review comes in a new faculty member's second academic year and closely examines the person's success in teaching and strong evidence of a beginning research agenda. While teaching continues to be important, subsequent reviews of the faculty member factor in scholarship and service weigh more heavily as the candidate approaches tenure. Service is considered based on school and university committee work as well as service to the broader community. Additional information about the evaluation and review of faculty is provided in section III.8.

To foster the teaching, research, and service responsibilities of faculty, the university and the school provide various means of support and assistance as described below. Three GSLIS faculty members have received tenure in the past seven years, and two faculty members in the same time frame have opted to leave at the end of their fourth and sixth years respectively. This increasing emphasis on faculty achievement in all three areas of review (teaching, scholarship, and service) speaks to the importance of university level support structures.

Support for Teaching

The [Renee A. and Pier C. Borra Center for Teaching and Learning Excellence](#) (Borra Center) at Dominican University helps faculty adopt innovative, evidence-based, inclusive, and learning-centered teaching practices and supports efforts to understand and assess student learning, reflect on evidence and practice, address persistent challenges in teaching and learning, and design engaging and effective learning experiences for a variety of modalities and environments. The Borra Center realizes its mission through ongoing training, inspiring speakers, and an inviting space for diverse programming around the scholarship of teaching and learning.

Through the Borra Center, faculty members access training to help them hone traditional pedagogy and adopt new approaches to teaching and learning. Examples include the following:

- The Center hosted faculty forums during the process of adopting a new learning management system (LMS) to replace Blackboard, then developed an ongoing training program for the new LMS Canvas. GSLIS bolstered its reputation as technology leaders on campus when Karen Brown and Kate Marek volunteered as the only faculty university-wide to pilot Canvas before its rollout in 2013 and to participate in Canvas promotion and demonstrations during the rollout.
- Subsequent to the establishment of Borra Technology Fellows in 2011-12, two GSLIS faculty members have been appointed to assume this role, which includes time for technology development based on the faculty member's application, as well as attendance at the annual EDUCAUSE conference.

Dominican recently established DUable, a task force that has played a central role in identifying ways that the institution can meet increasing student demand for online and blended learning opportunities without compromising its core teaching values. Karen Brown and Karen Snow were appointed by the provost to this university-wide task force.

One result of the DUable task force was the establishment of special summer teaching academies led by faculty members for their peers interested in integrating best practices of pedagogy with technology. Two faculty leaders for the academy are selected jointly by the Borra Center and the vice president for information technology; one undergraduate and one graduate. So far, there have been two Blended Learning Academies (August 2013 and 2014) with the emphasis on preparing for an online or blended course, and one Enhanced Learning Academy, with the emphasis on integrating technology in a face-to-face class.

GSLIS faculty members who participated in one or both academies include Don Hamerly, Stacy Kowalczyk, Cecilia Salvatore, and Karen Snow. Don Hamerly has been selected to participate in the leadership of these university-wide academies for 2015-2016.

The Borra Center provides required training for any faculty member who teaches an all-online or a blended course. As part of its distance education policy, Dominican requires both full-time and part-time faculty to participate in an online instruction course prior to teaching the course.

The Borra Center hosts workshops on a range of topics related to teaching and learning. GSLIS faculty members have participated in workshops on helping students become active readers, team-based teaching, flipping the classroom, learning to use data in their teaching and research, teaching interfaith understanding, and public speaking across the curriculum.

The Borra Center also hosts brown bag discussions on topics related to the scholarship of teaching and learning, provides free access to *The Teaching Professor* and *Online Classroom*, and develops learning communities, cross-disciplinary groups working to explore teaching issues (e.g., active learning, STEM, teaching and learning in interdisciplinary contexts, experiential learning in community health settings, community-based research) in a collaborative, supportive environment that encourages risk and innovation.

In cooperation with the university's Committee on Faculty Development, the Borra Center coordinates the annual faculty workshop, which includes a keynote speaker or plenary session followed by faculty sharing of best practices in teaching and learning. Annual faculty workshop speakers have included Stephen Brookfield, Jesse Bowen, and Dee Fink. In August 2014, the annual day-long faculty workshop was devoted exclusively to building the cultural competencies of faculty members within and across disciplines, through an opening plenary and concurrent sessions facilitated by colleagues. The workshop was developed through a partnership between the university's Faculty Development Committee, the Borra Center for Teaching and Learning Excellence, and the university's Diversity Committee. A workshop for university staff, developed according to the same principles, was offered in January 2015.

A full list of the Borra Center's programs and services is available in on the [Center's website](#), allowing faculty members to register for workshops and events or access resources.

In addition, Dominican's Information Technology Department supports faculty development of technology competencies with training in other areas as well, including the Microsoft Office Suite, SharePoint, Camtasia, and Qualtrics. As GSLIS increases the number of courses in a blended format or exclusively online format, technological awareness of faculty remains a priority for high-quality instruction.

To understand and enforce bias-related incident reporting and other Title IX-related issues, all university faculty and staff members participated in online training, [One Process Training](#), in academic year 2014-15.

The high value placed on quality teaching is reflected in the university's decision to grant Excellence in Teaching Awards in their master's programs each year. GSLIS rotates with the other graduate programs; the current rotation schedule allows us to award this honor to one of the GSLIS faculty members once every four years. The award recipient receives a monetary award, is recognized at the spring graduate commencement, and gives a featured speech at that event.

Support for Research and Service

To support research and service, Dominican's Committee on Faculty Development offers various grant programs, sponsors regular gatherings to discuss research, and acts in an advisory capacity to the Borra Center and the Office of Research and Sponsored Projects. Through the Faculty Development Committee, faculty members can apply for research grants, creative projects grants, special support grants, publication grants, and summer stipends for completing research projects.

One benefit of the grants program is the Faculty Seminar Series. Faculty members submit presentation proposals to the Faculty Development Committee, which selects and schedules the presentations. Each program, which includes lunch, typically draws 15-20 faculty members from across the university for the presentation and the discussion that follows. While GSLIS faculty members have not presented at the Faculty Seminar Series in the last several years, they are frequent participants in the discussions, which provide a broad arena for multidisciplinary research engagement and strengthen the open exchange of new ideas across campus.

To identify and secure external grants, GSLIS collaborates with the director of the Office of Research and Sponsored Projects. The office offers services supporting all Dominican faculty members (both full-time and part-time), at all stages of their careers, in their roles as teachers, scholars, and citizens of the university and wider communities. The [Office of Research and Sponsored Projects website](#) also provides access to all their supported services.

New Faculty Orientation and Support

The university sponsors a program series for first-year and second-year faculty members called [What Matters](#), which originated in 2009. All GSLIS faculty who have been hired since that time have participated in the What Matters series. During 2014-15, for example, six lunchtime workshops were offered in a collegial, university-wide setting and attendees discussed a wide range of topics, including institutional mission, the tenure and promotion process, and student body demographics.

In addition, the president hosts an August dinner event for new faculty and staff, the deans of the various schools, and members of the President's Cabinet.

Each semester the results of student course evaluations are distributed to new and experienced faculty members. The dean pays particular attention to the survey results of new faculty members, meeting with him/her to review the data and address any issues that arise. Strategies are developed as needed to address teaching concerns. In addition, the dean observes classes taught by new and untenured faculty members to provide feedback about

their classroom teaching. The dean documents her observations and feedback on the Dominican University classroom observation report form, which is included as Appendix III.1.

To foster scholarship and service to the university, the dean meets on a regular basis with untenured faculty to discuss issues or concerns they may have. Examples include questions about grading, getting involved on faculty and university-wide committees, suggestions for possible research grants, publications, speaking engagements, research, and the tenure process.

GSLIS holds an adjunct orientation and update each academic year. Beginning in fall 2014, the orientation/update has been offered as a webinar, which increased participation by one-third from the previous year. In this forum, experienced faculty members discuss such issues and topics as grading, teaching tips, and student expectations. Important information about standard syllabi elements, syllabi expectations for core courses, and the GSLIS grading policies are among the critical items addressed at these meetings. The fall 2014 PowerPoint presentation is available as Appendix III.2.

***Standard 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.*

GSLIS is proud of the diversity present in its faculty and it recognizes that developing a multicultural, multiethnic, and multilingual faculty must be an ongoing, constructive process. In its recruitment of full-time faculty, the university takes steps to attract scholars and teachers who contribute to the diversity of backgrounds in our discourse community.

Dominican University, as an equal opportunity employer, has explicit and equitable faculty personnel policies and procedures to recruit and retain faculty from multicultural, multiethnic, and multilingual backgrounds. Explicit and equitable policies and procedures for hiring, retention and tenure, leaves of absence, promotion, retirement, etc., are outlined in the [Faculty Handbook](#). Faculty searches are carried out according to the university's guidelines, which are stated in the *Faculty Handbook*. In support of its goal to increase faculty diversity, the *Handbook* states:

It is the policy of the University to hire, accept, train, educate, promote, compensate, and/or administer all employment and/or academic practices, as the case may be, without regard to any of the Bases for Unlawful Discrimination (33).

The university's [Affirmative Action Policy](#) and the university's [Affirmative Action Plan](#), are fully described and outlined in the *Faculty Handbook*. This description provides further explanation of the program, along with a list of goals, several of which address faculty diversity. More specifically, the university strives to assess underrepresentation, achieve a faculty employment mix that represents the primary market area, and develop policies that support the success and adaptation of faculty from underrepresented groups. Additional goals include the design and implementation of an ongoing internal assessment process to

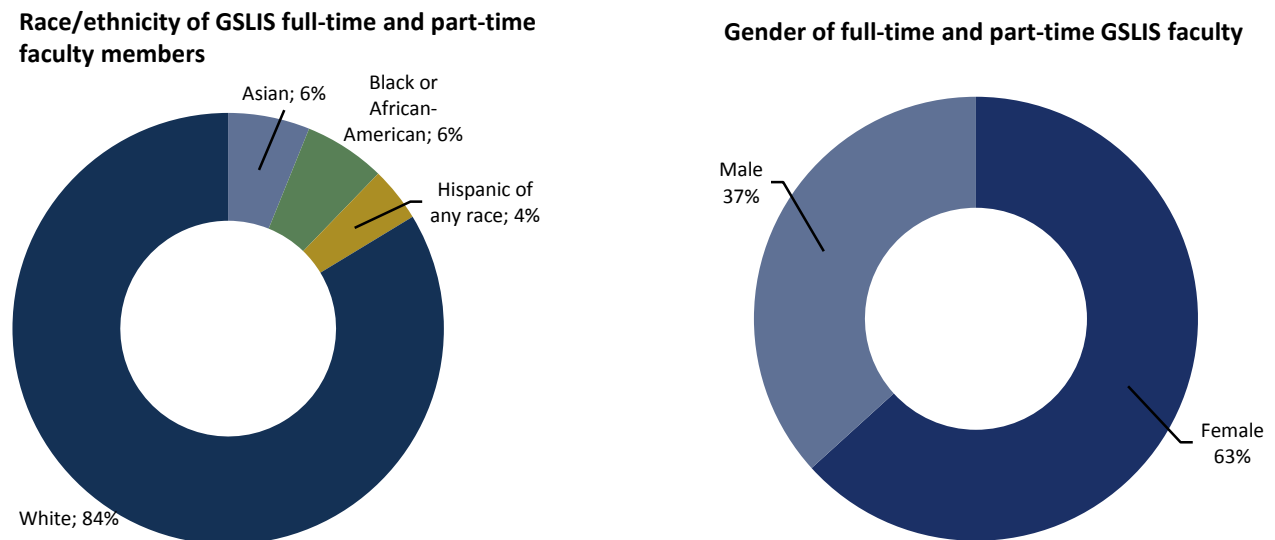
monitor and report on hiring and recruiting activities as well as selection and promotion procedures. The Dominican University Human Resources Department provides a standard framework for faculty searches as well as training for the most effective strategies to recruit a diverse field of qualified candidates. The *Faculty Search Toolkit*, which includes updated processes, is available as Appendix III.3.

Notices of recent advertisements for full-time positions include the following language to encourage and welcome applicants of diverse backgrounds: “Dominican University is an Equal Employment Opportunity Employer, seeking applicants from underrepresented groups.” Sample GSLIS faculty position notices are available in Appendix III.4.

Searches have generally been carried out by a three- or four-member search committee of faculty members, combined with frequent consultation with the faculty as a whole. Faculty candidates who visit campus make a presentation, meet with faculty and the dean individually and with students as a group; they meet with the provost and with the president, if she is available. All who meet the candidate complete an evaluation of the candidate, which is forwarded to the dean who considers this input whether to make an offer to the candidate.

GSLIS strives to increase its full-time faculty diversity through recruitment activities with the university’s Human Resources Department. Current faculty demographics are illustrated in Figure III.7. The number of GSLIS adjunct faculty from underrepresented groups has increased in recent years. The number of courses taught by faculty from underrepresented groups continues to grow.

Figure III. 7 Demographic profile of current full-time and part-time GSLIS faculty



Standard 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.

Teaching Competence and Teaching Effectiveness

Teaching excellence is an important qualification for MLIS faculty for appointment, retention, tenure and promotion, and is monitored through student course evaluations, review of syllabi, observation, and personal reports. The quantitative measure of the course evaluation is a useful objective indicator of teaching quality. In response to the questions about teaching effectiveness, GSLIS faculty consistently rate over 3.4 on a scale of 1 to 4 (4 = strongly agree to 1 = strongly disagree). GSLIS mean ratings are displayed in Figure III.8 and the data can be used as an indicator of the faculty members' instructional competence. GSLIS faculty members consistently rate higher than the university graduate programs' averages, outpacing overall university scores on every CourseEval item, **except** two (on those items, the GSLIS average was equal, not below, the university average). Figure III.8 items where GSLIS faculty scored **above** the university graduate average are asterisked.

Figure III.8 Average aggregate GSLIS course evaluation ratings 2011-14

	Fall 2011	Spring 2012	Fall 2012	Spring 2013	Fall 2013	Spring 2014	Fall 2014
Prompt	1 = Strongly Disagree; 2 = Disagree; 3 = Agree; 4 = Strongly Agree * = items where GSLIS average is above the University graduate student average score						
The syllabus was an accurate guide to course expectations.*	3.44	3.55	3.46	3.55	3.58	3.52	3.50
I clearly understood the learning goals for the course.*	3.41	3.53	3.45	3.56	3.57	3.55	3.48
The instructor used class time effectively.	3.16	3.38	3.31	3.41	3.47	3.47	3.42
The course was well organized.*	3.28	3.43	3.33	3.50	3.55	3.44	3.44
The pace of this course was . . .*	2.99	2.94	2.95	2.81	2.96	2.86	2.92
The instructor used language that was clear to me.*	3.53	3.59	3.51	3.57	3.61	3.57	3.52
The instructor showed enthusiasm for the course material.*	3.68	3.76	3.74	3.80	3.80	3.81	3.72
The instructor promoted an environment in which everyone was treated with respect.*	3.62	3.71	3.72	3.77	3.79	3.81	3.72
The instructor effectively explained complex ideas.*	3.43	3.53	3.49	3.55	3.63	3.58	3.52
The instructor seemed open to feedback from students about the course.*	3.51	3.64	3.60	3.69	3.73	3.71	3.62
The instructor was available for assistance outside of class.*	3.46	3.54	3.49	3.57	3.61	3.60	3.52
The instructor cared about the progress I made in this class.*	3.48	3.59	3.56	3.60	3.63	3.65	3.57
The instructor was responsive to my questions.*	3.54	3.63	3.59	3.68	3.69	3.70	3.62
The instructor motivated me to learn.*	3.41	3.49	3.42	3.54	3.58	3.60	3.52
This course stimulated my intellectual curiosity.*	3.44	3.52	3.47	3.58	3.60	3.63	3.55

	Fall 2011	Spring 2012	Fall 2012	Spring 2013	Fall 2013	Spring 2014	Fall 2014
This course challenged me to think critically. *	3.45	3.55	3.49	3.59	3.63	3.64	3.57
My interest in the subject area has increased because of this course. *	3.37	3.45	3.37	3.54	3.54	3.57	3.48
I am able to relate what I have learned in this class to situations outside of this class. *	3.54	3.60	3.56	3.65	3.65	3.64	3.60
The instructor clearly explained to students how they would be graded. *	3.30	3.45	3.41	3.46	3.52	3.45	3.41
The instructor provided feedback that improved my learning in this course. *	3.34	3.41	3.38	3.51	3.51	3.50	3.43
The instructor created assignments that increased my understanding in this course. *	3.46	3.54	3.49	3.60	3.61	3.62	3.50
The exams and assignments were directly connected to the stated learning goals. *	3.50	3.58	3.48	3.63	3.64	3.65	3.57
The exams and assignments on which I was graded were weighted appropriately. *	3.39	3.48	3.44	3.53	3.55	3.56	3.48
Given the opportunity, I would take another course with this instructor. *	3.18	3.40	3.31	3.45	3.48	3.51	3.40

Technology Awareness

GSLIS faculty members have embraced various technology tools to enhance both face-to-face and online learning. GSLIS was the first academic program at Dominican University to offer fully online courses and first to pilot Dominican’s new learning management system Canvas. GSLIS faculty members use Canvas not only for online and blended courses, but also for face-to-face courses to enhance the GSLIS student learning experience. Faculty members use the assessment tool to create exams and quizzes, the discussion board to stimulate discussion and provide feedback about assignments, readings, and guest speakers, and other built-in features to communicate a variety of course content, such as text, video, and audio. Karen Snow, for example, uses Canvas for both her face-to-face and online courses to evaluate students’ understanding of course content and create discussion posts in order to free up class time (either in-person or through web conferencing) for practice and questions. This keeps the students engaged in the material between class periods. This “flipped classroom” approach has become popular among GSLIS faculty members. Kate Marek uses Lynda.com, which provides students preliminary instruction on topics such as Photoshop, Drupal, and PHP, among others.

Beyond Canvas, GSLIS faculty members use a variety of media to communicate with students, such as Facebook, Edmodo, Google apps (Sites, Drive, Docs, etc.), Wordpress, Twitter, Skype and Skype Premium, and many others. Janice Del Negro noted that her materials for young adults class used Twitter to “. . . tweet in real time topics and events of interest from class; last semester we started tweeting authors with questions related to the books under discussion and got answers from all of them. It was really kind of amazing.”

Del Negro also uses Facebook for another course she teaches and it “. . . has proven easier and more productive for discussions than the course management software.” Yijun Gao uses the free social media learning platform Edmodo because it “. . . creates a team-based private learning environment for GSLIS students” that can be accessed beyond the immediate semester (which can be sometimes problematic with the Canvas LMS). He finds that “. . . everyone in the class can make their own contributions to the learning curve. Students are encouraged to share current knowledge or issues with the whole class, which generates insightful discussion to increase students’ interests. The MLIS students enjoyed this free online social classroom and apply the same teaching methodology to their future library work tasks.” Stacy Kowalczyk uses Google apps in her classroom for a variety of purposes. She notes, “Google Docs and Google Presentations are really useful in the classroom to report on group work such as discussions of readings, brief research projects, and systems evaluations. In the digital libraries course, students create digital collections by digitizing analog materials. Students learn how to evaluate different web environments such as Weebly and Google sites for their projects. Students have developed amazing interactive sites for their collections.”

GSLIS faculty members also use various programs to diversify GSLIS student learning experiences, such as Camtasia, iMovie, and Jing Pro to create videos. The new program Panopto is currently being piloted by the university as an add-on to Canvas; Don Hamerly, Kate Marek, and Karen Snow are all involved in the piloting and review of this new video creation tool. The web conferencing program Adobe Connect is used by many GSLIS faculty members to communicate with students, either through video, audio, or both. GSLIS faculty members also use web conferencing even for their face-to-face courses when, due to weather or other issues, the class is not able to meet in-person, and to bring in guest speakers.

Overall, GSLIS faculty members have consistently been leaders in technology innovation at Dominican University. Working with the university administration and the IT department, GSLIS faculty members have been early adopters of important IT acquisitions, received funding for new technologies, and have taken leadership roles in various forms from established university committees to technology fellowships.

GSLIS faculty members participate in leadership positions in a wide variety of professional organizations and associations. In addition to making juried presentations and publishing in peer-reviewed journals (see Figure III.9 Faculty Intellectual Contributions 2008-15, below) sponsored by such groups, faculty members not only belong to relevant professional associations but actively contribute to the profession by participating in committees, task forces, and boards. In turn, involvement on this level enriches faculty members’ own knowledge base and familiarity with current issues and developments in the various specializations within library and information science. Some recent examples of faculty leadership include:

- Karen Brown, professor and director of the doctoral program, currently serves on the ALA/ACRL Task Force on Standards for Proficiencies for Assessment Librarians (2014-16), and on the Preconference Planning Committee for the 2015 Library State

of Mind Conference in Illinois (ILA, ISLMA, SLA-IL, and IACRL joint conference), to take place in Peoria, October 2015.

- Janice Del Negro, associate professor, has served on the Board of Directors of Illinois Storytelling Inc. from 2007 to the present, and on the Zena Sutherland Lecture Committee at the University of Chicago (2015).
- Yijun Gao, assistant professor, serves on the Chinese American Librarians Association Strategic Plan Task Force (2015-2020).
- Sujin Huggins, assistant professor, served on the Targeting Autism Grant Project Board for the Illinois State Library (2014) and as a member of the ALA Coretta Scott King Book Awards Jury (2014).
- Stacy Kowalczyk, assistant professor, served on the Organizing Committee for the Joint Conference on Digital Libraries in Indianapolis (2013), and chaired the conference's Posters and Demonstrations Track.
- Cecilia Salvatore, associate professor and coordinator of archives and cultural heritage, served as chair of the Society of American Archivists' (SAA) Oral History Section (2014), as a member of SAA's Theodore Calvin Pease Award Committee (2010-11) and SAA's Committee on Diversity (2011-14).
- Karen Snow, assistant professor, served as co-vice chair for the ALA/ALCTS Competencies and Education for a Career in Cataloging Interest Group (2014-15) and will chair the association's CaMMS Research and Publications Committee (2015-16).
- Christopher Stewart, assistant professor, has been elected vice chair/chair-elect for ALA/LLAMA's Buildings and Equipment Section (2015-16), and serves on that section's Functional Space Requirements Committee (2014-16). He has also served as a member of ALA's LLAMA/ACRL Interdivisional Committee on Building Resources (2014-15), and as a member of the Board of Directors for the Black Metropolis Research Consortium in Chicago (2006-2013).

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

In recent years, the university has focused greater attention on faculty scholarship. While the emphasis on excellent teaching continues to be an essential requirement for retention, incentives for scholarly productivity are growing. The university has made a commitment to Ernest Boyer's four types of scholarship as the basis for judging faculty scholarship: discovery, integration, application/engagement, and teaching. Definitions and specific expectations for different forms of scholarship are described in the [Faculty Handbook](#) which also outlines the university's policy and practice with respect to tenured and tenure-track faculty, processes for faculty review, workload, and promotion and tenure.

GSLIS faculty members have active records of publication, presentations at scholarly and professional meetings, and professional involvement. Figure III.9 below indicates the number of faculty publications and presentations over the last seven years.

Figure III.9 Faculty intellectual contributions 2008-15

Faculty Member and Rank	Peer Reviewed Journal	Book	Chapters	Peer Reviewed Proceedings	Peer Reviewed Paper Presentations	Faculty Workshops	Non-Peer Reviewed Journals	Other
Karen Brown; Professor and Director of the Doctoral Program	2		1		1	4	1	2
Bill Crowley; Professor	2	2	4			1	3	
Janice Del Negro; Associate Professor and Follett Chair		2	2			25	6	2
Mary Pat Fallon; Assistant Professor	1	2	1	3	4	1	1	
Yijun Gao; Assistant Professor					3	1		
Don Hamerly; Assistant Professor and Director of the School Library Media Program	1		1				2	3
Sujin Huggins; Assistant Professor				1	3	2		
Stacy Kowalczyk; Assistant Professor	3		2	4	7	6		4
Kate Marek; Dean and Professor	1	2	2			3		
Cecilia Salvatore; Associate Professor and Coordinator of Archives and Cultural Heritage	4	1	1		7	4		4
Karen Snow; Assistant Professor	3				7	4		2
Christopher Stewart; Assistant Professor	2	1			1	11	10	3
TOTALS	19	10	14	8	33	62	27	20

Every three years, the university hosts a celebration to honor faculty research achievements. Programs from this celebration provide evidence of both the commitment to scholarship as a key component of the university’s mission as well as the breadth of faculty engaged in research across Dominican schools.

Figure III.10 Full-time faculty research and scholarly specialties

Name	Area(s) of Teaching and Research Specialty
Karen Brown, Ph.D.	Assessment of library and information services and programs; Academic libraries; Library Leadership
Bill Crowley, Ph.D.	Professionalism in libraries; Public libraries and public library management; Readers advisory
Janice Del Negro, Ph.D.	Youth services and programs in public libraries; Folk and fairy tales; Storytelling

Name	Area(s) of Teaching and Research Specialty
Mary Pat Fallon, Ed.D.	User instruction; Media Ecology; Irish library history and development
Yijun Gao, Ph.D.	Internet content development and emerging technologies; Social media analysis, particularly in China
Don Hamerly, Ph.D.	School library media programs; Media technologies and media metrics; Library antiquities and interculturalism
Sujin Huggins, Ph.D.	Library service and literature (specifically of the Caribbean and African Diasporas) for youth; Literacy (ideological and practical); Library services for special needs populations, particularly autism
Stacy Kowalczyk, Ph.D.	The preservation and curation of, and ongoing access to, digital research data; Digital humanities; social media and grief
Kate Marek, Ph.D.	Information policy; Organizational storytelling; Web analytics
Cecilia Salvatore, Ph.D.	Libraries and cultural heritage institutions in underserved communities and emerging and developing countries, Oral history
Karen Snow, Ph.D.	Classification systems; Metadata creation and control; Technical services pedagogies
Christopher Stewart, Ed.D.	Academic libraries; Management and leadership; Library buildings (planning and design); Library metrics and assessment

***Standard 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.*

GSLIS faculty members completed their doctoral studies at a variety of institutions: University of Texas, University of Illinois, New York University, University of North Texas, Western Ontario University, Emporia State University, Ohio University, University of Pennsylvania, and Benedictine University. An earned doctorate, by its nature, demonstrates the ability to conduct research. The publication record of each faculty member further attests to the ability to undertake systematic investigation of a problem. The academic credentials of each full-time faculty member reflect a broad variety of doctoral disciplines (library and information science, management, higher education administration, communications, and curriculum and instruction). In addition, many faculty hold master's degrees in other fields in addition to the doctoral degree, further enhancing their breadth of perspective. As noted earlier, most full-time faculty hold a master's degree from a program accredited by the American Library Association and others hold master's degrees in related disciplines.

GSLIS faculty members come to Dominican with broad and deep professional experience in the field of library and information science, as well as in complementary fields. In addition, the content knowledge that each has gained from doctoral work infuses the insights gained from professional practice so that program content is delivered with

attention to both theory and practice in any given specialty. Through both doctoral and postdoctoral activities, faculty members demonstrate their understanding of and facility with a variety of approaches to research using both qualitative and quantitative methodologies. All MLIS faculty members have had experience in at least one library environment or information agency, providing them with relevant experience to draw upon in their teaching. Students are also able to understand the value of the accredited master's degree in that it provides a solid foundation upon which to build a professional career. They learn that the theories and principles of the library/information science field are applicable to varied environments and changing needs. This provides an excellent framework for their education in that it illustrates the need for a general, theoretical background rather than an aggregation of skills. The faculty as a whole has worked in many kinds of libraries, archives, information settings, public, school, academic, archives, medical, law, governmental, and corporate, and in both publicly and privately funded libraries and information centers. Figure III.11 represents an overview of full-time faculty members' experience as practitioners. Curricula vitae, included as Appendix III.5 provide further details.

Figure III.11 Highlights from full-time faculty members' professional practice

Faculty member	Highlights of experience from practice
Karen Brown	Assistant director at academic library Head of collection development at academic library Education and training director for a library consortium Program coordinator at Smithsonian Institution Director of university library services Instructional program assistant at university Instructional materials center director at elementary school Consultant
Bill Crowley	Deputy state librarian Head of public services at a public library Administrator at a multitype library cooperative Consultant at a state library agency Public relations representative Reference librarian
Janice Del Negro	Director of the Center for Children's Books Editor of the <i>Bulletin of the Center for Children's Books</i> State library youth services consultant System-wide public library assistant director Nationally known professional storyteller Consultant
Mary Pat Fallon	University library assistant director University instructional service librarian
Yijun Gao	Journalist
Don Hamerly	Reference librarian at community college Library media specialist at high school High school teacher
Sujin Huggins	Children's librarian at national library
Stacy Kowalczyk	Associate director of a university library Software developer with library vendors

Faculty member	Highlights of experience from practice
Kate Marek	Library consultant for continuing education and technology Reference librarian at academic library Administrator for a regional library system School librarian Law library staff member
Cecilia Salvatore	Program coordinator for university archives studies certificate Territorial (state) librarian and archivist Reference librarian for university Supervisor/librarian for college library department
Karen Snow	University teaching fellow University graduate library assistant for rare books and oral history archive Bookstore department manager and lead bookseller
Christopher Stewart	Dean of university libraries Associate dean for university library technology Associate director for university network services Consultant

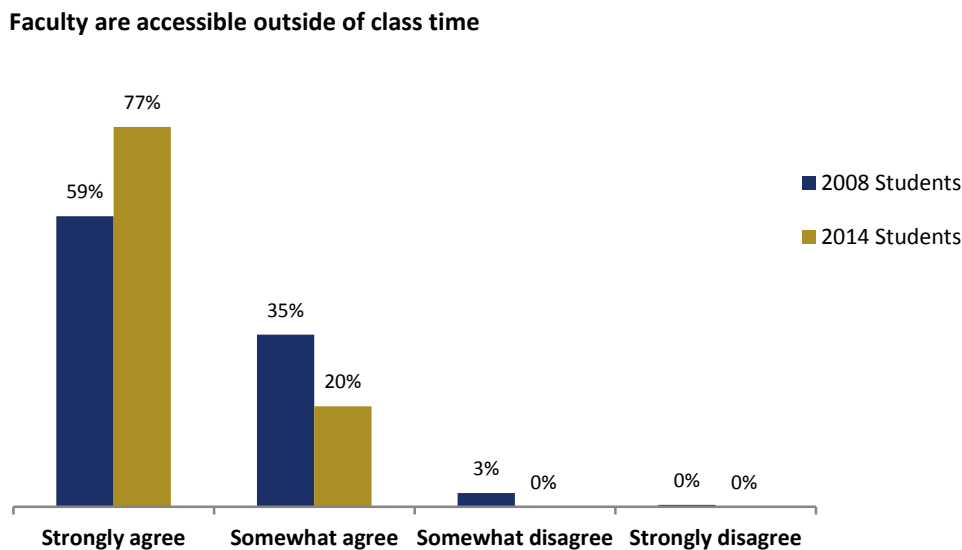
Faculty members contribute actively to the broad academic community and to the community of library and information science. This is demonstrated through local, state, and national association memberships, active speaking and consulting schedules, and conference attendance. In addition, full-time faculty members frequently supervise practicums, which bring them into close contact with the site supervisors in the field. The practicum program has grown over the past several years and it provides benefits to students seeking the opportunity to expand their experience. It also ensures that the faculty members stay in touch with the realities of the professional workplace. The classroom learning experience is enhanced by the involvement of the community of practitioners, many of whom freely and continuously contribute their time as guest presenters in classes and at GSLIS continuing education events.

The collegial nature of the campus promotes contacts among faculty of different disciplines. The Faculty Seminar Series described earlier is an example of the interdisciplinary approach to faculty communication and development fostered at the university. From social interaction often comes interdisciplinary collaboration and a greater awareness of campus activities. Don Hamerly, director of the School Library Media Program, for example, is in continuous contact with the School of Education and worked in partnership with that school's faculty to develop the Technology Specialist Endorsement program. Sujin Huggins regularly collaborates with the School of Social Work to offer community informatics courses. Kate Marek, Yijun Gao, Don Hamerly, and Stacy Kowalczyk are working in fall 2015 with the university computer science department on potential course-level collaborations.

GSLIS faculty members continually strive to realize the MLIS program learning outcomes both in the classroom and outside of class, at all locations. As noted elsewhere, the program objectives articulate an approach to education that is intended to prepare students to enter a professional field. Contact with practicing professionals is a key component of this education; this is achieved through the involvement of adjunct faculty drawn from information professionals in the Chicago area and beyond. Instructors frequently also invite

guest speakers to classes for face-to-face presentations or via web conferencing or other real time video interaction technologies. The opportunity to invite guest speakers is also a part of all classes, wherever delivered. Many faculty members encourage students to visit local libraries and information centers in various cities and communities. Faculty members are available to talk with students outside of class during regularly scheduled office hours as well as in more casual encounters. Many discussions and advising sessions occur via email and messaging through the Canvas, thus making faculty-student interaction equally available to all students regardless of their location.

Figure III.12 Increase in student perception of faculty accessibility



***Standard 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.*

Course Assignment Process

The dean maps out course assignments for future terms with the goal of ensuring high quality instruction at all program locations during all terms (fall, spring, and summer). Using the projected course schedule and enrollment statistics, the dean determines the number of core course sections to be offered as well as the specific electives to be offered based on target numbers for new and continuing students. Priority is given to matching full-time faculty with their areas of specialty and interest while ensuring that the core courses are adequately covered. After assigning full-time faculty to courses for an upcoming term, the dean identifies and hires adjunct instructors whose expertise matches remaining course needs, drawing upon the rich professional experience of library and information science colleagues in the Chicago area. Appendix III.6 identifies faculty course assignments (with enrollments) by semester for fall 2013 through spring 2015.

Figure III.13 displays the required and core courses along with the elective courses/seminars taught by the current GSLIS full-time faculty members, demonstrating a robust coverage of not only the required and core coursework but also in the elective courses.

Figure III.13 Courses taught by full-time faculty members

Name	Core and/or Required Courses Taught	Elective Courses Taught
Brown, Karen; Professor and Director of the Doctoral Program	LIS 701 Introduction to Library and Information Science LIS 890 e-Portfolio Requirement	LIS 716 Strategic Communication and Leadership LIS 748 Collection Management LIS 793 Demonstrating Value: Approaches and Strategies
Crowley, Bill; Professor	LIS 701 Introduction to Library and Information Science LIS 770 Management of Libraries and Information Centers LIS 890 e-Portfolio Requirement	LIS 761 Marketing and Public Relations LIS 763 Readers Advisory Services LIS 771 Public Libraries
Del Negro, Janice; Associate Professor and Follett Chair	LIS 701 Introduction to Library and Information Science	LIS 718 Storytelling for Adults and Children LIS 719 History of Children's Literature LIS 721 Library Materials for Children LIS 722 Library Materials for Young Adults LIS 723 Services for Children and Young Adults LIS 804 Advanced Seminar In Storytelling LIS 804 Special Topics in Youth Services: Fairy Tales and Fantasy LIS 804 Special Topics in Youth Services: Young Adult Literature and the Movies LIS 804 Special Topics in Youth Services: Reviewing Literature for Youth
Fallon, Mary Pat; Assistant Professor	LIS 701 Introduction to Library and Information Science LIS 704 Reference and Online Services	LIS 740 Advanced Reference Services LIS 748 Collection Management LIS 764 Library User Instruction LIS 805 Seminar-Great Library Collections
Gao, Yijun; Assistant Professor		LIS 745 Searching Electronic Databases LIS 749 Crisis Informatics LIS 750 Information Storage and Retrieval LIS 751 Database Management LIS 753 Internet Fundamentals and Design LIS 768 Social Media and Emerging Technologies LIS 884 Big Data and Competitive Intelligence
Hamerly, Don;	LIS 701 Introduction to Library and	LIS 724 Media Services and Production

Name	Core and/or Required Courses Taught	Elective Courses Taught
Assistant Professor and Director, School Library Media Program	Information Science LIS 728 Clinical Experience I/Student Teaching LIS 729 Clinical Experience II/Internship LIS 773 School Libraries LIS 890 e-Portfolio Requirement	LIS 753 Internet Fundamentals and Design LIS 769 Research Methods
Huggins, Sujin; Assistant Professor	LIS 704 Reference and Online Services LIS 890 e-Portfolio Requirement	LAS 331 Communities and their Organizations LIS 721 Library Materials for Children LIS 723 Services for Children and Young Adults LIS 758 Community Informatics LIS 804 Special Topics in Youth Services: Information Books LIS 804 Special Topics in Youth Services: Media Literacy LIS 806 Special Topics: Serving Children with Disabilities
Kowalczyk, Stacy; Assistant Professor		LIS 737 Library and Data Management Systems LIS 754 Systems Analysis and Design LIS 759 Digital Libraries LIS 889 Digital Curation
Marek, Kate; Dean and Professor	LIS 701 Introduction to Library and Information Science LIS 890 e-Portfolio Requirement	LIS 753 Internet Fundamentals and Design LIS 755 Information Policy LIS 759 Digital Libraries LIS 786 Advanced Web Design LIS 805 Special Topics in Technology: Digital Content Creation
Salvatore, Cecilia; Associate Professor	LIS 701 Introduction to Library and Information Science	LAS 448 On The Exemplary, Troubled, Lucky LIS 775 Archival Principles, Practices, and Services LIS 791 Organizational and Multicultural Communication LIS 806 Special Topics: Oral History and Archives LIS 881 Advanced Archival Principles, Practices, and Services LIS 885 Cultural Heritage Resources and Services LIS 888 Cultural Heritage/Archives Fieldwork
Snow, Karen; Assistant Professor	LIS 703 Organization of Knowledge	LIS 730 Cataloging and Classification LIS 731 LC Subject Analysis LIS 882 Metadata for Digital Resources

Name	Core and/or Required Courses Taught	Elective Courses Taught
Stewart, Christopher; Assistant Professor	LIS 701 Introduction to Library and Information Science LIS 770 Management of Libraries and Information Centers	LIS 772 Academic Libraries LIS 779 Planning and Design of Library Space

Teaching

Faculty members in their first year follow a “2 x 3” schedule, teaching two classes during the fall semester followed by three classes during the spring semester. All other faculty members follow a “3 x 3” schedule, teaching three classes during both the fall and spring semesters. Courses are normally capped at 18 students, although they may be larger (as in the case of the core courses, capped at 25) or smaller (such as in cases where a particular pedagogy warrants a smaller group, as with LIS 718 Storytelling for Children and Adults, or LIS 764 Library User Instruction, both capped at 15). An average student load per faculty member ranges from approximately 35-60 students per regular term semester, which is a relatively modest total. Thus, while many of our LIS competitor schools require a “2 x 3” load or lower, to some extent our small course caps offset the higher course load in terms of overall faculty teaching responsibilities. When teaching a doctoral course with enrollments of three to seven students, the total student load is of course lower, but the faculty commitment to student academic support is more complex and collaborative when teaching doctoral students. Interestingly, quite a few of the faculty members who teach in the doctoral program are also among our most productive scholars, a potential indication of the effects of the expanded research culture created through the doctoral program.

Faculty members may apply for sabbatical leaves under university policy or may be granted a teaching load reduction for special circumstances, such as directing a program, at the dean’s discretion. Full-time faculty members can request up to ten hours per week of graduate student assistance for research and general course preparation; about half of the faculty members take advantage of this in any given semester. The average student advising load is 27 students per full-time faculty member. During the first semester that a new faculty member teaches, he/she does not have advising responsibilities.

As a regular part of ongoing faculty development, all faculty members who teach online for the first time complete the online teaching course designed and implemented by Ken Black, Associate Director of the Borra Center for Teaching and Learning Excellence. Additional teaching support provided to GSLIS faculty by the institution is discussed in Chapter V.

Standard 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.

Teaching effectiveness is a key factor used in consideration for renewal, promotion, and tenure for full-time faculty, which is outlined in the contract renewal schedule. A range of supporting materials is used in evaluating teaching effectiveness, including cumulative

results of quantitative student evaluations of teaching, verbatim records of student qualitative evaluations of teaching, reports of observations of teaching, and other criteria outlined in the [Faculty Handbook](#).

The [Review Process for Decisions about Faculty Renewal and Tenure](#) explicitly calls for written recommendations by the faculty member's dean to the Committee on Faculty Appointments, including evidence of classroom observation of and familiarity with corresponding instructional materials. The Office of the Provost provides supporting documents, including general guidelines, classroom observation reports, and peer review of instructional materials to assist deans and other faculty members with the peer review process. Individual schools are able to use their own classroom observation procedures when evaluating faculty. Dominican University recognizes that its current peer review process is not as robust as it could be and is looking for ways to improve peer review of faculty. These include considering the use of a standardized peer evaluation template that would be used across schools and providing more training opportunities with respect to being a peer reviewer for the senior-level faculty.

For part-time or per-course faculty members, visits are made by either the department chair, the dean, or a senior colleague in order to observe and provide feedback on the faculty member's classroom performance.

In 2011, Dominican began using the online course evaluation system, CoursEval. Students enrolled in any online, hybrid, or face-to-face course, whether they are taught by full- or part-time faculty, are given the opportunity to evaluate the course instructor. Students are provided with a two-week window at the end of the semester to complete the online course evaluation. This schedule is modified slightly (one week window ending on the last day that the class meets) for courses that have shorter durations than the typical 15 weeks. Administered by the Office of Academic Assessment, Evaluation, and Achievement, the online course evaluation system greatly reduces the time required for an instructor to receive feedback on her or his courses. In the past, feedback from paper-and-pencil evaluations was not made available to the instructor until well after the next semester had commenced. This delayed the instructor from incorporating useful student comments into her or his courses. Now, with the new online CoursEval system, instructors receive their feedback approximately one week after final course grades have been submitted to the Registrar's Office. This allows sufficient time for the instructor to review and reflect on the feedback offered by the students and to make any desired modifications to courses that will be implemented the very next semester.

The online nature of the course evaluation system ensures that cumulative quantitative and qualitative data used to evaluate a faculty member's teaching effectiveness is timely and current. Although the CoursEval online course evaluation system is made available through an external vendor (Academic Management System), the questions used in the actual instrument were developed in-house by the Task Force on Student Ratings of Teaching Effectiveness. The task force was comprised of administrative staff and both graduate and undergraduate faculty. The task force developed a general set of evaluation prompts that are administered as part of every course evaluation. Each graduate school and undergraduate

program is also provided the opportunity to include program specific questions on its respective curricula or program requirements. A copy of the CoursEval instrument is included as Appendix III.7.

Student participation in the evaluation of courses is strongly encouraged. At the onset and during the evaluation period, email reminders are sent to students by the Office of Academic Assessment, Evaluation, and Achievement. In addition, instructors are encouraged to remind students of the importance of completing the course evaluation. The online course evaluation system allows for instructors to monitor response rates for their specific courses, but without revealing which specific students submitted course evaluations. The Office of Academic Assessment, Evaluation, and Achievement provides instructors a sample text for inclusion in course syllabi which provides to the students information about the process and purpose of online course evaluations.

The results of the evaluations reveal an overall mean score both for GSLIS and for the university as a whole, and also provides a benchmark for an individual faculty member's performance. The results of the evaluations are available to all course instructors after grades are submitted. In addition, these reports are included in the portfolios of full-time, tenure-track faculty and full-time lecturers. All summer courses follow the same evaluation process as courses offered in the fall and spring semesters.

The dean reviews the evaluations for each class and may provide individual feedback to instructors, if warranted. Occasionally, the dean requests that an instructor conduct mid-point feedback from students in order to provide some guidance in making an early course correction.

As illustrated in the assessment logic model (see Chapter II: Curriculum or Chapter IV: Students) students are asked to provide feedback and evaluation of their experiences with faculty members at three points during their GSLIS experience: a) as current students through the current student survey; b) upon program completion through the graduating student survey; and c) as one-year alumnae/i through the annual alumni survey.

A comparison of the current student survey data reveals a steady increase in satisfaction from 2008 to 2014 across each of the survey items that address student perception of faculty quality. While impressions of faculty quality were high in 2008, the percentage of students who strongly agree that the GSLIS faculty are "very knowledgeable" in their fields rose by 12 points. Figures III.14-15 illustrate these positive increases in student perception of faculty quality and the overall intellectual atmosphere of the GSLIS.

Figure III.14 Student rating of faculty knowledge 2008-14

Faculty are very knowledgeable in their fields

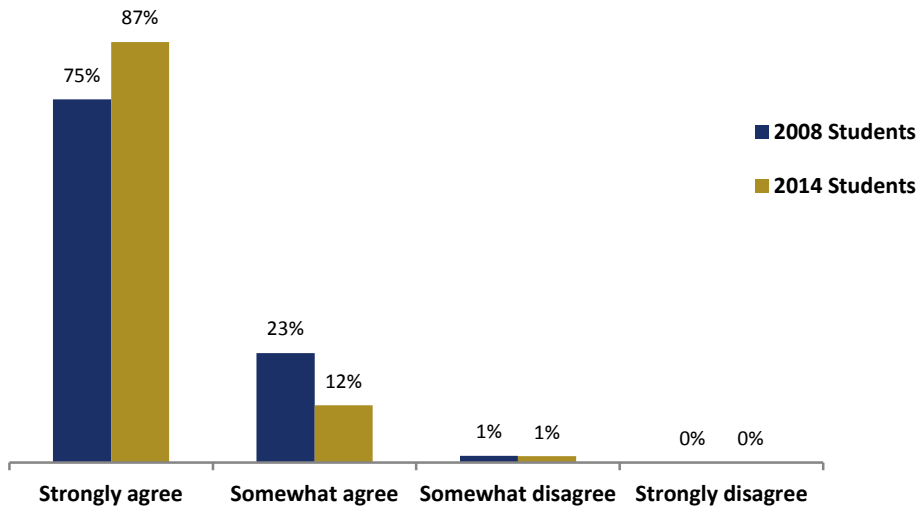
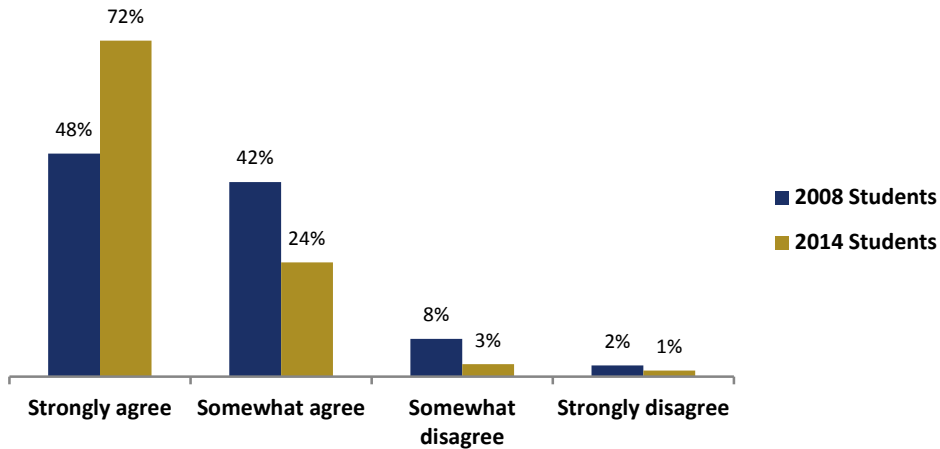


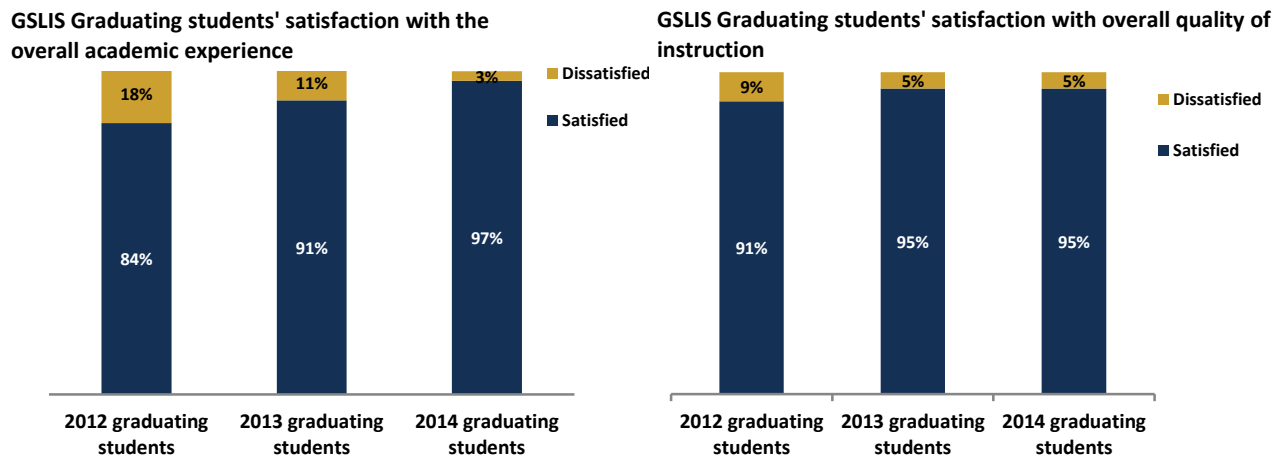
Figure III.15 Student rating of GSLIS intellectual atmosphere 2008-14

GSLIS has an intellectually stimulating atmosphere



Similar to the current student survey data, the graduating student survey data reveal high satisfaction with faculty interaction and the overall quality of the academic experience. Figure III.16 demonstrates the growth in graduating student perception of the academic experience, increasing from 84% satisfied students in 2012 to 97% in the 2014-15 academic year. Figure III.17 illustrates the growth in graduating students' perception of instructional quality, with just 5% of students noting any dissatisfaction.

Figures III.16 and 17 Graduating student perceptions of the overall academic experience and the quality of instruction over 3 years



Evaluation of Scholarship

Faculty across the university are held to the standards of scholarship as articulated in the *Faculty Handbook*. Each review cycle requires evidence of continuing professional development and a continuing record of scholarship, with increased emphasis placed on scholarship as the faculty nears his or her review for tenure. (See Section 3.5.4.5 Continuing Record of Scholarship, *Faculty Handbook*.) An emphasis on faculty scholarship has increased as Dominican moved from a college recognized for its focus on teaching to a university that requires excellence in both teaching and scholarship, as evidenced in university-level strategic planning documents (Appendix I.1 and I.2). At the school level, the dean meets with faculty members up for review to discuss their progress in establishing and meeting a research agenda. If concerns are identified, the dean and the faculty member may negotiate appropriate support, including course release, senior faculty mentoring, and additional student assistance support. Since the last accreditation cycle, all GSLIS faculty members who have gone up for review have been recommended for full renewal by the Committee on Faculty Appointments.

Faculty members are encouraged to attend conferences and to make presentations, deliver papers, and to be involved in professional activities. Funding is available each year, with reimbursement of \$1200 per presentation and \$600 per conference for basic conference attendance. Dean Marek encourages participation within the discipline across a variety of associations and conferences inside and beyond the LIS field, including international conferences. For example, faculty member Karen Brown attended IFLA in August 2014 (Lyon, France), and Cecilia Salvatore presented in both China and New Zealand in 2015.

Summary Statement

Dominican's GSLIS faculty members are fully qualified in a diversity of specialties and are sufficient in number to teach in the MLIS curriculum. They are active in research and in professional involvement, enabling them to contribute to a cycle of continuous

improvement by adding knowledge to the field and by concurrently adding value back into our own program. Faculty members are rated well by current students, graduating students, and alumnae/i, and these ratings continue to improve over time. The GSLIS Council operates as a high functioning team within the framework of shared governance and ongoing program evaluation and development.



Chapter IV: Students



DOMINICAN UNIVERSITY
Inspired minds. Amazing possibilities.

Chapter IV: Students

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

The Graduate School of Library and Information Science formulates recruitment, admission, financial aid, placement, and other policies in keeping with our own mission statement and goals and objectives, as well as within the framework of our parent institution's mission and structure. GSLIS develops and implements such policies taking into account the needs and values of our constituencies, including potential and current students, alumnae/i, and employers and seeks input from these constituencies in a number of ways, including surveys, focus groups, market research, regular meetings with the GSLIS Alumni Council and Advisory Board, and more.

The GSLIS faculty members and administrative staff work collaboratively to develop academic and administrative policies for students. Policy formation originates primarily in GSLIS faculty committees, with the Admissions, Program Assessment, Curriculum, and Information Technology Committees having the most direct connection with the issues addressed by Standard IV. Each committee is comprised of two or three faculty members elected to the committee for three-year, staggered terms. Policy recommendations from committees are proposed to the full faculty for discussion. Policies approved by faculty vote are implemented by the administrative staff through the formulation of the necessary procedures and identification of tasks and responsibilities.

Recruitment

One of the six primary goals of the *2011-2015 GSLIS Strategic Plan* (Appendix IV.1) focuses on recruitment: *Goal 4: Recruit and retain talented, diverse students who will grow to serve the profession and our mission with distinction.* The letter and spirit of the GSLIS recruitment goal cascade directly from similar emphasis in the GSLIS and Dominican University missions, respectively:

The Graduate School of Library and Information Science empowers professionals to connect individuals and communities to the world of information and learning with reason, compassion, and a commitment to service.

As a Sinsinawa Dominican-sponsored institution, Dominican University prepares students to pursue truth, to give compassionate service and to participate in the creation of a more just and humane world.

Just as the goals and mission of GSLIS develop from those of our parent institution, GSLIS also works closely with central university offices to recruit students and market our programs. In 2013, Dominican University began a process to largely centralize recruiting and admissions administrative functions in order to maximize efficiency across the university's five graduate schools. GSLIS retains control over admissions policies and decisions; however, application processing and initial communication with prospective students are managed through a centralized process in the Office of Enrollment Management and the Admissions Operations Department. This centralized processing offers GSLIS increased support from the Office of Enrollment Management and the Admissions Operations department and complements continued collaboration with the Office of Marketing and Communications, IT, the Office of the Registrar, and the Financial Aid Office to ensure more effective recruiting and marketing.

Recruitment Tactics

GSLIS recruitment and marketing efforts seek to broaden the audience of potential MLIS students and enhance our national reputation, which also drives recruiting success. Between 2010 and 2012, GSLIS rose seven points in the national ranking published in *U.S. News and World Report*, moving from 34 of 63 ALA-accredited MLIS programs to 27 of 63. In addition, GSLIS was ranked nationally for the first time in a specialty area: ranking 12 of 63 in services to children and young adults. The GSLIS assistant dean takes the lead in collaborating with the Office of Marketing and Communication to plan and implement appropriate advertising, publicity, and collateral materials and prepares and monitors the GSLIS Marketing and Recruiting Plan along with the marketing budget. The two most recent marketing and recruiting plans are available in Appendix IV.2. A new marketing and recruiting plan will be developed following the September 2015 completion of the 2015-17 Bridge Plan. In the meantime, GSLIS is continuing to market via the comprehensive approach outlined below, including media planning (print and online ads), direct mail outreach with postcard invitations to information sessions, presence at conferences and events, and scholarship incentive offers.

Advertising

The GSLIS marketing budget increased from \$35,000 in fiscal year 2012 to \$57,000 in fiscal year 2015. The budget increase enabled expansion of traditional print advertising to targeted digital marketing, including pay-per-click, Facebook ads, contextual online ads, and Internet radio advertising including campaigns on Pandora and Spotify. GSLIS continues to advertise in print media including the *Chicago Tribune Arts & Leisure* front page, the *Chicago Tribune Printer's Row* special subscription section, the *RedEye* (a popular free newspaper that is disseminated in bookstores, cafes, Chicago Transit Authority stops, undergraduate student centers, and similar venues) as well as in professional journals such as *American Libraries*, *Library Journal*, and *School Library Journal*. These print advertisements serve a reputation-building and recruitment purpose—with the call to action to attend an information session or visit the website to request further information.

In 2014, the Office of Marketing and Communication advertised GSLIS along with other Dominican University graduate programs on digital screens at Chicago Transit Authority elevated train stations that serve large Chicago area undergraduate institutions; GSLIS had

additional sign presence at the train stop that serves the main branch of the Chicago Public Library. Samples of recent print and online campaigns are included in Appendix IV.3.

Recruitment Events

GSLIS hosts and participates in a wide range of recruiting events, including on-campus and online information sessions. The information sessions vary in audience and location, including: 1) those targeted specifically for Dominican undergraduates; 2) recruitment visits to other area undergraduate programs such as Roosevelt University and DePaul University; 3) recruiting fairs such as the Idealist Grad Fair, the University of Chicago Grad and Career Fair; and 4) professional conferences including those sponsored by the American Library Association, the Illinois Library Association, the Illinois School Library Media Association, the Illinois Reading Council, and the Joint Conference of Librarians of Color. These visits and conferences are conducted in partnership with staff from the Office of Enrollment Management, enabling GSLIS to reach a much broader audience than the school would on its own. For example, GSLIS recruitment events, information sessions and Fair participation increased from seven in 2012 to 29 events or conferences in 2015 as a result of the admissions and recruitment centralization plan.

Furthermore, faculty research presentations extend the GSLIS presence into a greater number of venues well beyond the conferences listed above, not only disseminating faculty research output, but also enhancing the university's reputation and recruitment effort. See Appendix IV.4 for a full list of faculty presentations. These presentations include Don Hamerly's moderation of the panel presentation "The Solo District Librarian Support Group" at the Illinois School Library Media Association Conference in October 2012; Thom Barthelmess's presentation "Caldecott Books for Older Readers" at the Association for Library Service to Children preconference during the American Library Association Annual Conference 2013 in Chicago; Christopher Stewart's presentation "Through or Around? Scientific Research Data and the Institutional Repository" at the XI International Conference on University Libraries at the Universidad Nacional Autónoma de Mexico in Mexico City in November 2013; Sujin Huggins' participation as an award presenter at the Coretta Scott King Book Awards Breakfast during the ALA Annual Conference 2014 in Las Vegas; and Karen Brown's presentation (with Kara Malenfant of the Association of College and Research Libraries) "Assessment in Action: High Impact Practices in Academic Libraries" at the Library Assessment Conference in Seattle in August 2014.

Publicity

GSLIS, with support from the Office of Marketing and Communications, circulates news of faculty, staff, and student achievements, program developments, and updates through various vehicles; including notices to professional journals such as *American Libraries* and *Library Journal*, press outreach to local media, and postings on electronic discussion lists including JESSE, ALSC-L, and ISLMANet. Recent press highlights included the mention of a GSLIS graduate's research in a *Library Journal* editorial; the interviewing of the assistant dean and two GSLIS alumnae/i in the *Chicago Tribune's* "Career Builder" section; and coverage of an innovative partnership with GSLIS and Chicago's Hubbard Street Dance Company in which students helped the company digitize and make accessible its video archive. Local media often highlight GSLIS-sponsored events that are open to the general

public, such as the annual Follett and Butler Lectures, including the [Metromix.com](#) notice for the 2015 Follett Lecture featuring Janice M. Del Negro, and the [Oak Park-River Forest Patch](#) article about 2014 Butler Lecture featuring Jane Yolen.

Social Media

The GSLIS social media outreach, such as publicity and some advertising, intends to serve two purposes: to enhance the school's reputation, and to recruit students, by building engagement among constituent groups including current students, prospective students, peers, employers, and others locally, regionally, nationally, and internationally. GSLIS engages in a number of social media platforms:

- Facebook pages
 - GSLIS (<https://www.facebook.com/gslisdom>)
 - School Library Media Program (<https://www.facebook.com/duslmp>)
 - Butler Children's Literature Center (<https://www.facebook.com/thebutlercenter>)
 - Library and Information Science Student Association (<https://www.facebook.com/dulissa>)
 - Society of American Archivists Student Chapter (<https://www.facebook.com/SAADUC>)
- Twitter feeds
 - GSLIS (@GSLISdom)
 - The School Library Media Program (@duslmp)
 - The Butler Children's Literature Center (@butchilicen)
 - Library & Information Science Student Association (@LissaDU)
- Blogs
 - School Library Media Program (<http://duslmp.info/>)
 - Butler Children's Literature Center (<http://butlerspantry.org>)
 - Library & Information Science Student Association (<http://dulissa.com>)
- Pinterest board
 - GSLIS (<https://www.pinterest.com/gslisdom/>)
- LinkedIn group
 - GSLIS (<https://www.linkedin.com/groups/Dominican-GSLIS-3902743/about>)

Direct Mail

GSLIS, supported by the Office of Enrollment Management, mails approximately 1000 postcard invitations to upcoming information sessions in batches twice yearly to area undergraduate career services offices, college libraries that may employ undergraduates interested in an LIS career, and public libraries whose non-degreed staff members may be interested in taking the next step; as well as to all prospects who have made inquiries but have not yet started an application.

Scholarships for the Purpose of Recruitment

GSLIS uses its scholarship budget primarily for student support, which of course benefits recruitment, but occasionally leverages scholarship opportunities for direct recruiting purposes. For example, in summer 2012-13 and fall 2013-14, admitted students were offered the Dean's Welcome Scholarship, which required them to register by a particular date for each semester and was designed to encourage enrollment in those semesters. Students were offered a scholarship of \$500 per class (effectively a 20% discount off full tuition, which was \$2448 per course at the time), throughout their entire MLIS program, which not only encouraged initial matriculation but also supported continued enrollment. The MLIS program is typically 12 3-hour courses, so the maximum benefit was \$6000. If students registered for half-credit courses, their scholarship was pro-rated to \$250 for those courses. The Dean's Welcome Scholarship program helped GSLIS improve its yield, which increased from 56% in summer 2011-12 to 75% in summer 2012-13; and from 67% in fall 2012-13 to 81% in fall 2013-14. While successful in increasing yield, the Dean's Welcome Scholarship was not financially sustainable at the time over the long term. However, GSLIS has also occasionally offered one-time incentives for early registration, an offer that was made again for the fall 2015 semester with the Power Start Scholarship in the amount of \$1500 as a registration incentive for all new degree-seeking MLIS students.

GSLIS also works with external partners to leverage scholarship support to recruit a diverse student body. The school matches any ALA Spectrum Scholarship and has collaborated with both the Polish American Librarians Association and the Chinese American Librarians Association for scholarships for students who demonstrate commitment to serving multicultural youth, and students of Chinese ethnicity, respectively.

Library Technical Assistant Bridge Program and BA/MLIS Accelerated Option

Dominican and GSLIS partner to make the MLIS increasingly accessible to the university's undergraduate students. Dominican undergraduates have traditionally been able to take two courses in GSLIS during their senior year that can count toward both the bachelor's and master's degrees. In 2012, Dominican and College of DuPage (COD), a large two-year college in west suburban Chicago, signed an agreement (Appendix IV.5) enabling COD students who are earning a Library Technical Assistant (LTA) certificate and an associate's degree to transfer to Dominican to complete a bachelor's degree, then move seamlessly into the MLIS program. This option not only enables students to transfer a higher number of credits than would ordinarily be the case, but also allows them the opportunity to take advantage of both the BA/MLIS accelerated option and the LTA scholarship (details below, in the "Financial Aid" section). After the agreement was signed, GSLIS worked internally with the offices of Admissions Operations, Enrollment Management, Undergraduate Transfer Admissions, and the Office of Marketing and Communication to implement appropriate coding, procedures, and marketing materials. In 2013, the GSLIS assistant dean began making regular (twice per year) visits to COD's LTA program meetings to promote the opportunity; it is also promoted on both schools' websites and in printed materials available at conferences and events. To date, Dominican has five prospects for the program, one of whom is expected to transfer to the university's undergraduate Rosary College of Arts and Sciences in spring 2016 to finish her bachelor's degree, and begin MLIS coursework as soon as she has senior standing in fall 2018. The other four are

at various stages in their pursuit of their LTA certificates and associates' degrees, and are tracked by Dominican's Transfer Admission Office to ensure timely follow-up and encourage eventual MLIS enrollment. While growth in the program has been slower than hoped, GSLIS expects awareness and interest to build, and a second, similar agreement is now pending with another area community college, College of Lake County.

International Opportunities

GSLIS has made a number of concerted efforts to recruit students from abroad, in keeping with the university's [Globally Positioned Student \(GPS\) initiative](#) and with the understanding that the world of information is an increasingly global one. In December 2013 GSLIS Dean Kate Marek and Assistant Professor Yijun Gao, for example, travelled to China to visit undergraduate LIS institutions. In addition, GSLIS hosted delegations of school and municipal administrators from China in October and November 2014. Visiting scholar Zhongyi Guo from the School of Foreign Languages at East China Normal University in Shanghai is spending academic year 2015-16 with GSLIS, focusing on the American library public library structure. These international efforts are extended by a cooperative agreement with the on-campus [ELS Center](#), outlined below in section IV.3.

Constituent Groups' Needs and Values and Ongoing Planning

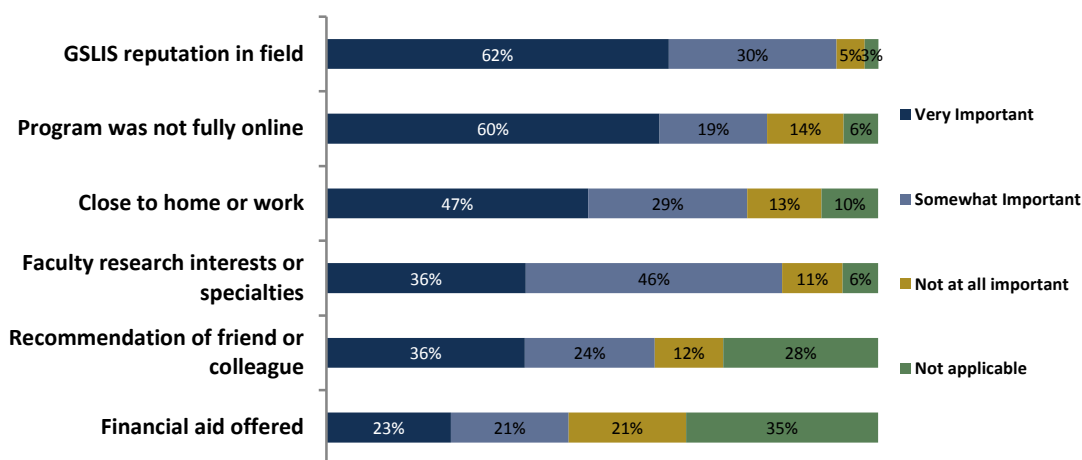
The primary way in which GSLIS recruitment policies are informed by constituent groups' needs and values is twofold: 1) through market research conducted by the Office of Marketing and Communication; and 2) constituent surveys (current students, graduating students, alumnae/i and employers) conducted by the GSLIS and the Office of Institutional Research. In 2012, based on market research findings, Dominican launched a new branding campaign that sought to capitalize on what had been learned: that prospective students highly value a personalized experience, and offering a personalized experience is a Dominican University strength. New promotional materials focused on interactions between and among faculty members and fellow students, and messaging became much more targeted after the adoption of a new customer relations management system in 2014. This system enabled much more rapid, and more personalized, follow-up to be conducted by recruiting staff in the Office of Enrollment Management, as well as better tracking of prospects from initial inquiry, to application, to acceptance and eventually matriculation.

In addition to formal market research, GSLIS seeks to learn from current and prospective students how they first heard about the school, measured primarily by short written questionnaires at information sessions. The data reveal that the majority of prospective students learn about GSLIS by two primary means: searching the ALA website listing of accredited MLIS programs and from co-worker, alumnae/i or supervisor referrals. While these sources remain a key marketing strategy they were no longer sufficient to reach the new audiences we are targeting as a result of our visioning and strategic planning. After 2012, when GSLIS began advertising consistently in a targeted portfolio of print and online sources, we began to see an increase in the number of prospective students who identified ads or Internet search as significant referral sources.

In the 2014 biennial survey of current students, students overwhelmingly reported that they made the decision to attend GSLIS because they sought a program that was not fully online,

which speaks to a concerted effort to cater to the preferences of the students we attract and hope to attract. The reputation of GSLIS is also commonly reported as a very important factor in their choice to enroll, further indication that our marketing strategy aimed at enhancing our reputation through professional association presence is well founded. Figure IV.1 illustrates the distribution of factors considered important in students' enrollment decision-making.

Figure IV.1 Current students' factors considered important in choosing GSLIS



The 2011-2015 GSLIS Strategic Plan (Appendix IV.1) has just concluded and the GSLIS Council identified three *Strategic Directions for 2015-17* (Appendix IV.6), which parallel the university's overarching planning horizon. GSLIS has already begun the first phase of a market research project in cooperation with the Office of Marketing and Communications. This research aims to identify new audiences, particularly information-focused audiences, for the MLIS degree.

Admissions

Admissions standards and policies are developed and implemented by GSLIS and are outlined in detail in section IV.3. With the centralization of admission operations in 2013, the Office of Admission Operations now leads the collection of admission documents and the tracking of admission statistics. Admission decisions, however, remain the exclusive purview of GSLIS.

Financial Aid and Student Support

GSLIS students are eligible to receive financial support from two sources, both funded in a ratio comparable to the other graduate schools: 1) financial aid in the form of loans; and 2) scholarships, which sometimes take the form of tuition remission for internships or assistantships. Dominican University's [Office of Financial Aid](#) administers financial aid in the form of loans, and the assistant director of financial aid is dedicated primarily to working with graduate students. GSLIS has no direct role in the awarding of loans.

Figure IV.2 Financial support across Dominican University graduate schools

Graduate school	Portion of students receiving DU scholarship assistance in 2014-15
GSLIS	52%
School of Education	22%
School of Business	44%
School of Social Work	31%

GSLIS itself awards scholarships that stem from two sources: the GSLIS operating budget and external funders. Some scholarships take the form of outright gifts, which are awarded on the basis of need, merit, and funds available, while others are structured as assistantships for which students receive tuition remission. Scholarships funded by external partners may have additional, specific criteria that are negotiated with the funding group or individual. GSLIS offers scholarships primarily for ongoing student support, although some are designed with recruitment goals as noted above.

Figure IV.3 summarizes GSLIS scholarship and assistantships. The total dollar value of student financial support has increased over time, from 26% of MLIS students receiving scholarship or assistantship aid in 2008-09 to 52% in 2014-15. GSLIS has been intentional about supporting a greater number of students across a fairly stable scholarship budget; in addition, the higher percentage beginning in 2013-14 is a direct result of the Dean’s Welcome Scholarship offer, outlined above.

An increased focus on ways to offer students practical experience while they are still in school, and support them financially while doing so, resulted in more regular commitment to offer the existing Rebecca Crown Library assistantships, which represent all assistantships prior to 2014-15, as well as the inception of a new partnership with the Skokie Public Library. The Crown Library Assistantships carry an hourly stipend, paid by the Library; plus two courses’ worth of tuition remission, paid by GSLIS. No academic credit is awarded; student assistants work 12 hours per week in the library and receive mentoring and training from library staff. The Skokie Public Library internship program offered three students in 2014-15 the opportunity to work 10-15 hours per week at the award-winning library, while earning six credits of coursework (structured as a three-credit practicum in the fall semester and a three-credit independent study in the spring semester) with tuition remission. No hourly stipend is paid for the Skokie interns. These three were in addition to two Crown assistantships that year; four Skokie internships and two Crown assistantships are planned for 2015-16.

Figure IV.3 GSLIS scholarships and assistantships awarded over time

	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
Total MLIS enrollment	620	691	670	629	560	478	405
Total number of scholarships awarded	158	206	254	173	153	276	204
Total dollar value of scholarships awarded	\$129,580	\$154,150	\$201,265	\$141,100	\$169,000	\$303,974	\$205,172
Total number of assistantships awarded	2	0	2	1	0	0	5

	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
Total MLIS enrollment	620	691	670	629	560	478	405
Total dollar value of assistantships awarded	\$8,700	\$0	\$9,216	\$4,752	\$0	\$0	\$24,480
Total dollar value of student financial support	\$138,280	\$154,150	\$210,481	\$145,852	\$169,000	\$303,974	\$229,652
Percentage of MLIS students receiving aid	26%	30%	38%	28%	27%	58%	52%

Commitment to Recruiting and Retaining a Diverse Student Body

Dominican University and GSLIS are deeply committed to diversity at every level of the educational experience. In 2013, the University established a cabinet-level Chief Diversity Officer position and in 2014 rolled out a Strategic Diversity Plan. The Vision Statement of the Strategic Diversity Plan articulates the university’s commitment as follows:

Translating Dominican’s twin values of veritas and caritas into practice requires that each person who studies, teaches, works, or lives within the university community, as well as all those with whom we interact, be respected and cared for as a unique individual, within an environment that affirms our shared humanity and pursues the common good.

The Strategic Diversity Plan also includes a series of comprehensive, compulsory training sessions for all members of the Dominican community to address bias-motivated offensive conduct, discrimination, and hate crimes; gender-based and sexual misconduct; reasonable accommodations for disabilities; and university policies and procedures for reporting and support.

Steadfast in the belief that diversity and inclusion contribute programmatic excellence, GSLIS works to recruit and retain a student body, faculty, and staff, representative and affirming of the full spectrum of diversity. The Strategic Diversity Plan expresses that spectrum as “differences [that] include, but are not limited to: race, ethnicity, nationality, language, religion, gender, sexual orientation, age, socio-economic status, physical and intellectual abilities, and ways of knowing [i.e., differences in learning styles, multiple intelligences, and disciplinary approaches].”

The US Department of Education recognizes Dominican University as a Hispanic Serving Institution (HSI). In addition to dedicated outreach to the university’s undergraduate students, in 2014 GSLIS applied to the Promoting Postbaccalaureate Opportunities for Hispanic Americans (PPOHA) Program of the US Department of Education for a grant to increase awareness of library and information science careers, with particular focus on Hispanic college graduates, and recruit postbaccalaureate Hispanic students to a graduate professional education program in preparation for a career in the information professions. The process of developing the PPOHA concept and operational plan was very collaborative and creative; as a result, while the grant was not funded in this cycle, we remain committed to the strength of our proposal, and with minor adjustments based on the proposal

reviewers' comments we are prepared to resubmit at the next PPOHA opportunity. A copy of the PPOHA GSLIS proposal abstract is included in Appendix IV.7.

GSLIS supports the recruitment and retention of a diverse student body through scholarship support as well, shown in Figure IV.3. These scholarship programs, together with the PPOHA grant proposal, seek to recruit a student body that parallels as closely as possible the ethnic and cultural diversity of the geographical area in which Dominican University operates.

Furthermore, the university is committed to maintaining a campus climate that affirms a shared humanity and a spirit of inclusion. For example, in response to the Department of Education's April 2011 "Dear Colleague" letter regarding an expansion of Title IX implications for higher education, the university launched a campus-wide, comprehensive [One Process initiative](#) in 2014 regarding expectations for community conduct and allowing an open process for reporting concerns and complaints. This fully developed plan for the campus community, along with the hiring of a new Chief Diversity Officer in July 2015, signal an intentional campus effort toward these comprehensive initiatives.

Enrollment Trends

GSLIS is not immune to societal trends that affect professional graduate education enrollment, nor those affecting the library and information science profession nationwide. GSLIS MLIS enrollment decreased from 691 in 2009 to 405 in 2014. According to figures published in *PRISM: The Newsletter of the ALA Office for Accreditation*, nationwide enrollment in ALA-accredited master's degree programs declined 25% from 2009 to 2014, while the number of programs increased. However, targeted efforts, creative leadership and strategic planning help our MLIS program to remain viable. Figures IV.4 and IV.5 demonstrate the change in enrollment over time as well as the healthy and consistent ratios of applications to matriculation.

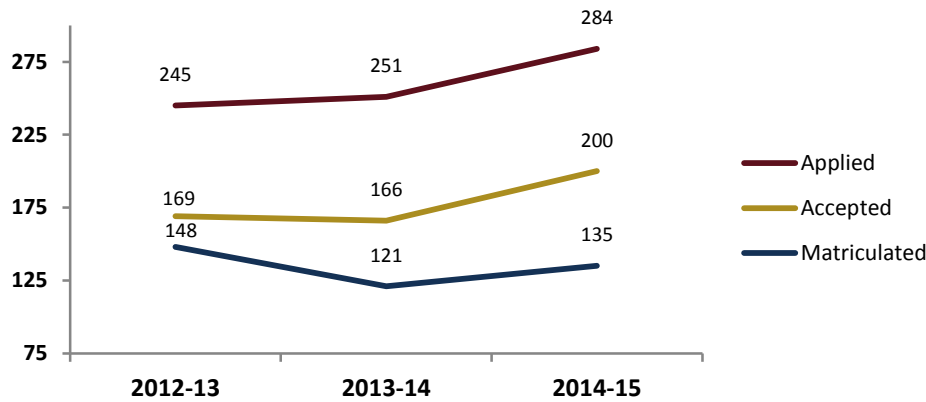
GSLIS is currently engaged in developing three strategic directions to both strengthen our core program, the MLIS, as well as move the school forward as the LIS profession continues to develop. Specifically, the three strategic directions include program growth and innovation, a focus on partnerships, and integration of twenty-first century skills across all areas of the curriculum. Program growth and innovation may mean working more closely with Dominican's Rosary College of Arts and Sciences to develop an informatics major to serve as an undergraduate "anchor" program for the MLIS; partnerships include such initiatives as the Skokie Public Library internship program which enables and supports increased bridge-to-career opportunities for MLIS students; integrating twenty-first century skills across the curriculum builds on progress already achieved within the MLIS course of study to make sure we not only keep up with, but lead, technological progression in the field. Additionally, we seek to continue to streamline processes, while continuing to balance efficiency with our ability to offer flexibility and personalized experiences to MLIS students. While GSLIS enrollment numbers may be smaller than in the past, our student, alumnae/i, and employer satisfaction remains high and reveals steadily increasing program satisfaction and perceived value from the program experience overall.

Figure IV.4 MLIS enrollment 2009-2015

	2009	2010	2011	2012	2013	2014
Total MLIS head count	691	670	629	560	478	405

On average, 52% of all applicants and 76% of all accepted applicants matriculate to enrollment. As illustrated below in Figure IV.5, applications to the MLIS are steadily increasing, perhaps due in part to our improved admission, marketing and outreach efforts discussed in this chapter. Evidence of this stability is that GSLIS new student enrollment for fall 2015 increased by 3.6% from fall 2014.

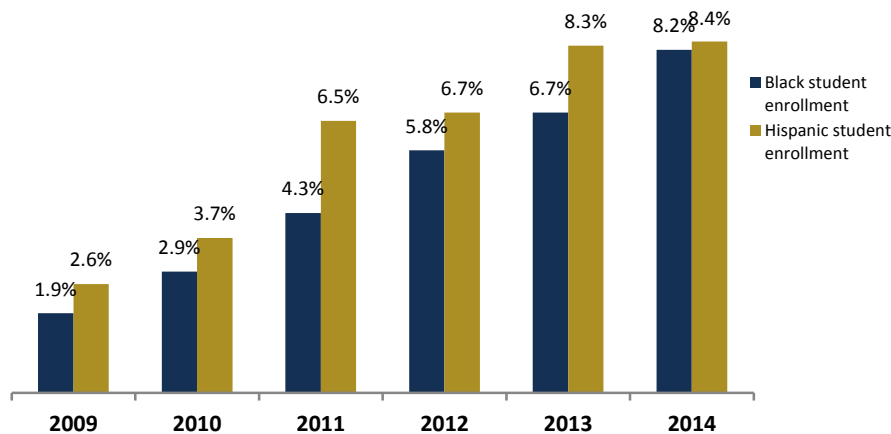
Figure IV.5 Applications for the MLIS degree over three years



Composition of the Student Body

The GSLIS student population is becoming increasingly diverse. In 2009, 5.4% of the GSLIS student body included students from underrepresented groups, and by 2014, underrepresented students increased to 20.4% of the MLIS population. The increased percentage of Black (not of Hispanic origin) and Hispanic students is particularly noteworthy. Figure IV.6 illustrates this steady and increasingly diverse MLIS population since 2009.

Figure IV.6 Growth in Black and Hispanic student enrollment in MLIS 2009 - present



The gender of the MLIS student population has remained consistent over the past six years and is consistent with the gender ratio in the field in general. The GSLIS population, on average, is 79% female and 21% male, as itemized in Figure IV.7.

Figure IV.7 GSLIS enrollment demographics 2009-14

	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
Ethnicity/Race						
American Indian or Alaska Native	0.1%	0.1%	0.3%	0.3%	0.4%	0.2%
Asian	0.7%	1.8%	2.3%	2.4%	1.6%	1.9%
Black or African American	1.9%	2.9%	4.3%	5.8%	6.7%	8.2%
Hispanics of any race	2.6%	3.7%	6.5%	6.7%	8.3%	8.4%
Nonresident Alien	0.0%	0.0%	0.2%	0.5%	1.2%	1.0%
Race and Ethnicity unknown	76.1%	51.2%	21.9%	7.6%	8.3%	5.5%
Two or more races	0.1%	1.2%	1.7%	1.4%	0.8%	0.7%
White	18.4%	39.0%	62.6%	75.1%	72.7%	66.3%
Gender						
Male	20.2%	20.1%	21.6%	21.3%	19.8%	20.9%
Female	79.8%	79.9%	78.4%	78.7%	80.2%	79.1%
Age						
22 - 24	11.3%	11.1%	11.0%	9.8%	8.9%	8.8%
25 - 28	24.4%	26.2%	28.8%	28.2%	30.4%	29.0%
29 - 31	11.6%	12.8%	15.7%	15.1%	12.4%	16.8%
32 - 40	20.4%	19.8%	18.4%	21.2%	21.3%	16.8%
41 - 50	18.8%	16.3%	13.5%	12.9%	14.4%	15.1%
51 - 60	12.4%	12.5%	11.2%	11.2%	9.9%	10.7%
61 and above	1.0%	1.3%	1.4%	1.5%	2.6%	2.9%

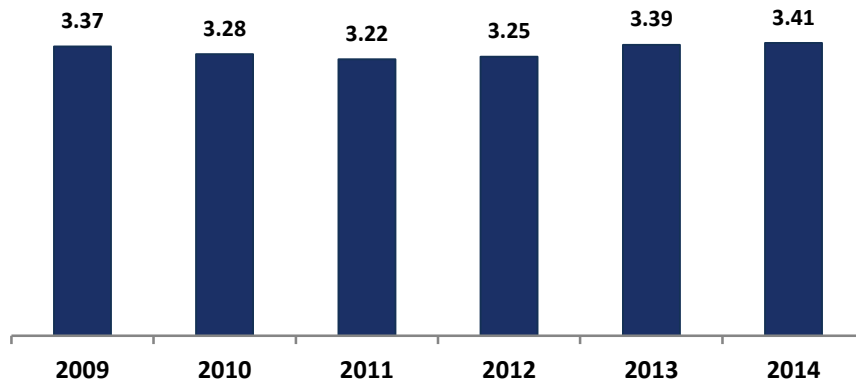
The 25-28 year old age group is consistently the largest or most common age represented in the GSLIS population over time. In 2014, for example, 29% of the student body was between 25 and 28 years old. Steady decrease in the number of recent undergraduates enrolling in GSLIS (22-24 year olds) is evident as well as increasing numbers from the 29-31 age group.

Academic Profile

The academic profile of the GSLIS enrollment remains consistent over time. Students enter the MLIS program with an average undergraduate GPA of 3.37, consistent with our admission standards, which require a minimum 3.0 GPA. MLIS students maintain strong GPAs while enrolled. Figure IV.8 illustrates the average Dominican GPA of currently enrolled MLIS students each year since 2009.

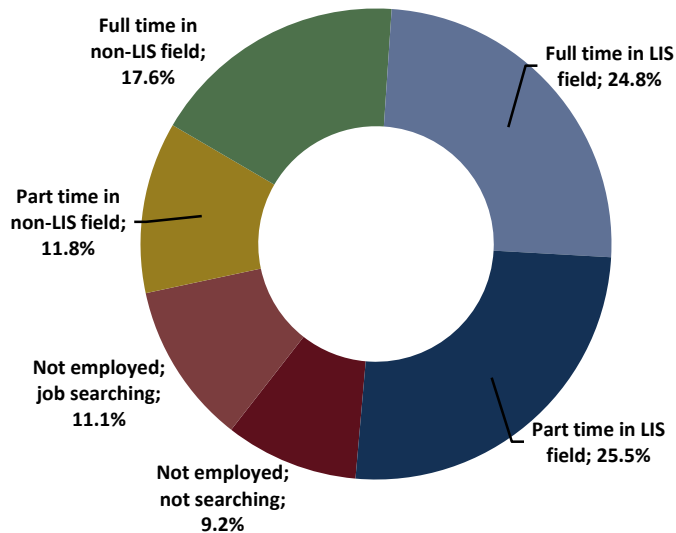
Figure IV.8 MLIS students' average GPA over six years

Average Dominican University GPA of MLIS students



Average enrollment statistics over the past three years indicate that more MLIS students are enrolled part-time (57%) versus full-time (43%) in GSLIS coursework. A likely contributor to students' decisions to enroll full- or part-time is the extent to which they work in addition to taking courses. As illustrated in Figure IV.9, on average over three years, half of MLIS students are currently working in the LIS field, approximately 30% work outside the field and 20% are not employed.

Figure IV.9 Average MLIS student employment status while enrolled in GSLIS



***Standard 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.*

Numerous means are used for disseminating information about the program to prospective and current students, faculty and staff, and to the public in general. In addition to a printed university-wide *Student Handbook & Planner*, GSLIS provides comprehensive information online regarding GSLIS programs, policies, and services. Providing such information online allows for the greatest degree of currency in presentation. Information about GSLIS's programs and policies is also available online in PDF format in the [GSLIS Bulletin](#), which is updated biennially. Updates to all GSLIS web content is made as soon as a policy, course, or program is instituted or changed. The GSLIS web presence has two interfaces: 1) an “[external” site](#) serving primarily as a recruitment tool and secondarily as a source of information for students and faculty; and 2) an “internal” intranet, [myDU](#), which serves primarily as a place for GSLIS students to access schedules, manage their student account, register for courses, keep apprised of deadlines, and learn about upcoming events. The GSLIS staff provides the content for all program and policy information on the external and internal websites, with assistance from the Office of Marketing and Communication and the IT Department. The GSLIS assistant dean is charged with the primary responsibility to ensure that all web content is effective and up-to-date.

Examples of information found on the GSLIS website:

- [Programs \(degrees, certificates, descriptions, requirements\)](#)
- [Admissions process and requirements](#)
- [Scholarships and financial aid](#)
- [How to contact faculty and staff](#)
- [Course descriptions](#)
- [Academic policies](#)
- [Career services](#)
- [GSLIS news and upcoming events](#)

Examples of information found on the [myDU intranet](#):

- [Pay bills \(Student Accounts\)](#)
- [Register for courses \(Registrar\)](#)
- [Drop courses \(Registrar\)](#)
- [View course schedules for current, past, and immediate upcoming semesters](#)
- [Change of advisor form \(Schools—GSLIS—Forms\)](#)
- [Practicum or independent study paperwork \(Schools—GSLIS—Forms\)](#)
- [Signal intent to graduate with a certificate \(Schools—GSLIS—Forms\)](#)
- [Request a transcript \(Registrar\)](#)

Students are encouraged to reach out to GSLIS office staff or faculty advisors if they cannot find the information they seek easily online. In-person information is conveyed to new

students at orientations that occur three times each year, to correspond to the three semesters in which students may begin the MLIS program (fall, spring, and summer). In addition, university orientation information is available online via a series of videos about university-level offices and services including the Registrar's Office, Student Accounts, the Wellness Center, the Dean of Students' Office, and others, which enables students who choose to take courses primarily online to access the information they need. The videos are also available to in-person students who may not be able to make it to an in-person orientation.

While it is currently already possible to earn the entire MLIS in an online or hybrid format, GSLIS is continually increasing the number of courses available in those formats and has begun to expressly market this opportunity; as part of this process a more extensive online GSLIS-focused orientation is in development and is included in the *Bridge Plan for Strategic Priorities*. In the meantime, all incoming students, including those who plan to earn the MLIS primarily online, are directed to the [“Accepted Students”](#) section of the GSLIS website, which outlines initial information and steps to take to get started.

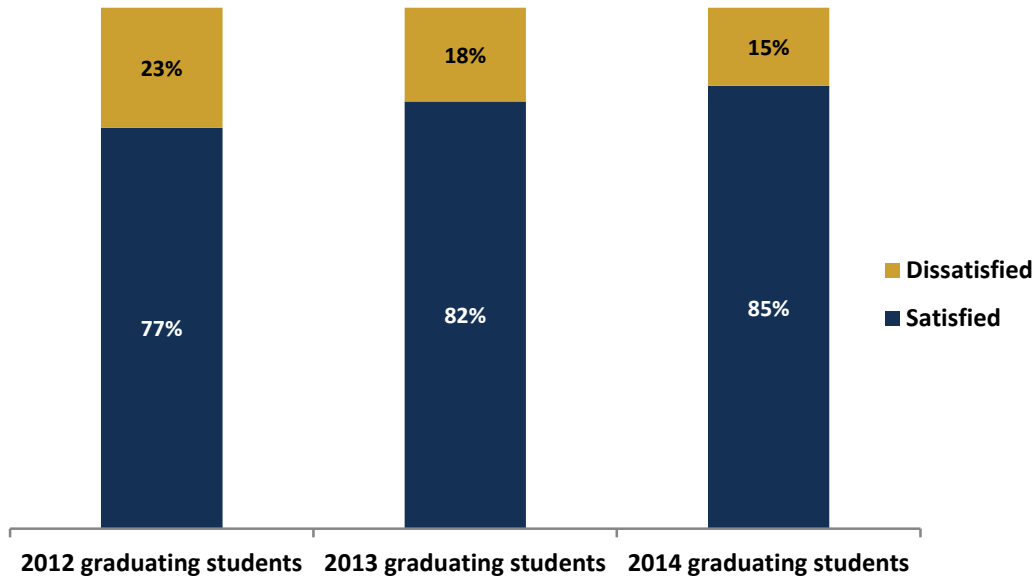
During the in-person orientation sessions, GSLIS participates in a campus-wide graduate school orientation at which incoming students from all graduate schools meet, mingle, and have the opportunity to register for classes, get a student ID, pay tuition, etc., then take a campus tour, then meet in breakout sessions specific to each graduate school. School-specific information includes an introduction to courses of study, the opportunity to meet faculty and staff, information about student organizations, and more. A sample orientation agenda is included in Appendix IV.8.

The GSLIS office alerts students to internal and external opportunities, events, deadlines, announcements, and news with a daily email blast, as well as notification on a flatscreen monitor outside the office. Monday email blasts are dedicated to announcements from LISSA, the Library and Information Science Student Association, and Thursdays to career opportunities. Other email blast content includes administrative reminders, external scholarship opportunities, conferences and events of interest, and more. Sample GSLIS email blasts are included in Appendix IV.9.

Graduating student survey data suggests that students are highly satisfied with GSLIS communication about program requirements. A steady increase in satisfaction—from 77% in 2012 to 85% in 2014—suggests that efforts to improve advising, website content and delivery, and orientation events are making an impact on student perception of program communication.

Figure IV.10 GSLIS Graduating students satisfaction with GSLIS communication about program requirements: 2012-2014

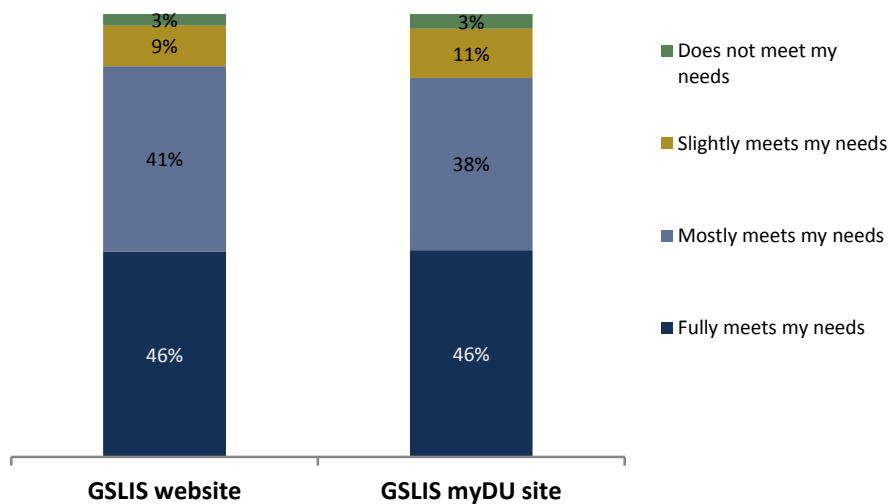
How satisfied are you with GSLIS communication with you about program requirements?



Evidence from the current student survey suggests that current MLIS students are highly satisfied with GSLIS communication through the website, as shown in Figure IV.11, with 88% of students reporting that the GSLIS website fully or mostly met their needs.

Figure IV.11 Current student satisfaction with GSLIS web presence

To what extent do the GSLIS website and the myDU site meet your needs?



Standard 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.

Longstanding admissions policies have served the school and our students well. GSLIS admission requirements, which are set by the GSLIS Council, include a bachelor's degree or higher with a GPA of at least 3.0 on a 4.0 scale, a completed online application, two letters of recommendation from supervisors or instructors, a \$25 admission fee, and a 500-word essay. Applications are accepted on a rolling basis, and incoming students may begin the MLIS program at any one of three semesters in the academic year: fall, spring, or summer. Admitted students may defer enrollment for a maximum of one year and files are kept for one year after date of admission. Thereafter, the student must formally reapply for admission, as must an applicant who withdraws his/her application after it has been submitted.

In addition to meeting the general requirements for admission, applicants who were educated outside the United States must demonstrate English language proficiency, and have official credential evaluations completed by ECE (Educational Credential Evaluators, Inc.) or other such agency at the applicant's expense. GSLIS retains all responsibility for all admission decisions; the GSLIS assistant dean issues decisions based on the criteria listed above with input from the GSLIS Admission Committee, which consists of three faculty members.

With the implementation of a centralized admissions process supporting all of Dominican's graduate schools, GSLIS recently updated one admission policy and clarified another to become consistent with the other schools on campus. First, we updated our admission policy to enable applicants with one item not met at the minimum level to enroll on a conditional basis, with the expectation that the condition must be fulfilled by the end of the student's first semester in GSLIS. This practice is conveyed to students on an individual basis by the Enrollment Management staff and is described on the admission page of the GSLIS website. Second, in cooperation with the onsite [ELS Language Center](#), GSLIS agreed (as well as all other Dominican graduate schools) to offer a conditional acceptance letter to applicants from outside the United States who are currently enrolled in an ELS program, provided they meet all other GSLIS admission standards while their ELS certificate proving English language proficiency is in progress. Formerly, the only conditional admission GSLIS offered was to students who applied in the final semester of the bachelor's degree program and the condition was to submit final transcripts. Allowing these additional acceptance conditions not only increased consistency across the various Dominican graduate schools, but also enabled a larger and broader group of applicants to potentially benefit from the MLIS, without compromising the admission standards

established to help students enroll and succeed in their MLIS studies. Beginning with the summer 2013 semester, GSLIS promoted the opportunity to take courses as a student-at-large as a recruiting tactic, not just for practicing librarians wishing to take courses for full academic credit for professional development purposes. The student-at large option enables students to take courses without being fully admitted, although such students can only take up to six credit hours that may be applied toward an eventual degree, and must complete the full application process and be accepted into the program in order to convert to degree-seeking students. Figure IV.12 itemizes the movement of conditional, students-at-large and acceptance rates since the admission policy changed to allow conditional acceptance, the clarification to formalize the process for international students, and more intentional promotion of the student-at-large option.

Figure IV.12 Conditional and at-large admission decisions

	2012-13	2013-14	2014-15
Number of students accepted as “conditional”	1	8	12
Number of students accepted “at-large”	0	4	20
Portion of conditional students who fulfilled all conditions on time	0%	75%	100%
Portion of “at-large” students who enrolled full-time in MLIS	-	50%	20%

***Standard 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.*

Programs of Study

Students in the MLIS program have the opportunity to construct coherent programs of study, based on their interests within the profession. As discussed in Chapter II, the MLIS curriculum features three required foundational core courses and one additional required course, and allows students to select eight electives (or more, if students take some half-credit courses). The GSLIS Council believes the combination of four required courses and 24 course hours of electives offers a suitable balance between prescription (in order to ensure a core knowledge base) and flexibility (to enable students to tailor their study among a broad range of possible specializations).

Students choose these electives with help from their faculty advisors. Advisors are assigned to new students based on information in the student’s application that would indicate an existing area of interest. Electives may be chosen to suit an individual’s career goals, or may be selected based on a pathway or a certificate. Pathways are recommended menus of courses suggested by the GSLIS faculty that prepare students for a particular career path, yet the pathways do not need to be formally declared or followed strictly. Certificates, however, are an added credential that is noted on a graduate’s transcript, and as such, must be declared and followed as prescribed in the curriculum. Certificates may be earned on top of an existing MLIS. [Pathways](#) are listed on the GSLIS website and include: 1) academic

libraries; 2) cataloging and classification; 3) management and administration; 4) public librarianship; and 5) reference services. [Certificates](#) are also listed on the GSLIS website and include: 1) archives and cultural heritage resources and services; 2) data and knowledge management; 3) digital curation; 4) digital libraries; 5) informatics; 6) web design; and 7) youth services. Figure IV.14 illustrates the number of certificates awarded with the MLIS over the past five years.

Programs of study are initially presented to prospective students at information sessions and to accepted students at orientations. Faculty advising is the primary way students ensure their course of study is coherent, meets their needs, and enables them to graduate within the required six-year period. Advising aids include an online advising worksheet built into the myDU intranet and a Student Progress Plan (Appendix IV.10) document that can be used in advising meetings. The curriculum for the school library media program (SLMP) within the MLIS is much more prescribed than the general MLIS due to state standard requirements, and as such, the program has its own faculty advisor and a customized SLMP Progress Packet (Appendix IV.11).

On average, the majority of students (73% collectively) complete their degrees in two to three years; the maximum allowable time is six years and the shortest possible amount of time to degree is one year. Less than 15% of MLIS students take five or six years to complete.

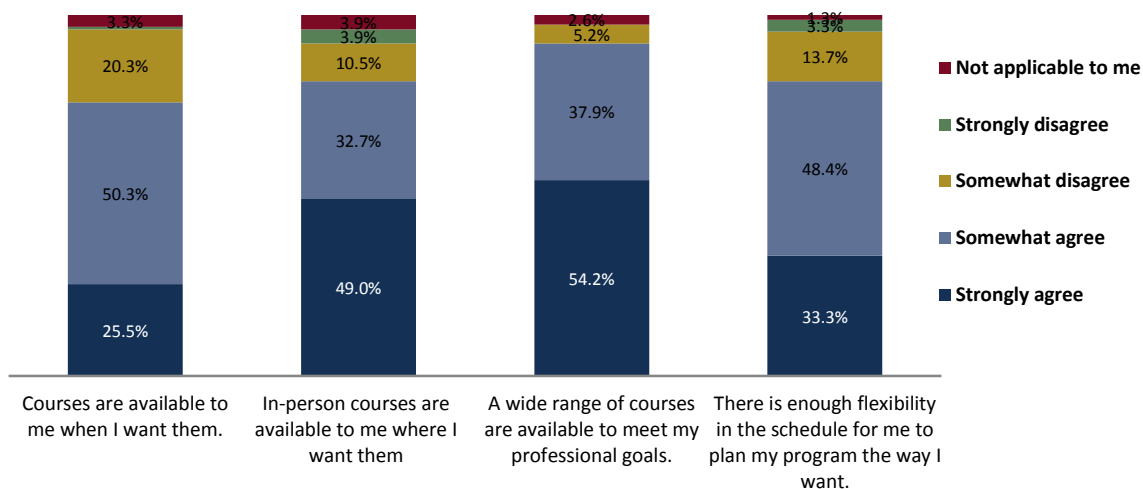
Figure IV.13 Time to MLIS degree over six years

Time to degree	Average 2009 - 2014	2009	2010	2011	2012	2013	2014
1 Year	1%	1%	1%	3%	1%	1%	1%
2 Years	37%	31%	34%	46%	42%	37%	29%
3 Years	36%	40%	30%	31%	39%	39%	44%
4 Years	12%	11%	20%	9%	9%	11%	13%
5 Years	7%	10%	7%	5%	4%	7%	6%
6 Years	7%	7%	9%	6%	6%	5%	8%
Total Graduates	1092	198	210	219	179	167	119

Figure IV.14 Number of certificates offered over five years

Certificate	MLIS with number of certificates awarded				
	2010-11	2011-12	2012-13	2013-14	2014-15
Archives and Cultural Heritage Resources and Services	NA	1	15	14	11
Data and Knowledge Management	0	0	0	0	2
Digital Curation	NA	NA	NA	NA	2
Digital Libraries	NA	NA	NA	NA	1
Informatics	NA	0	1	0	0
Web Design	NA	NA	NA	NA	0
Youth Services	NA	0	5	21	20

Figure IV.15 Current student rating of course availability, flexibility and range



The dean works closely with the faculty to plan and administer a schedule of course offerings that is flexible and sequenced appropriately to meet the needs of all students and the variety of pathways and certificates, and to ensure that a degree can be completed in at least two years. A course rotation schedule is made available for students to use in the planning of their program of study (Appendix II.4).

As seen in Figure IV.15 above, the current student survey evidence suggests that current MLIS students are very satisfied with the range of courses available to meet their professional goals. Students also agree that the schedule of course offerings offers enough flexibility in the schedule to plan programs to their satisfaction.

Guidance, Counseling, and Placement Assistance

Faculty Advising

GSLIS encourages students to consult with faculty advisors throughout their academic career, for course selection, e-Portfolio planning, and general guidance. Faculty advisors are notified when academic or personal concerns are brought to the attention of the dean. Each semester, the registrar’s office sends the dean a list of all students with cumulative GPAs below 3.0. The GSLIS faculty advisor is also notified. Students are also encouraged to reach out to any member of the faculty with questions about particular courses or certificates. The GSLIS low faculty-student ratio enables a strong sense of community and accessibility to faculty members.

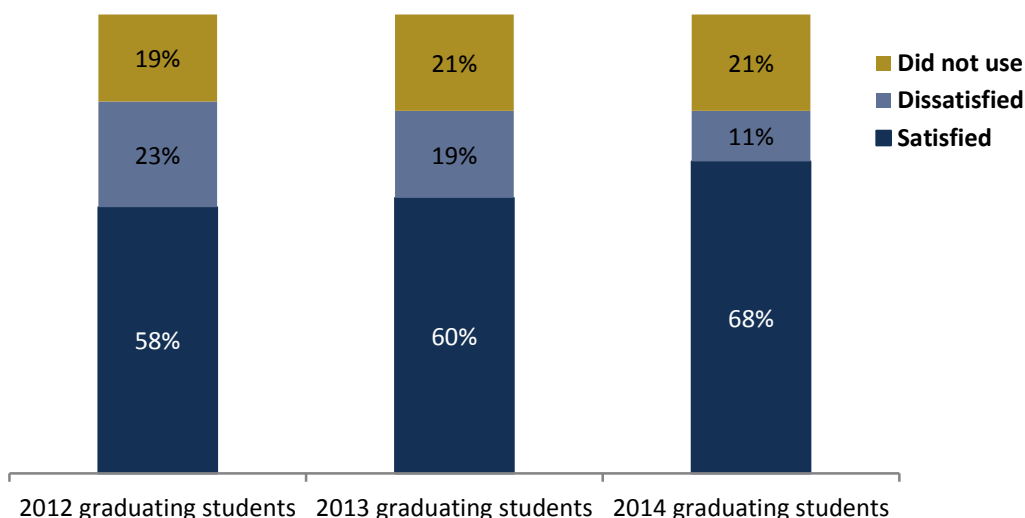
Significant improvements were made to improve the overall quality and consistency of faculty academic advising over the past three years. In 2012, the Graduating Student Survey data revealed that 23% of students were dissatisfied with academic advising. Faculty discussion of the data resulted in the empaneling of an Advising Task Force that was charged with developing improvements to advising policy and practice. The task force, comprised of seven faculty and staff members, brought forth its recommendations to the GSLIS Council and as a result, the GSLIS implemented a number of strategies aimed at increasing the quality and consistency of academic advising. These implemented strategies

include: 1) the introduction of “Pizza and Professors: GSLIS Curriculum Night,” an evening once per semester open to all students where the entire faculty is available to discuss new courses, answer questions, and interact informally; 2) improved communication and alert system in which faculty advisors are notified each time a new advisee is assigned to them to facilitate early and immediate outreach; 3) heightened attention to the advisor/advisee relationship at all GSLIS open houses and information sessions; 4) addition of clarifying [information about advising on the GSLIS website](#); and 5) the creation and dissemination of an “[Advising FAQ](#)” for use by both faculty members and students.

Steady increase in graduating student satisfaction with faculty advising is very evident across the annual graduating student survey data. The portion of students reporting dissatisfaction with academic advising decreased by half to 11% by 2014, and satisfaction increased by ten percentage points from 58% in 2012 to 68% in 2014, as illustrated in Figure IV.16 below.

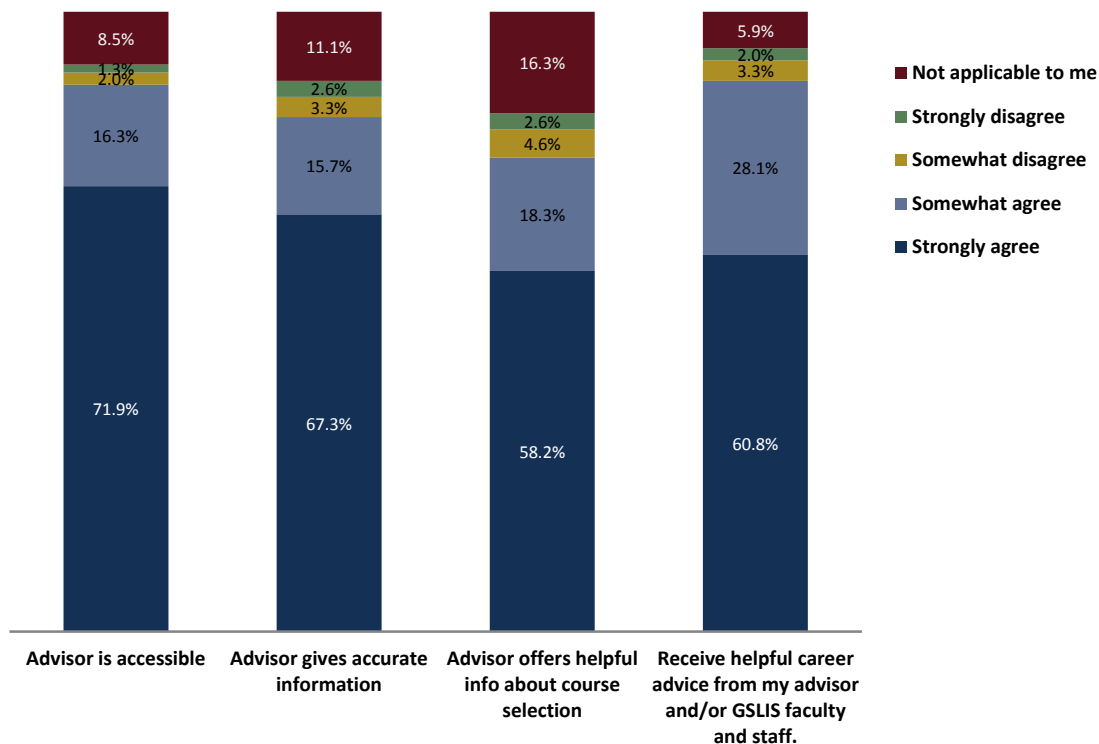
Figure IV.16 GSLIS graduating students' satisfaction with academic advising: 2012-2014

How satisfied are you with the overall quality of academic advising?



Likewise, current students report satisfaction with the advising experience, as seen in Figure IV.17 below. Over 70% strongly agree that advisors are accessible and clear majority perceive the advisors to be giving accurate and helpful information with regard to course selection.

Figure IV.17 GSLIS current students' perceptions of varied aspects of the advising experience



Academic Enrichment Center

The University's [Academic Enrichment Center \(AEC\)](#) strives to enhance the quality of formal, informal, and experiential learning for all Dominican students (both graduate and undergraduate). Through continuing programs and emerging initiatives, the center provides students with a supportive learning commons where they can step beyond the comfortable routines of the classroom and pursue a more dynamic and intentional role in shaping themselves.

The AEC consists of four units, each intended to encourage students to cultivate intellectual independence, imagine what sort of moral, professional, and publicly engaged people they wish to become, and pursue experiences that will help them make that possible. The four units are 1) Literacy and Learning Resources; 2) Career Development; 3) Global and Civic Engagement; and 4) Research and Creativity.

GSLIS faculty members encourage their students to avail themselves of any and all AEC resources needed to support their individual courses of study as appropriate, particularly when a student's work early in the course indicates a potential concern. The AEC services are introduced in detail in a series of Dominican University student orientation videos, and noted also in GSLIS-specific orientation events. GSLIS has established an [academic probation policy](#) for students whose GPA falls below a 3.0. In those cases, the Registrar's Office notifies the GSLIS dean, who in turn, sends a letter informing the student of his/her probationary status. A hold is placed on future course registrations until the GPA can be returned to a 3.0. The dean offers the student the opportunity to meet with her to address

academic need/concerns, and also suggests that the student meet with his/her faculty advisor.

Accommodations for Student with Disabilities

At Dominican University, no qualified individual with a disability will be excluded from participation in or be denied the benefits of the services, programs, or activities of the university. The [Dean of Students' office](#) is a university resource promoting barrier-free environments (physical, program, information, attitude) and assists the university in meeting its obligation under federal statutes in regard to the rights of students with disabilities. Dominican University is a member of the Association of Higher Education and Disabilities (AHEAD) and follows their best practices recommendations on appropriate documentation. The Dean of Students' office coordinates providing necessary and appropriate services for students with special needs. Upon receipt of appropriate documentation of disability, this office assists by providing or arranging appropriate auxiliary aids and services, reasonable accommodations, academic adjustments and consultation. In some instances, the Dean of Students' office acts as a liaison with other appropriate state and federal agencies. Students are encouraged to meet individually with the dean of students to determine what specific services and accommodations are needed. The dean of students is available to consult with GSLIS faculty members and also provides a statement about accommodations for inclusion in syllabi:

If you have a specific disability that qualifies you for academic accommodations, please contact Disability Support Services in the Dominican University Dean of Students office to make an accommodations request. Once your eligibility has been determined, DSS will provide you with an Academic Accommodation Approval form for you to give to your instructors indicating which accommodations have been approved.

The Wellness Center

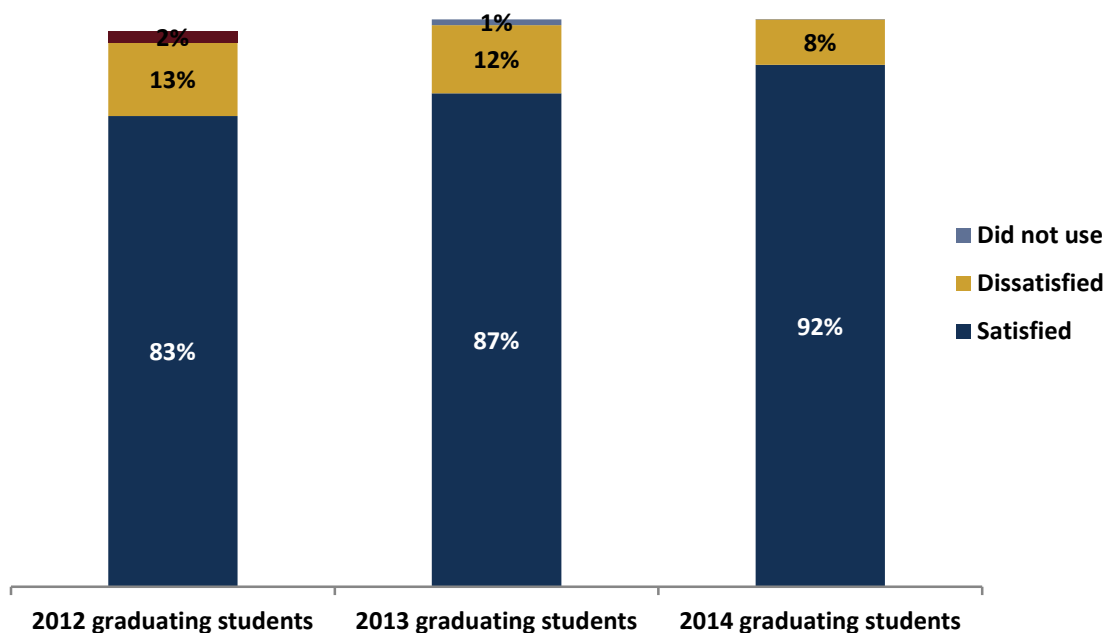
The [University Wellness Center](#) is uniquely positioned to assist students in their physical and psychological development while at the same time working in collaboration with other areas of the university to assist students in their total human development. In recognition of the dignity of every student enrolled at Dominican University and in keeping with the Catholic and Dominican traditions that inform the character and mission of the university, the Wellness Center seeks particularly to serve students' individual health and counseling needs. The Health Services office provides assessment, diagnosis and treatment of most health issues. Referrals to an off-campus health care provider will be made if the Wellness Center is unable to address the health problem.

Health Insurance

All students who are registered for six or more credit hours are eligible to enroll in one of Dominican University's student health insurance plans.

Overall, graduating students appear to be highly satisfied with the quality of university services, as evident in Figure IV.18 below.

Figure IV.18 Graduating student satisfaction with all university services 2012-14



Placement

GSLIS employs an LIS-focused Coordinator of Clinical Practice and Career Services whose duties include disseminating opportunities for part- and full-time library and information jobs, with special attention to current students seeking to build experience and students nearing graduation in search of their first professional position. Students receive a weekly email detailing newly posted positions, which are also added to an online job opportunities database, [College Career Central](#). The coordinator also runs periodic workshops on topics including resume and cover letter preparation and interview practice. Information about LIS careers and resources is available on the GSLIS website under [Academics & Programs—Student Resources—Career Services](#). All MLIS students who meet the practicum [eligibility requirements](#) are placed at a practicum site.

The coordinator’s activities complement an annual “Career Day” event sponsored by the GSLIS Alumni Council each February. These events are free for students and alumnae/i to attend, and feature either a keynote speaker or panel presentation, followed by round robin-style table discussions of topics such as social networking and the job search, negotiating a job offer, interview tips and tricks, and more, with networking among students, alumnae/i, and guest speakers. A sample Career Day agenda is included in Appendix IV.12.

The coordinator is also responsible for maintaining relationships with library and information services organizations and oversees student placements for library practicums and school library media student teaching and observation. Practicum sites include academic, public, and special libraries, archives and historical societies, museums, and corporations, among others. The School Library Media Program hosts a [dedicated SLMP intranet site](#) to post school library media positions and share resources about clinical

experiences, career-related events, networking opportunities and interviewing resources. The site includes [a map](#) that demonstrates the extensive placement of GSLIS alumnae/i in various school library positions throughout the region and the nation. Figure IV.19 highlights all GSLIS career and internship related activities over the past year.

Figure IV.19 GSLIS career related activities 2014-15

Activity	Number of participants or events
Approximate individual career counseling sessions	400
Practicum and Internship placements	32
Job postings on CollegeCentral Network	675
Career workshops	3 per year
Alumni Council Career Day event	1 per year

Alumnae/i Placement

The university’s Office of Alumnae/i Relations and the Office of Institutional Research conducts annual graduating student (exit) surveys and annual one-year out alumnae/i surveys to track the employment and professional experiences of all MLIS students. GSLIS also reaches out to connect with alumnae/i through LinkedIn groups and personal contacts. Alumnae/i news, including jobs and promotions, is posted in the GSLIS [Off the Shelf e-newsletter](#) on a quarterly basis.

Immediately upon graduation, survey data suggest that less than 50% of exiting students are employed in the LIS field, and on average, 25% are employed part-time and seeking full-time employment in the field, or 25% are unemployed and seeking full-time employment in the field (Figure IV.20). One year later, more MLIS alumnae/i report gaining full- and part-time employment in the LIS field. As illustrated in Figure IV.21, an average of 64.2% of GSLIS alumnae/i report being employed full-time in an LIS position.

Figure IV.20 New graduates’ employment status upon graduation

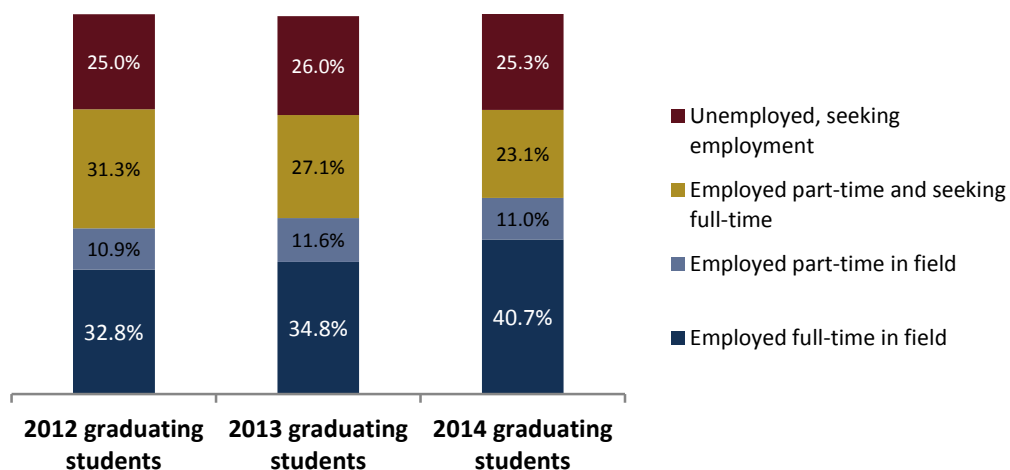
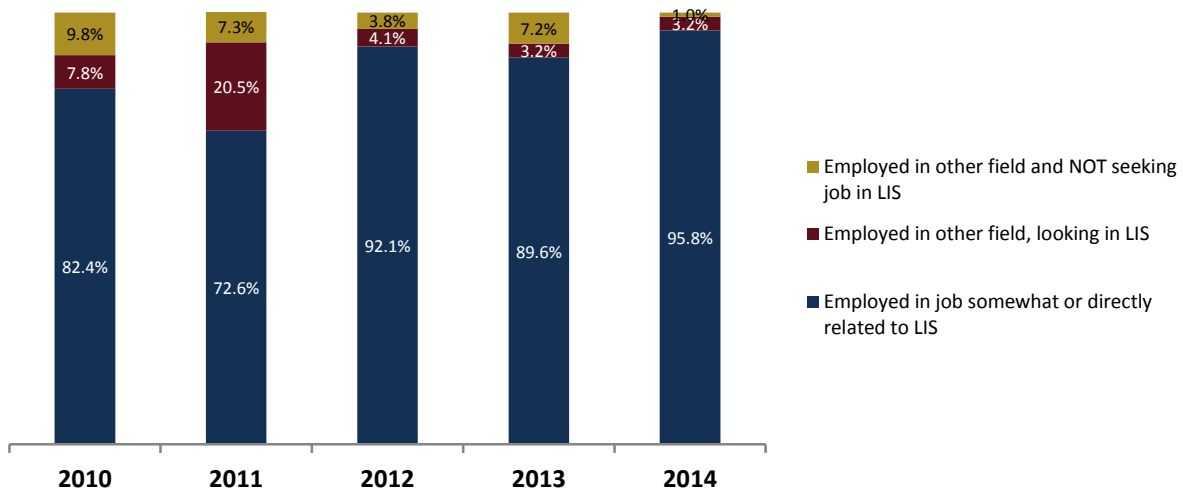


Figure IV.21 Alumnae/i employment rates

Survey year	2010	2011	2012	2013	2014
1-year out alumni survey response rate	30%	41%	38%	45%	48%
Employed full-time in field (30 + hours per week)	57.7%	58.9%	64.3%	77.5%	62.5%
Employed part-time in field (≤ 30 hours per week)	17.5%	9.1%	6.0%	12.5%	11.3%
Employed part-time and seeking full-time	11.8%	13.9%	13.1%	6.3%	15.0%
Unemployed, seeking employment	5.0%	13.9%	15.5%	2.5%	10.0%
Unemployed, not seeking employment	8.0%	4.2%	1.2%	1.3%	1.3%

Shown in Figure IV.22, among those who are employed, the majority are employed in positions somewhat to fully related to the LIS field. A small portion of alumnae/i are employed and still searching for a more related LIS position, and few are employed in another field with no intention to seek employment in the LIS field.

Figure IV.22 Alumnae/i employment in LIS field



GSLIS alumnae/i are employed in a wide variety of positions in the library and information science profession across the region and nation. A representative listing of professional positions held by GSLIS graduates is found in Appendix IV.13. The School Library Media Program maintains a nationwide map on its [website](#) that indicates school library positions (and their employers) held by GSLIS alumnae/i.

Standard 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.

Course Evaluations

GSLIS relies on course evaluations both to improve individual courses and to make adjustments to the broader curriculum.

In the fall of 2011, the university moved from paper course evaluations to a standardized online evaluation. GSLIS encourages all faculty members to remind students of the need for and value of survey completion, and added the following language to every syllabus:

Near the end of the semester you will be asked to evaluate this course in an anonymous online form on myDU. Participating in the course evaluation is an important aspect of being a member of the Dominican community. We all, students and instructors alike, rely on feedback so that we might grow and improve. Dominican instructors are always looking for ways to improve student learning and we can't do it without your feedback and comments. Since the course evaluation is electronic, it can be completed at your convenience, outside of class. Although it is accessed using your Dominican username and password, all responses are submitted anonymously. Course instructors are not provided access to their course evaluation reports until after final course grades have been submitted to the Registrar's Office, so you should feel confident in providing candid feedback, knowing that your evaluation will not affect your course grade.

GSLIS performs well in teaching evaluations compared to the university as a whole and to the other graduate schools. Refer to Figure III.8 for details on these comparative scores. Looking at fall and spring semester course evaluations from 2011 to 2014, GSLIS mean scores were consistently higher than university-aggregate mean scores across 28 of the 30 categories. For the fall 2014 semester, GSLIS mean scores were higher than composite scores from the other Dominican University graduate schools in 29 of 30 categories.

While student evaluation scores remain strong, GSLIS faculty members are encouraged to use student feedback and their own assessment data to improve teaching and learning. In an effort to improve this reflective and continuous improvement process, the dean launched assessment data discussions at selected GSLIS Council meetings. In November 2014, faculty prepared evidence on course-related improvements and changes made as a result of their assessment findings and course evaluations. Changes include revisions made to assessments, adjustments made to course sequencing, additional resources/readings added, and revised content delivery.

LISSA

The [Library and Information Science Student Association \(LISSA\)](#) is GSLIS's student chapter of the American Library Association, and provides mechanisms for students to participate in the development and implementation of policies affecting students. A LISSA representative attends and participates in each of the GSLIS Council meetings. Time is designated at each meeting for the LISSA representative to present a formal report as well as to raise any student concerns or issues (Appendix IV.14 Sample LISSA reports). The LISSA representative participates in the discussions about academic and student affairs policies and his/her opinion is solicited frequently, in and out of meetings. The dean appoints LISSA representatives to special task forces and initiatives to ensure the consideration of student perspectives.

Every student belongs to the LISSA, whose mission is to enhance students' education by building community, providing opportunities for professional development, and giving

voice to the GSLIS student body. A faculty liaison, elected by the faculty each year, advises the LISSA officers as they organize events, develop service projects, and participate in GSLIS business.

LISSA events include tours of libraries and information centers including the Chicago Botanic Garden, the Oak Park Public Library, the Newberry Library, the Brookfield Zoo, and the Federal Reserve Bank; presentations by professional association representatives; and a variety of social events designed to give students an opportunity to meet and visit. LISSA also participates in new student orientations and offers technology workshops.

LISSA sponsors service projects in the community. Service projects include library-related opportunities, such as sorting books for the Oak Park Public Library Friends of the Library Booksale, and more general opportunities, such as sorting and stocking food at the Oak Park/River Forest Food Pantry. Not only do these projects support the university's mission, to pursue truth, to give compassionate service, and to participate in the creation of a more just and humane world, but they put GSLIS students in the position of making their own connections between their learning in the classroom and their effectiveness in the community.

Society of American Archivists (SAA) Student Chapter

GSLIS sponsors an active Society of American Archivists (SAA) student chapter which provides, among other activities, sessions to help students learn about the field of special librarianship. Examples of events include an on-campus lecture presented by the corporate archivist from Walgreens, a trip to the Illinois Holocaust Museum and Education Center in Skokie, Illinois; and a videoconference "tour" to the National Baseball Hall of Fame in Cooperstown, New York. In addition, the group maintains [a Facebook page](#) and posts career openings, scholarship and conference support opportunities, and news articles of interest to archivists and aspiring archivists.

Building Community within GSLIS

In response to previous student survey data from 2008 that indicated a less-than hoped for sense of community, GSLIS set about to create additional opportunities to gather and build community. GSLIS faculty and staff were determined to add both social and academic opportunities outside of the classroom to facilitate community between students and faculty. One ongoing event, for example, is the Butler Children's Literature Center monthly book discussion group, Butler Book Banter (B3), that mixes students and working professionals. Pizza and Professors (GSLIS Curriculum Night) is another such opportunity. In April 2015, GSLIS sponsored the school's first One School One Book program, with Chimamanda Ngozi Adichie's *Americanah* as the common title. While the central purpose of events like these may not be to involve students in the formulation and revision of policy, these events contribute to an overall sense of campus and school community, fostering among students the confidence and awareness to assume responsibility for the direction of their program. Survey data reveal a significant increase in students' perception of community and in the opportunities for academic, professional and social activities—increasing 10 percentage points from 2008 to 2014. Figures IV.23 and 24 illustrate these increasingly positive perceptions.

Figure IV.23 Change in student perception of academic, social and professional activities within the GSLIS

There are opportunities to participate in academic, professional and social activities with other GSLIS students.

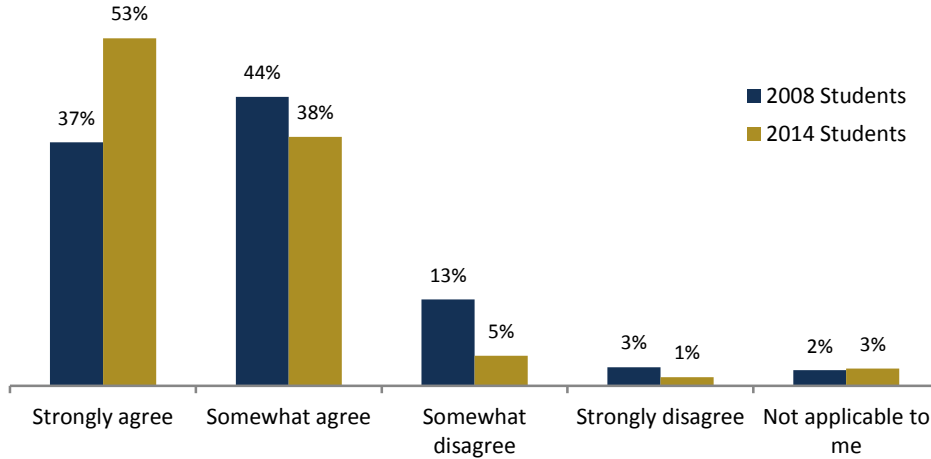
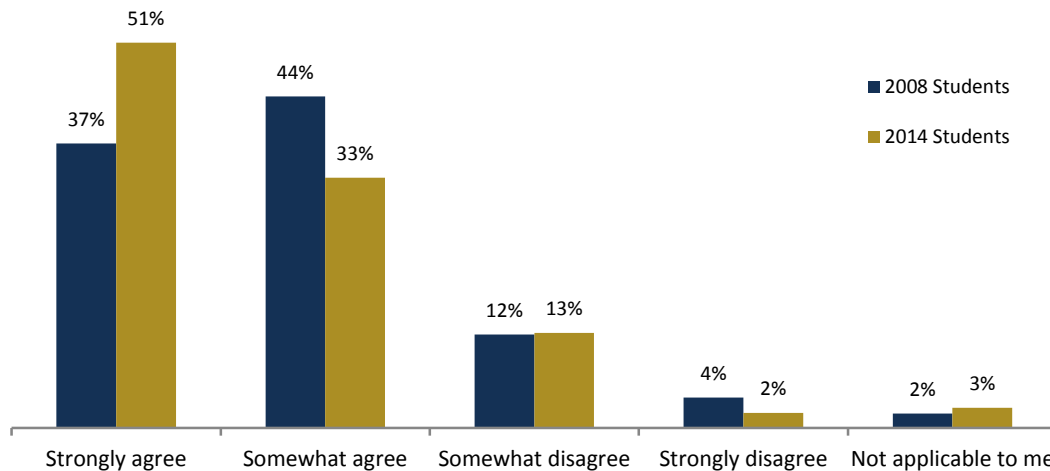


Figure IV.24 Change in student perception of community in the GSLIS

I feel like there is a sense of community among GSLIS students.



Signature Events

GSLIS hosts a series of annual lectures, characterized by high-profile speakers and thought leaders in the field of library and information science:

The **Spring Lecture** is given in years when the Butler Lecture is not presented. Recent spring lecturers include Barbara J. Ford, then Director and Distinguished Professor, Mortenson Center for International Library Programs, University of Illinois at Urbana-

Champaign in 2012 and Newbery Medal-winning children's book author Katherine Paterson in 2011.

The **Butler Lecture** is generously supported by the Butler Family Foundation. The Butler Lectures showcase award-winning creators of books for young people and academic experts who speak on issues related to children's literature and the joy of reading and lifelong learning. The inaugural Butler Lecturer was Caldecott Medal-winning illustrator Ed Young, in 2013, who presented "The House Baba Built;" Jane Yolen presented the 2014 Butler Lecture, "Folklore vs. Fakelore: The Truth about Folk, Fairy, and Fantasy Stories;" and in 2015, LeUyen Pham presented "Wandering Wonderland: An Immigrant's Story Told Through Books."

The **Follett Lecture** is given annually each spring by the Follett Chair in Library and Information Science, a position established by Dominican and the Follett Corporation in 2002. Past Follett Chairs include Martin J. Dillon, Ed Valauskas, Steven L. Herb, and Ken Haycock; their lectures are archived online in full text in *World Libraries*, vol.19 nos.1-2. Mary Minow, Follett Chair from 2012 through 2014, presented "Copyright in the Digital Age" in 2013, "E-books and the Reader" in 2012, and "The Right to Control? Writing and Publishing Religious Works" with special insights from Sr. Janet Welsh in 2014. Dr. Janice M. Del Negro is the current Follett Chair, and presented "A 'Belligerent Profession:' Telling the Library Story" in spring 2015.

The **McCusker Memorial Lecture** is presented annually each fall and celebrates the life and contributions of Sister Lauretta McCusker, O.P., the first dean of Dominican University's Graduate School of Library and Information Science. Recent McCusker Lectures have been presented by renowned author and intellectual freedom advocate Sara Paretsky, "Another Turn of the Screw" in 2012, archived in *World Libraries*, vol.20 no.1; and Sister Mary Paynter, O.P., who presented in 2013, "Educational Essentials on the American Frontier." The 2014 McCusker Lecture was delivered by Howard Besser, professor of cinema studies and the director of the Moving Image Archiving & Preservation Program at NYU's Tisch School for the Arts. The 2015 McCusker Lecture will be presented by John Chrastka, executive director of Everylibrary.org, in October 2015.

World Libraries

[World Libraries](http://WorldLibraries.org) is a unique free, peer-reviewed library and information science journal published by GSLIS, dedicated to librarians and libraries in regions without associations or agencies to encourage scholarly communication and professional development. In the summer of 2005, *World Libraries* evolved into an Internet-based journal. In addition to publishing new issues, the journal will continue to add content from its archive as well as special web-only content.

Standard 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.*

GSLIS conducts formal and informal evaluation of student achievement at the course and program level. A comprehensive set of inputs involves students at three points throughout their MLIS experience: while currently enrolled, upon graduation/program completion, and at the one year from graduation point. Student achievement on the program's student learning goals and outcomes is measured at the course level through faculty designed course-embedded assessments aligned to these SLGOs, and at the macro-level upon program completion through the comprehensive e-Portfolio assessment. Student perception of learning goal progress, perceived quality of the academic experience, and satisfaction with program services/advising are measured through student experience surveys ongoing throughout the program and through exit surveys at program completion and again one year after completion. Employer input on the preparation of GSLIS graduates is considered in the biennial survey as well. Figure IV.25 below outlines these data gathering methods, and the assessment logic model (discussed in more detail in Chapter II: Curriculum) illustrates the comprehensive plan as well.

Figure IV.25 Methods to gather input on student achievement and program effectiveness

Stakeholder	Method/Instrument(s)	Purpose
Current students	Student Experience Survey Course-embedded assessments	Perceptions of quality of instruction, advising and services Perceived growth on student learning goals and outcomes Progress along course and program student learning goals and outcomes
Graduating/Completing students	Graduating/Exit Survey e-Portfolio	Perceptions of quality of instruction, advising and services Perceived growth on student learning goals and outcomes; readiness for career Growth on program student learning goals and outcomes Reflections on readiness for career
1-year out Alumnae/i	Annual Alumnae/i Survey	Employment status Perceived preparation for career Perceptions of program quality
Employers	Biennial Employer Survey	Perceived professional readiness and preparation of alumnae/i employees Perceptions of necessary skill and experience trends to inform curriculum development

Stakeholder	Method/Instrument(s)	Purpose
		Perception of GSLIS service to the professional community's needs

The GSLIS logic model (Figure IV.26) illustrates how the various data inputs are utilized and translated into data activities and outputs.

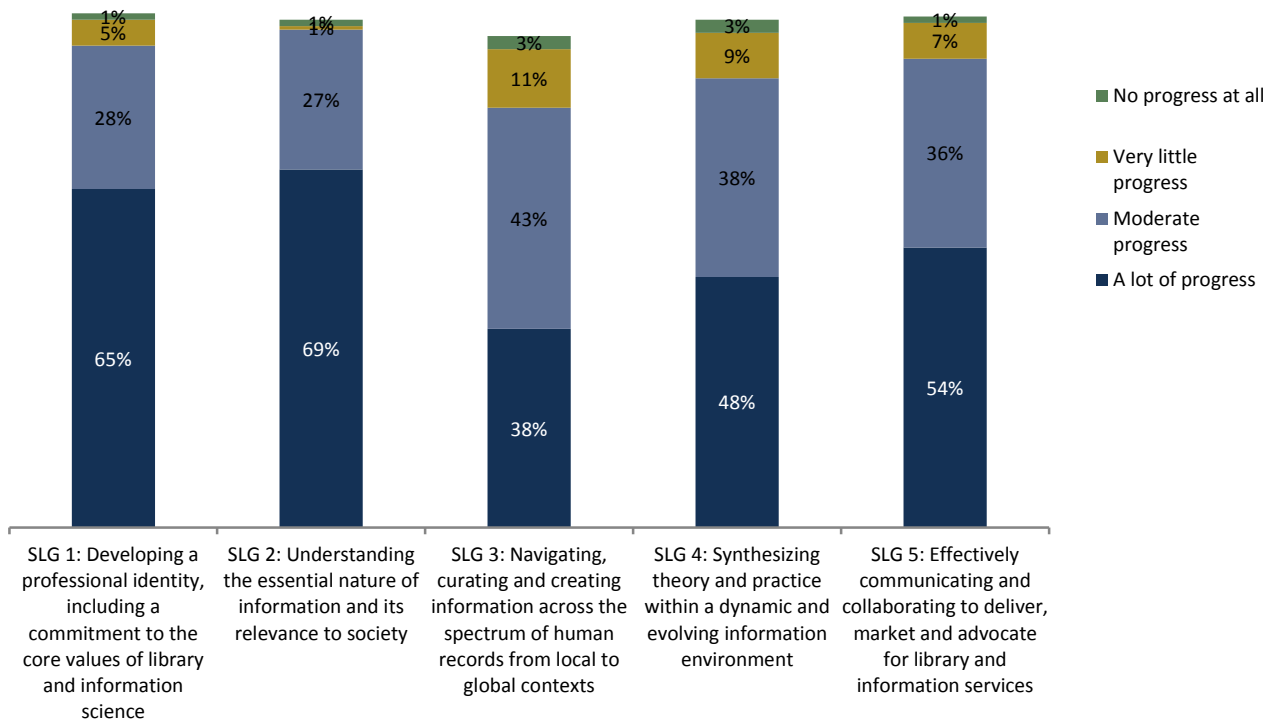
Figure IV.26 GSLIS continuous improvement assessment system logic model

Program Assessment INPUTS	Data Analysis ACTIVITIES	Assessment OUTPUTS
Course-embedded assessments and assignments aligned to objectives	Faculty analyze course assessment data to understand individual progress on learning outcomes and for course improvement	Students receive feedback on program content and learning objectives throughout program
Program e-Portfolio requirement aligned to program learning goals and outcomes	Students reflect on and demonstrate program learning through development of the e-Portfolio at program conclusion	Assessment input used for continuous course and program improvement
Course Evaluations – distributed each semester in each course	Faculty participate in data presentations and discussions at monthly GSLIS Council meetings	Multiple-measures assessment system fosters a meaningful and culture of improvement
Current Student Experience and Program Satisfaction Survey – Biennial distribution	All GSLIS faculty and staff participate in annual Data Summit to review aggregate e-Portfolio and all assessment input data for program policy and curricular development	
Graduating Student Exit Survey – Annual distribution		
Alumnae/i Survey – Annual distribution		
Employer Survey – Biennial distribution		

Curriculum development is discussed in detail in Chapter II: Curriculum; in general, as a result of ongoing assessment and consideration of courses and the overall program, recent updates have included instituting 1.5-credit courses to enable students to sample a wider variety of areas within LIS and allow more modular access to the curriculum; beginning a series of international courses such as trips to the Guadalajara International Book Fair in Mexico and the Bologna Children's Book Fair in Italy; and creation of new certificate programs with a technology focus such as Digital Curation, Digital Libraries, and Web Design; as well as regular and ongoing revisions of individual courses.

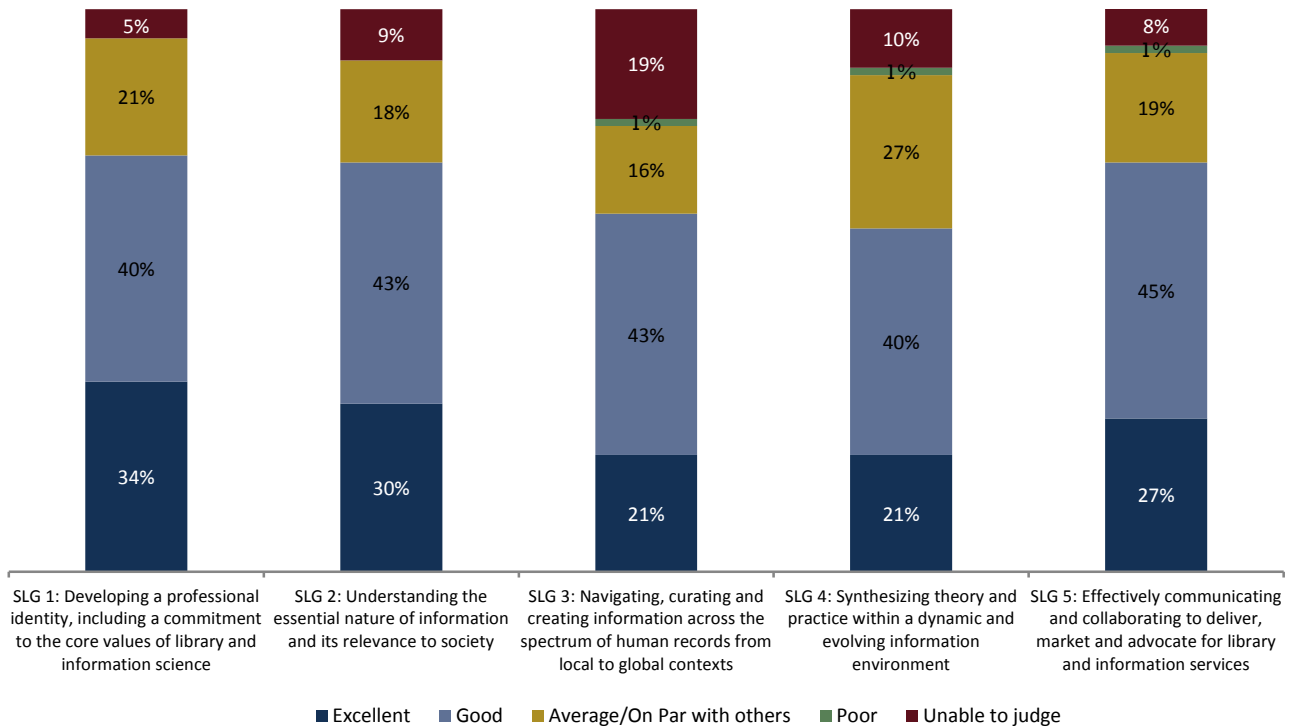
Students rate their progress along the stated learning goals and outcomes in a positive way. SLG 2, understanding the essential nature of information and its relevance to society, ranks as the highest degree of self-reported progress, with almost seven out of ten students (69%) reporting they have made “a lot of progress” on that particular goal. In contrast, SLG 3, navigating, curating, and creating information across the spectrum of human records from local to global contexts, ranks lowest overall as the learning goal where students perceive the least amount of progress, with 38% reporting “a lot of progress.” On average, only 1.5% of students report “no progress at all” along any of the five learning goals.

Figure IV.27 Student rating of progress along student learning goals



Employers report an equally high evaluation of GSLIS graduates’ competencies along the stated learning goals. For example, as seen in Figure IV.28, 74% of employers rate GSLIS graduates as having “excellent to good” competency in SLG 1 (Developing a professional identity and commitment to the core values of LIS) and SLG 2 (Understanding the essential nature of information and its relevance to society).

Figure IV.28 Employer rating of GSLIS graduates' competency along the student learning goals



Summary Statement

The students who choose to earn an MLIS at Dominican University do so because they are interested in a high-quality, personalized professional preparation program that balances flexibility in course offerings and formats with rigor and adherence to established competencies and standards. GSLIS strives to meet and exceed students' expectations starting with the Dominican mission, vision, and strategic plan; to GSLIS's own mission, vision, and strategic plan; through a continuous cycle of implementation, assessment, and improvement. Dominican's MLIS students are highly qualified to succeed in our program and in the profession once they graduate. Students' positive experience at GSLIS enables the establishment and continued growth of a strong professional community of alumnae/i, faculty members, and students.



Chapter V: Administration and Financial Support



DOMINICAN UNIVERSITY
Inspired minds. Amazing possibilities.

Chapter V: Administration and Financial Support

Dominican as an institution places a strong emphasis on academic support services for faculty, students, and staff. The Graduate School of Library and Information Science (GSLIS) has full access to, and is often a leader in, the overall university infrastructure toward institutional excellence. GSLIS is the oldest of the graduate schools at the university, and, as such, has long been recognized as an integral part of Dominican University. As additional graduate programs have been added, the latest of which is the Graduate School of Social Work in 2002, GSLIS has joined with its sister schools to comprise a significant part of the institution. Indeed, it is the presence of these additional programs that led in part to the transformation from a college to a university structure, and from Rosary College to Dominican University in 1997. However, graduate student enrollment has dropped across the university since its height in 2010, resulting in focused attention to innovative short term and longer term strategies toward program development.

Administration

***Standard 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.*

Governance and Autonomy of the Program

The Graduate School of Library and Information Science (GSLIS) at Dominican is a distinctly autonomous unit of the university. GSLIS is administered as a separate unit and is governed through its own set of bylaws that define the committee structure and composition, the conduct of faculty meetings, and related procedures (Appendix V.1). The dean reports directly to the provost. The GSLIS dean leads the faculty in the creation, revision, and delivery of the GSLIS curriculum and in the development of strategic planning. The GSLIS Council (MLIS faculty members, dean, assistant dean, and the student association representative) meets at least once monthly, and more frequently as needed. Agendas and minutes from GSLIS Council meetings are available in Appendix V.2.

The GSLIS curriculum is determined by the GSLIS faculty members, allowing rapid modifications and changes to content in response to developments in the field, student feedback, and our own program assessment. New certificates, degrees, and programs are first approved by the GSLIS faculty before final approval through the university curriculum approval process. Chapter II: Curriculum addresses the curriculum approval process in greater detail.

New GSLIS faculty members are interviewed and selected by current GSLIS faculty members, who also have a strong influence on promotion and tenure as part of the formal

university process. GSLIS holds all responsibility for all student admission decisions; the GSLIS assistant dean issues decisions based on criteria set by the GSLIS Council (described fully in Chapter IV), and with input from the GSLIS Admission Committee, which consists of three faculty members.

Parent Institution Resources and Administrative Support

Examples of university resources and administrative support include University Advancement, the Borra Center for Teaching and Learning (Borra Center), the Office of Institutional Research, the Office of Assessment, and the Office of Research and Sponsored Projects.

University Advancement

Dominican University has a traditional university advancement fundraising model which is comprised of two key areas: alumni relations and development. The program focuses on the following priority activities across all alumni of the university: 1) maintaining communications via print and electronic means as well as events/lectures and providing a range of engagement opportunities, 2) inviting alumni support through annual giving, both for the university and for GSLIS, and 3) building relationships with specific alumni who have identified capacity in order to maximize their potential for support through major or planned gifts. In addition to university-wide communications, engagement opportunities and annual giving solicitations, GSLIS alumni also receive school specific communications and solicitations on an annual basis for GSLIS priorities and programs, especially at the major gift level.

In addition, GSLIS has an assigned university advancement staff liaison who works with the dean and the school's alumni to enhance communications, build engagement opportunities, and identify strategic priorities that have funding potential in order to pursue philanthropic investments. For select high level prospects, both the university's president and vice president for university advancement are involved, as appropriate, to maximize relationship building and philanthropic results.

Borra Center for Teaching and Learning Excellence

Operating under the auspices of the Office of the Provost, the [Borra Center](#) was established in fall 2007 to bring together resources that focus on faculty development throughout the university. A series of lectures, seminars, and workshops about the teaching-learning process, technology, and research is the Center's primary mission. The Borra Center also assists faculty in developing, completing, and publishing projects associated with the scholarship of teaching and learning. Adjunct and full-time faculty who teach online for the first time take a course, designed and implemented by the Borra Center, which covers effective online pedagogy and student engagement strategies in the online learning environment.

Office of Institutional Research

The [Office of Institutional Research](#) serves as a resource to Dominican University in a variety of ways. For example, the office provides enrollment reports for summer, fall and spring terms; student demographic information, including race, gender, age, and citizenship;

academic program information, including majors, credit hours, number of sections, average class size, and degrees awarded; and surveys graduates upon the completion of the program, as well as one year after graduation. GSLIS depends on the Office of Institutional Research for statistics that help guide planning and assess progress towards goals based on a variety of metrics and survey data.

Office of Assessment, Evaluation and Achievement

The director of the [Office of Assessment, Evaluation and Achievement](#) coordinates the assessment activities of the university and supports the assessment efforts of the schools and departments. The office administers course evaluations each term. In addition, the office consults with schools and departments to develop assessment tools that meet specific needs. When GSLIS began to offer its hybrid and online courses, for example, a new approach and format for course evaluations were needed and the faculty worked with the Office of Assessment to develop an online survey. In 2012, the Office of Assessment led the university in the adoption of a fully online course evaluation system, CoursEval. Over the last five years, this office has developed university-wide learning goals, and it takes the lead on a continuous cycle of improvement process for all Dominican University programs.

Office of Research and Sponsored Projects

The university's [Office of Research and Sponsored Projects](#) is the initial point of contact for most faculty and administrative staff seeking grants for research or academic program development. This office provided extensive administrative and budget formulation support for the GSLIS Department of Education grant request in summer 2014 for the Promoting Post-Baccalaureate Opportunities for Hispanic Americans (PPOHA) proposal as well as two fall 2014 Institute of Museum and Library Services (IMLS) grant submissions. This office also coordinates the activities of the Dominican University Institutional Review Board.

Other areas of institutional support, which focus on both physical and electronic resources, are addressed in Chapter VI.

Standard 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.

Faculty and Staff Representation

At the program level, all MLIS full-time faculty members participate in governance and policy through the GSLIS Council. At the institutional level, the university's full-time faculty members participate in the university's committee and governance structure through the Academic Council. The function, structure and operations of the Dominican University Academic Council are described in the [Faculty Handbook](#).

Faculty members have the opportunity and the obligation to serve on university committees. University committee appointments held by GSLIS faculty members during the 2014-15 academic year, are indicated in Figure V.1.

Figure V.1 GSLIS faculty assignments to academic council university committees, 2014-15

Faculty Member	Committee
Karen Brown	University Honors Committee University Program Review Committee
Bill Crowley	Faculty Grievance Committee
Janice Del Negro	Committee on Faculty Appointments
Mary Pat Fallon	Faculty Affairs Committee
Yijun Gao	University Program Review Committee
Don Hamerly	Committee on Faculty Development Mission Integration Council <i>Caritas Veritas</i> Symposium Committee Enrollment Management Advisory Committee
Sujin Huggins	Diversity Committee Community-Based Participatory Research Faculty Group RCAS Village retention program Provost Search Committee
Stacy Kowalczyk	University Curriculum Committee Health Sciences Task Force
Cecilia Salvatore	Institutional Review Board (Chair) Provost Search Committee McGreal Center Advisory Board
Karen Snow	Academic IT Committee
Christopher Stewart	Institutional Review Board
Kate Marek	Provost's Cabinet Joint Cabinet University Budget Committee University Curriculum Committee University Planning Committee University Academic IT Committee Brennan School of Business Dean's Search Committee

Faculty members also serve on *ad hoc* committees and task forces of the university. Recent examples include Christopher Stewart's appointment to the Priory Visioning Committee and Mary Pat Fallon's appointment to the Faculty Compensation Task Force. In addition, faculty members are also often appointed to search committees for university academic and administrative positions.

Likewise, GSLIS administrative staff members serve on search committees, participate in various operational meetings, and forge strong working relationships throughout the university and staff affiliated with off-campus programs. While many of these activities are in support of the smooth administrative functioning of the program such as with off-campus program coordination, they also contribute to a university environment conducive to cooperation and intellectual growth.

Figure V.2 Staff involvement in university committees

Staff Member	University Committee
Talonda Davis	Commencement Committee Confidential Victim Advocate reporter for One Process
Diane Foote	Staff Diversity Subcommittee Interim Campus Climate Committee

	Search committees, Vice President for Enrollment Management position One Process Mediator
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All full-time staff members are automatically a part of the university’s Staff Council, the group which provides a range of opportunities for staff involvement and participation in university governance. Nominations for leadership roles in the Staff Council are solicited from all university units each year. Participation is also solicited from among full-time staff members in the new university [One Process framework](#), which provides a university wide framework for a broad range of complaints and grievances. All university employees are required to receive basic training in issues of diversity and appropriate sexual behavior, and all university employees are invited to seek additional training for leadership roles within the One Process grievance framework. GSLIS staff members Talonda Davis and Diane Foote are both One Process response team members.

Administrative Relationships with Other Academic Units

The size and culture of the university provide ongoing opportunities for cooperation among programs across the campus, such as the proposed campus-wide Center for Community Engagement, an initiative from the Graduate School of Social Work (GSSW), the new technology specialist endorsement program in conjunction with the School of Education (SOE), and cross-disciplinary work with the Brennan School of Business (BSB) in courses associated with data analytics. Interdisciplinary planning and program development are encouraged, and are increasingly emphasized in graduate education planning.

GSLIS faculty members and students regularly participate in university-wide annual events such as the *Caritas Veritas* symposium (which focuses on mission), the annual university faculty fall workshop (which focuses on pedagogy), and the Global Learning Symposium (which focuses on international student research and projects). In addition, when possible, GSLIS faculty members have begun teaching in the Rosary College Liberal Arts and Sciences (LAS) seminar series in an effort to expand the GSLIS presence in the undergraduate community. The following table summarizes faculty participation in the three annual community events described above.

Figure V.3 GSLIS faculty and student involvement in university events

Event	GSLIS Faculty and/or Student Presenters
Annual university faculty workshop	2010: Karen Brown, Kate Marek 2011: Don Hamerly 2012: Janice Del Negro, Don Hamerly 2013: Yijun Gao, Don Hamerly, Karen Snow 2014: Janice Del Negro (planning committee); Kate Marek, Cecilia Salvatore 2015: Don Hamerly, Stacy Kowalczyk, Karen Snow
Annual Caritas Veritas Symposium	2010: Thom Barthelmess (with four students), Michael Stephens, Tonyia Tidline 2011: Don Hamerly, Cecilia Salvatore (with two students), Tonyia Tidline 2012: Karen Brown, Don Hamerly, Tonyia Tidline 2013: Cecilia Salvatore

Event	GSLIS Faculty and/or Student Presenters
	2014: Thom Barthelmess, Don Hamerly, Sujin Huggins, Cecilia Salvatore, Karen Snow (with three students); MLIS student Allison Schein, GSLIS Mazzuchelli Model award winner 2015: Karen Brown, Stacy Kowalczyk, Cecilia Salvatore
Undergraduate Research, Scholarship and Creative Investigations Expo and the Global Learning Symposium	2011: Ph.D student poster presentations 2013 and 2014: Students from the travel course to the Guadalajara International Book Fair along with their instructor, GSLIS Adjunct John Berry

These examples reflect creative thinking and strategic planning to maximize the expertise of faculty members between and among the schools with the goal of increasing educational opportunities for students.

Standard V.3 The executive officer of a program has title, salary, status, and authority comparable to heads of similar units in the parent institution. In addition to academic qualifications comparable to those required of the faculty, the executive officer has leadership skills, administrative ability, experience, and understanding of developments in the field and in the academic environment needed to fulfill the responsibilities of the position. The school's executive officer nurtures an intellectual environment that enhances the pursuit of the school's mission and program goals and the accomplishment of its program objectives; that environment also encourages faculty and student interaction with other academic units and promotes the socialization of students into the field.

The GSLIS dean oversees the administration of the school, including the academic program, faculty and staff hiring and promotion, student admissions and enrollment, and any related activities. The dean also plays an integral role in the academic and administrative sides of the university as a whole. The dean is a member of the Provost's Cabinet, which meets bi-weekly to discuss academic priorities for the university and issues considered by the President's Cabinet that affect academics. The Provost's Cabinet also serves as a sounding board for proposed university policies and university-wide initiatives. Through the Provost's Cabinet meetings, the GSLIS dean can raise issues and concerns of GSLIS faculty, staff, and students. The GSLIS dean is also a part of the university's Joint Cabinet, which consists of the President's Cabinet and the Provost's Cabinet, providing opportunities for deliberation among the administrative and the academic leaders of the institution.

The GSLIS dean serves on the following university committees:

- Academic IT Committee
- President's Joint Cabinet
- Provost's Cabinet
- Search Committee for the Brennan School of Business Dean (2015)
- University Academic Council
- University Budget Committee
- University Planning Committee

The variety of academic and administrative issues addressed in these committees ensures that the dean has input into policies and initiatives that affect the school. See Appendix V.3 for a university organizational chart.

Deans at Dominican University are appointed for three-year renewable terms and report directly to the provost. Salaries are set within a standard administrative range and vary according to the individual’s academic discipline and experience. The GSLIS dean’s salary is currently at 100% of the median salary among the deans at Dominican University and 90% of the average for all deans. For an external perspective, the GSLIS dean’s salary is at 106% of the median of deans of library schools at Carnegie Masters Level institutions. Current Dominican University deans are described here in Figure V.4.

Figure V.4 University deans

School	Program Director	Title
Brennan School of Business	Roberto Curci	Dean and Professor of Finance
Graduate School of Library and Information Science	Kate Marek	Dean and Professor of Library and Information Science
Graduate School of Social Work	Charlie Stoops	Dean and Professor of Social Work
Rosary College of Arts and Sciences	Jeff Carlson	Associate Provost for Undergraduate Education, and Dean and Professor of Theology
School of Education	Vicki Chou	Interim Dean
School of Professional and Continuing Studies	Matt Hlinak	Assistant Provost for Continuing Studies and Special Initiatives

GSLIS Dean

Kate Marek, a GSLIS faculty member since 2000, was appointed dean in July 2013. She combines the best possible backgrounds for a GSLIS dean: she is an experienced academic administrator and researcher, with strong ties to Dominican University, the university faculty at large, and GSLIS faculty in particular. Dean Marek received her doctorate from Emporia State University, where her research focused on pedagogies in graduate professional education. Her master’s degree in library science is from Dominican University, and her undergraduate degree is from the University of Texas at Austin.

Marek served in various LIS professional roles before acquiring her Ph.D. and subsequently moving to full-time teaching at Dominican in 2000. She has also taught in the graduate library schools at Emporia State University and Catholic University of America. She has written about online teaching, web analytics, organizational storytelling for LIS, and information policy. Most recently, Marek contributed a chapter (“Information Policy”) in the new LIS textbook *Information Services Today* (2015, Rowman and Littlefield), edited by Sandra Hirsh.

In 2012, Marek chaired three of the four dissertation committees of the first Dominican Ph.D. graduates. As a faculty member, Marek was the university’s first Borra Technology Fellow and one of the first Dominican faculty members to deliver fully online courses. She has been involved with online teaching and research in online pedagogy since 2006 and continues to be active in the expansion of the GSLIS technology curriculum as well as with

university online teaching development and campus technology integration. She received the GSLIS Excellence in Teaching Award in 2005.

Marek is active in various professional associations, including ALA, ALISE, LITA, and the Illinois Library Association. She regularly participates in professional presentations, which keeps her firmly in touch with changes in the field. See Appendix V.4 for Marek's curriculum vita.

GSLIS Dean's Role and Activities in Support of the School Faculty

The dean facilitates the monthly GSLIS Council meetings to advance the school's academic program and increase its professional profile. The dean also has primary responsibility for faculty retreats, which are held on an annual basis. The dean's open-door policy further supports communication with GSLIS faculty members, and informal meetings are frequently held to discuss specific issues such as budget, strategic planning, and the curriculum. Dean Marek has placed a priority on integrating GSLIS more fully with the Dominican mission and history. To this end, GSLIS's fall 2014 annual faculty and staff retreat was held at the Sinsinawa Dominican Sisters' motherhouse outside of Galena, Illinois, where the faculty was able to address GSLIS issues within the broader context of the Dominican Sisters' strong legacies of education and service. Agenda items for that retreat were to reimagine the GSLIS mission, review program goals and objectives, and identify progress toward meeting the benchmarks of the strategic plan.

As dean, Marek encourages creativity and innovation from the GSLIS faculty. For example, recent changes to the curriculum include the introduction of 1.5-credit hour classes in addition to the standard 3-credit hour classes. This idea came out of a spring 2013 faculty ad-hoc brainstorming session and was implemented in the fall 2013 course schedule. New curriculum offerings as special topics courses include the travel courses to the Bologna International Children's Book Fair (spring semester) and the Guadalajara International Book Fair (fall semester); the Mock Newbery and Mock Caldecott courses (where award committees' processes are replicated as closely as possible); and, the experience-based course to the Midwinter ALA conference in Chicago to introduce students to professional involvement (January 2015). Emerging technologies are also frequently the focus of special topics courses detailed in Chapter II: Curriculum, including one taught by Marek: LIS 805 Digital Content Creation.

As an initiative to expand communication between the administration and the faculty, Marek writes a weekly faculty e-newsletter (titled the *Monday Memo*) in which she highlights GSLIS and university-wide news as well as provides updates on a variety of relevant information regarding the GSLIS program and broader LIS professional community. Regular recipients of the *Monday Memo* include the GSLIS faculty and staff as well as the university provost and the president of the GSLIS student association (Appendix V.5).

Students

The dean communicates with students through e-mail and letters, and with a variety of e-announcements that keep students abreast of news and activities. She holds frequent one-on-one conversations with students, and meets with the officers of the GSLIS Library and

Information Science Student Association (LISSA) as they develop new initiatives. She counsels students regarding career choices and opportunities, and she reviews and approves independent study proposals and practicum applications not only to monitor academic quality but also to determine areas of student interest and trends related to the curriculum. The dean serves as an advisor to students with special needs or who are admitted under certain conditions, and continues to supervise practicums on request. She grades e-Portfolios, and teaches approximately once a year. In her role as dean, Marek is available to students who have concerns or questions about the curriculum or specific courses, and she mediates grade disputes as well as full-time and adjunct faculty concerns regarding student work.

The dean calls upon officers of LISSA to participate in formal university events, such as prospective student open houses, new student orientations, and the GSLIS student representative to carry the school banner at the university convocation and graduation ceremonies.

Advisory Board

The dean works closely with the membership of the GSLIS Advisory Board, which includes representation from various types of libraries, information centers, knowledge management organizations and related information agencies. The Advisory Board members are nationally recognized as leaders in the profession and their recommendations have been particularly important during this transitional period of the school's growth and development.

The Advisory Board meets quarterly throughout the academic year, at which time the dean updates members on current initiatives and future plans. The dean facilitates discussion and encourages responses and suggestions. Advisory Board members also participated in the spring 2014 GSLIS Think Tank, fall 2014 Table Talks, and the April 2015 planning meeting with Mike Eisenberg, and the board members have participated in a variety of feedback mechanisms for the COA self-study process. As 2015-16 will be a year of planning and expansion for GSLIS, the continuity the current board members offer will be important for stability during a transition year, with a new look at the Advisory Board organization to come in 2016. Documentation of these sessions are available in the following appendices: Appendix V.6: GSLIS Advisory Board meeting agendas; Appendix V.7: Think Tank Agenda and Participant List; Appendix V.8: 2014 Table Talks Summary and Participant List; and Appendix V.9: Mike Eisenberg Planning Meeting Agenda and Summary.

Alumnae/i

The dean works directly with the GSLIS Alumni Council in order to facilitate the effective relationships with alumnae/i that are essential to private institutions of higher learning. The dean is committed to strengthening this area of activity as outlined in the Alumni Council Bylaws (Appendix V.10). The dean appoints members to the Alumni Council to serve three-year terms through solicitation of names of alumnae/i for participation as well as from faculty and recent graduates. The dean has expanded and increased the diversity of the Alumni Council members since her arrival in 2013. She has included both new and more

experienced graduates, seeking new ideas and innovative practitioners. Appendix V.11 includes the Alumni Council roster.

The primary function of the Alumni Council is networking and career counseling with current students and recent graduates. The council meets quarterly. Chief among the events planned by the Alumni Council is the annual Career Day, typically held in February. Presentations and discussions by alumnae/i focus on real-life experiences related to career paths and decisions, job searches, and interviewing tips and techniques. This program is well received by students and recent graduates. See Appendix V.12 for materials from sample Career Day programs. Additionally, Alumni Council members attend graduation ceremonies and formally welcome the graduates to the profession and the Alumni Association. All graduates are automatically members of the Dominican University Alumni Association and receive updates about the program through the GSLIS *Off the Shelf* electronic newsletter.

Standard V.4 The school's administrative and other staff are adequate to support the executive officer and faculty in the performance of their responsibilities. The staff contributes to the fulfillment of the school's mission and program goals and objectives. Within its institutional framework the school uses effective decision-making processes that are determined mutually by the executive officer and the faculty, who regularly evaluate these processes and use the results.

The administrative staff positions and organizational structure of the GSLIS office have been aligned to match the program's strategic goals and initiatives. The necessity for the program to adjust to national developments in higher education has led to a streamlined and efficient structure that is strongly supported by administrative initiatives at a university level such as the initiative of the university's Human Resources department for a university-wide job description audit during late summer to early fall of 2015.

GSLIS's administrative staff roles have shifted as a result of university-wide reorganization toward a more centralized admissions and recruiting process beginning in 2013, primarily in order to maximize efficiency across the university's four graduate schools. GSLIS retains control over our recruitment policies, as well as all admissions decisions; however, application processing and initial communication with prospective students are managed through a centralized process in the Office of Enrollment Management and the Admissions Operations Department. This centralized processing offers the GSLIS increased support from the Office of Enrollment Management and the Admissions Operations department and complements continued collaboration with Office of Marketing and Communications, IT, the Office of the Registrar, and the Financial Aid Office to ensure more effective recruiting and marketing. This change has resulted in one staff member (the Coordinator of Admissions and Recruiting) moving from the GSLIS office to the Office of Enrollment Management, and one moving from the GSLIS office to the Department of Admissions Operations, all of which parallel staffing changes in Dominican's other graduate schools. The current staff positions, names and key roles and responsibilities are described below.

Figure V.5 GSLIS administrative staff

Position	Staff Member
Assistant to the Dean/Office Manager	Talonda Davis
Assistant Dean	Diane Foote
Coordinator of Instructional Support/Website Support	Marie-Louise Settem
Coordinator, Career Services and Clinical Practice	Alexis Sarkisian
School Library Media Program Administrative Assistant (part time)	Stephen Kline
Assessment Advisor (shared with School of Education)	Anne Deeter
Student Assistants	On rotation by semesters and projects

Assistant Dean (Diane Foote)

- Develops and approves marketing materials and campaigns, including advertising
- Manages promotion, administration, and registration for GSLIS events and lectures
- Oversees internal and external communications, including web site development
- Plans and implements on-campus and off-campus recruiting efforts including information sessions (in-person and online) and local and national professional conference exhibits and sponsorships
- Administers GSLIS scholarships
- Provides grant writing support, primarily in regards to budget development
- Monitors the marketing budget
- Implements new academic programs
- Drafts policy statements and other copy as needed
- Provides student services support and staff supervision support as needed

Assistant to the Dean/Office Manager (Talonda Davis)

- Assists executive activities on behalf of the GSLIS dean
- As office manager, hires and supervises part-time student workers for both the GSLIS office and individual faculty members
- Oversees, processes and secures information for full-time and adjunct faculty contracts and records; aids in GSLIS-level orientation for new full-time and adjunct faculty
- Monitors GSLIS operating budget; processes account payables and receivables for faculty, staff and vendors
- Collaborates with university events and catering for GSLIS special events
- Works with the university Registrar’s Office and Director of Auxiliary Services for commencement logistics and day of operation

Coordinator of Instructional Support/Website Support (Marie-Louise Settem)

- IT and media services facilitator for GSLIS full-time and adjunct faculty members
- Syllabi organization and management for internal posting
- Assists with various electronic products such as Canvas and the Dominican Intranet
- Jenzabar Student Information System internal data reporting
- Liaison with Registrar’s Office, including overseeing the process of students’ readiness for graduation

- Distributes internal and external electronic communications
- Provides website support and updates in conjunction with the assistant dean and the Office of Marketing and Communications

Coordinator, Career Services (Alexis Sarkisian)

- Supports the director of the School Library Media program in processing, placing, and clearing all SLMP licensure candidates as it relates to their clinical experiences
- Supports students, faculty and GSLIS dean in the placement and processing of GSLIS students in either a practicum or independent study experience
- Provides career services assistance to GSLIS students and alumnae/i in the way of resume creation and review, mock interviews, and career counseling
- Supports the population of the Dominican online career database

School Library Media Administrative Assistant (Stephen Kline)

- SLMP requirements, scheduled seminars and information sessions
- Logistical support for programs and events (secures rooms, catering, A/V)
- SLMP social media director
- Job board postings and monitoring

Assessment Advisor (Anne Deeter)

- Works with faculty to design assessment practices for courses and for the overall program
- Guides faculty toward identifying and analyzing assessment data from internal and external data sources
- Works with the GSLIS dean and assistant dean in planning and reporting activities

Staff members are reviewed on an annual basis in conjunction with the [staff performance appraisal process](#) of the university. The process is designed to capture the past year's performance and to assist in establishing new goals and objectives. The priorities for the coming year that correspond to each position are based on the GSLIS program's overall goals. In addition, Dean Marek meets mid-year with each staff member to gauge their success in meeting established goals and objectives. Adjustments to goals and objectives are made in response to changing program priorities. In addition, the position description of each staff member is reviewed annually and revised as needed.

The dean holds weekly staff meetings to discuss internal operations, propose solutions to identified problems, and encourage open communication among the staff. Minutes are maintained on a shared drive on the campus network, and are available in Appendix V.13.

The school also hires 10-12 graduate students each year to provide faculty and office assistance. The assistant to the dean/office manager oversees the hiring and supervision of student workers. Graduate student assistants can work up to ten hours per week and their responsibilities vary, but have included office reception by telephone and in person, preparation of admissions and marketing packets, research support for faculty members, and organization of instructional handouts and related materials for faculty members.

Effective Decision-Making Process/Committee Structure

Within GSLIS, decisions regarding academic governance originate with the faculty through annual planning retreats, regular faculty meetings, and a robust committee structure. The seven standing committees of the GSLIS Council meet on a regular basis to address academic and program policy issues. Each committee consists of three faculty members who serve staggered, three-year terms; the dean is an ex-officio member of all GSLIS committees. The charge of each committee is articulated in the GSLIS Bylaws, found in Appendix V.1.

Figure V.6 Current GSLIS committee memberships for 2014-15

Faculty Member	Committee
Karen Brown	Honors and Awards; PhD Advisory (Ex Officio/Chair)
Bill Crowley	Admissions; Curriculum
Janice Del Negro	Lecture; PhD Advisory
Mary Pat Fallon	Honors and Awards
Yi Jun Gao	Information Technology
Don Hamerly	Information Technology; Program Assessment; Faculty Liaison with LISSA
Sujin Huggins	PhD Advisory; Program Assessment
Stacy Kowalczyk	Admissions; Curriculum; Information Technology (Chair)
Kate Marek	As dean, ex-officio to all committees
Cecilia Salvatore	Curriculum; Honors and Awards; Faculty Liaison with SAA
Karen Snow	Lecture; PhD Advisory
Christopher Stewart	Admissions; Lecture

Faculty members are nominated or self-nominate for election to these committees. The anonymous ballot is generally held each April, although the election is sometimes deferred to the fall in order to incorporate any new incoming faculty. The faculty also elects the faculty advisor to LISSA. Ad hoc committees may be created by the dean and may include non-GSLIS Council members, but GSLIS full-time faculty members must chair them. Recommendations for GSLIS actions come to the full Council for discussion and action from each committee as appropriate to its purpose. Actions from the Council are implemented at the administrative level as overseen by the dean.

The faculty members also participate on university-wide committees and initiatives (see Figure V.1), thereby strengthening the link to the university as a whole. The work GSLIS faculty members contribute to both program level and university level governance bodies counts as service to the university, one of the three criteria for faculty evaluation toward retention and tenure (teaching, scholarship, and service).

A critical expression of the university and school missions is the belief that respectful and collaborative relationships and the sharing of information are essential for good decision-making. A consistent and regular meeting structure has been established to facilitate this collaboration and build relationships between faculty and staff members within GSLIS and the university as a whole. The dean meets weekly with the GSLIS staff, including the assistant dean, to ensure that the management of the school is running effectively through open communication across tasks and expectations. The GSLIS Council meets once per month during the academic year, and occasionally a second Council meeting is added to the month when key issues or tasks warrant additional collaboration or communication. GSLIS

Council agenda remain consistent, beginning with a dean’s report, followed by all faculty committee reports, a LISSA report (made by the LISSA president), university committee reports and new business. The sharing of outputs across committees lends itself to a shared decision-making process, wherein all committee actions are approved by the GSLIS Council as a whole. Outcomes of GSLIS Council meetings therefore include policy changes, program changes and considerations, and topics for future consideration or committee action.

Financial Support

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

Dominican University is a private, Sinisinawa Dominican–sponsored institution, with no dependency on the Catholic Archdiocese of Chicago (neither receiving from nor giving funds to the Archdiocese). Financial support for GSLIS is provided through multiple means. As a private higher education institution, the university relies on tuition for a major portion of its budget. Tuition is set by the university’s Budget Committee upon recommendation by the GSLIS dean, who sits on this committee along with the other deans, administrators, and faculty representatives. Deans of the various schools at Dominican work closely with the vice president for enrollment management and marketing to identify enrollment trends and thus tuition revenues.

The school’s budget is developed by the GSLIS dean and proposed to the provost and the university comptroller, based upon enrollment projections and a university contribution ratio. The budget is accompanied by a budget narrative articulating its connection to the unit’s strategic plan. The unit’s contribution ratio is negotiated with the provost, who is, in turn, responsible for negotiating the overall contribution of the academic programs to the university’s budget. As a tuition-driven private institution, revenue projections and thus budget planning processes are closely based on enrollment targets. The GSLIS operating budgets for 2009-15 are available in Appendix V.14. The GSLIS operating budget is comparable to all other Dominican graduate schools, as demonstrated in Appendix V.15.

Despite drops in GSLIS enrollment, and thus in funding to the unit, the GSLIS operating budget has remained sufficient for the ongoing work of the school, as the program has responded to reduced revenues with appropriate cost cutting measures in ongoing risk management, analysis, and response, including reducing faculty through natural attrition and strategic elimination of non-tenure faculty lines. Dean Marek has, at the same time, identified several areas for continued support and even growth, with professional development being a key example.

No GSLIS faculty member has lost time on his or her tenure clock, and no faculty member has been shifted off the tenure track. However, decisions were made at the highest administrative level in 2014-15 to defer the tenure decision of one faculty member and to modify the contract term from three to one year for another faculty member. As a result of this decision and similar decisions in other university programs, faculty members across campus have called for clearly articulated metrics moving forward that better demonstrate the relationship between program revenue projections in conjunction with both expenses and risk management options. Work teams as organized by the university president and with administrative and faculty representation developed recommendations during the summer months of 2015 for university-wide discussion in academic year 2015-16.

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

The university is committed to ensuring that our compensation and benefits are competitive and equitable for our faculty and staff. Informed by the work of a university-wide [Faculty Compensation Task Force](#) (login required), the university recently approved a three-year compensation plan for faculty that was implemented in July 2015. Salaries are benchmarked against 37 similar institutions using data from the American Association for University Professors (AAUP) and College and University Personnel Administrators (CUPA). In addition, salaries are reviewed on annual basis to ensure internal equity as well. The average salaries across rank for GSLIS are: assistant professor: \$65,569; associate professor: \$73,796; and professor: \$85,846.

The Department of Human Resources helps to establish competitive salaries for staff members by reviewing the salary schedule of other colleges and universities and recommending equitable salaries for similar positions at Dominican University. In addition, the Department of Human Resources regularly reviews all position descriptions with the goal of creating equity across the campus for similar types of positions. Offering salary increases on an annual basis across the university remains a priority of the president and the Board of Trustees. Faculty/staff member raises are equal to the raises offered to the cabinet level staff members as well. Annual raises since 2008 are itemized in Figure V.7 below.

Figure V.7 Annual raise amounts since 2008

Year	Annual raise
2008	3.5%
2009	2.0%
2010	3.0%
2011	-
2012	3.0%
2013	-
2014	2.0%
2015	2.0%

Standard 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.

Faculty members are eligible for faculty development funds on the same basis as faculty from other units as described in the university’s *Faculty Handbook*. As indicated above, Dean Marek has made funding for faculty development a priority, and offers strong support and encouragement to faculty members to take advantage of university funding in this area.

Grant programs and travel money are available upon application to the dean of each school and to certain committees with responsibility for awarding internal grants. The responsibility for signing off on applications for professional development rests with each of the deans. University support for conferences in which the faculty member is not a participant is limited to \$600; for those reading a paper or otherwise participating, support of up to \$1200 is available. The dean may allow additional GSLIS financial support over the university limit as funds are available and as an individual faculty member expresses need. It is not unusual for a faculty member to attend two or more conferences per year.

In addition, special funding is available for university level research grants as well as for technology in conjunction with faculty research ([Faculty Handbook, Section 4.4.3](#)). These grants may be awarded for summer research or for other special projects.

Leaves with Pay

As outlined in the [Faculty Handbook, Section 4.4.5](#), the university strongly supports the scholarly, creative and professional development, as well as the personal renewal, of its full-time tenured faculty through a program of sabbatical leaves. Well-planned and well-used sabbatical leaves enhance the quality of the institution as well as the productivity and satisfaction of individual faculty members. Therefore, the university encourages those who are eligible to apply, and will make every reasonable effort to accommodate strong candidates. Sabbatical leaves are granted for one semester at full base salary; or, as an alternative, the faculty member seeking sabbatical may request a leave of one full academic year at one-half their then-current salary. A faculty member accepting a sabbatical leave is expected to return to Dominican University at the end of the sabbatical for a period of at least two years, unless the individual’s contract is not renewed.

Figure V.8: Academic IT special equipment grant awards

Award Year	Faculty Member	Purpose
2013-14	Cecilia Salvatore	Audio recording/digitization equipment
	Karen Snow	Follett Destiny System license for classroom use
2014-15	Thom Barthelmess	Enhanced monitor displays for Butler Center inventory
	Don Hamerly	Five Asus C200 Chromebooks
	Cecilia Salvatore	iPad Air2 for oral history field work

Financial Aid

GSLIS students are eligible to receive financial support from two sources, both funded in a ratio comparable to the other graduate schools on campus: 1) financial aid in the form of

loans, and 2) scholarships. Dominican University's Office of Financial Aid administers loans.

GSLIS itself awards scholarships; some of which are funded by the GSLIS operating budget, and some of which are funded by external partners. Additional scholarships are structured as assistantships for which students receive tuition remission. Those funded by external partners may have additional, specific criteria that are negotiated with the funding group or individual. The GSLIS operating budget for scholarships has grown from \$140,000 during the 2008-09 fiscal year to \$225,000 during the 2014-15 fiscal year.

Below is a summary of GSLIS scholarships:

- **Departmental Scholarships:** These are awarded based on a combination of need as demonstrated by the FAFSA, merit determined by GPA and/or GRE or MAT test scores, and funds available. They are funded by a combination of the GSLIS operating budget for scholarships and external, unrestricted gifts such as the H. W. Wilson scholarship program. Students must apply for each semester in which they seek aid; GSLIS Departmental Scholarships are awarded in amounts ranging from \$500-\$2500 per semester.
- **ALA Spectrum Scholarships:** GSLIS fully matches all ALA Spectrum Scholarships awarded to our students, funded by the GSLIS operating budget for scholarships.
- **LTA Scholarships:** GSLIS grants a 50% tuition discount on our four core and required courses for Library Technical Assistant certificate holders, funded by the GSLIS operating budget for scholarships.
- **Dean's Welcome Scholarships:** In 2013, GSLIS and the Office of Enrollment Management worked together on an initiative to better leverage scholarships for recruitment purposes. GSLIS offered \$500 off per course throughout the entire MLIS degree, which is 12 courses, for a maximum of \$6000 per student. This was offered to any student who matriculated in summer or fall 2013 and resulted in a demonstrable increase in our yield of matriculating students as a percentage of those accepted from 56% in summer 2012 to 75% in summer 2013, and from 67% in fall 2012 to 81% in fall 2013. These were funded from the GSLIS operating budget for scholarships.
- **PALA Zubrzycki Scholarships:** GSLIS partnered with the Polish American Librarians Association to offer three \$2300 scholarships (one per year for three years from 2012-14) to GSLIS students who competed for the awards by writing an essay about how they intended to incorporate multiculturalism into their future practice of youth services librarianship. These scholarships were funded by a bequest from Michael and Christine Zubrzycki in honor of Mr. Zubrzycki's mother, who championed children's literacy.
- **CALA Li & Li Scholarships:** GSLIS partnered with the Chinese American Librarians Association to offer three \$5000 scholarships (one per year for three years, 2014-16) to GSLIS students of Chinese or Chinese American ethnicity who compete for the awards by writing an essay describing how their heritage will inform their professional service to their community, and how they hope to be involved in CALA. These scholarships are funded half by a gift from Dr. Richard Li, GSLIS

Dean Emeritus and his wife Dorothy Li, and half by a match from the GSLIS operating budget for scholarships.

- **Butler Bologna Scholarships:** The Butler Family Foundation provides financial support to the Butler Children’s Literature Center. One of the ways in which GSLIS passes on this support to students is by offering half-tuition remission for four selected students to take the LIS 796 Bologna Children’ Book Fair travel course to Bologna, Italy. This type of tuition support was offered in spring 2014 and 2015 in the amount of \$1224 per student.
- **Guadalajara International Scholarships:** In fall 2014, GSLIS took an inaugural travel course to the Guadalajara International Book Fair in Guadalajara, Mexico and supported five students with \$1000 each, funded by a dedicated international travel budget line in the GSLIS operating budget, which is in addition to the \$225,000 budgeted for scholarships noted above for the 2014-15 academic year.
- **Rebecca Crown Library Assistantships:** GSLIS partners with Dominican’s Rebecca Crown Library to offer tuition remission for these year-long graduate assistant positions equivalent to one course in the fall semester and one in the spring (\$2448 each, \$4896 total) for two students. Crown also supports these students with an hourly stipend. The positions are competitive; students apply by sending a resume and cover letter and are selected by library staff. The tuition remission part is funded from the GSLIS operating budget for scholarships.
- **Skokie Public Library Internships:** GSLIS partners with the Skokie (IL) Public Library to offer tuition remission for these year-long internships equivalent to one course in the fall semester, structured as LIS 799 Practicum and one in the spring, structured as LIS 801 Independent Study (\$2448 each, \$4896 total) for three students. The positions are competitive; students apply by sending a resume and cover letter and are selected by library staff. GSLIS began this program in 2014-15 and are continuing it for 2015-16. It is funded from the GSLIS operating budget for scholarships.

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

As emphasized throughout this report, the school has a history of involving key stakeholders in its decision-making process. At both the campus level and within the school, the elements of the current strategic plan provide the overall framework for planning, decisions, and activities. The GSLIS program’s newly identified *2015-2017 Strategic Directions* arose from a fully articulated planning process as detailed in Chapter I. Evaluation is undertaken at many levels—from student evaluations of instruction at the course level to exit surveys of GSLIS graduates, to surveys created and distributed by the Office for Institutional Research and Assessment.

The small size and the character of the institutions and organizations with which Dominican University partners invite student input and feedback. Students expect to be able

to communicate directly with faculty, staff, administrators, and the president, and often do. Through these mechanisms, the school is aware of issues to be addressed, and considers these when making decisions and when planning. Student representatives of LISSA regularly attend GSLIS Council meetings. Both the Alumni Council and Advisory Board meet on a regular basis, enabling engagement with external stakeholders including alumnae/i, employers, and area library leaders as the school evolves and grows. As of fall 2015, GSLIS planning includes input from a new Youth Services Advisory Committee. The committee consists of a culturally-diverse group of nine members who are adjuncts and alumnae/i active in the field of library services to children and young adults, plus three Dominican University faculty and staff members. The committee will provide input regarding current issues in library services to youth, emerging technology skills for youth services librarians, programming for all ages, and urgent topics for inclusion in the GSLIS youth services curriculum. In addition, the committee will serve as an informal think tank for the Butler Center for Children's Literature.

Summary Statement

Dominican University is aggressively responding to the national drop in graduate program enrollments, from which GSLIS has not been immune. In the midst of this transformational environment, the Graduate School of Library and Information Science is a part of a healthy, innovative university, which provides multiple layers of support across campus departments. GLSIS is administered in an institutional culture that values reflection and dialogue. Whenever possible, decisions are made with the input of constituents, both internal and external. Constituent groups meet on a regular basis to consider the direction of the program and to provide suggestions and comments on its development; the partnerships that have characterized the school's recent history provide an additional measure of input and accountability.



Chapter VI: Physical Facilities and Resources



DOMINICAN UNIVERSITY

Inspired minds. Amazing possibilities.

Chapter VI: Physical Resources and Facilities

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

GSLIS is housed in the 71,000-square-foot ALA-award winning Rebecca Crown Library (Crown Library) on the River Forest campus of the university. Classrooms, faculty offices, GSLIS administrative offices, student lounge areas, the university library, computer labs, media production facilities, and the Cyber Café are located conveniently together in this modern and comfortable building for classes and informal meetings.

In recent years, the university has undertaken and planned major construction projects, which have resulted in substantial improvements to the university's overall facilities and services, including opening a new classroom building (Parmer Hall), constructing new offices and labs, and making ongoing renovations to existing facilities to keep pace with modernization and general maintenance. The most recent planned building is the Student Commons facility in the heart of campus with groundbreaking scheduled for spring 2016 and opening in summer 2017.

The university has more than 450 computers available for use by students, faculty or staff. These computers are located in computer labs and classrooms, lounges, and lobbies across each campus. There are over 60 technology-enabled classrooms across the university's main and Priory campuses. Technology resources in these rooms include desktop computers, LCD projectors, TVs or smart-boards, laptop connections, and integrated, amplified sound systems. Specialty rooms exist across the university for classes with specific pedagogical needs, and additional technology is available upon equipment delivery requests. An assistive technology lab is available. The entire campus is WiFi accessible.

In April 2013, the university Board of Trustees adopted an updated [Technology Plan](#), which continues to have a positive impact on GSLIS technological resources. The university identified infrastructure and technology-based pedagogical improvements as key areas of focus. Ongoing classroom upgrades are highlighted as a university priority.

With access to special IT funds and an annual operating budget, GSLIS has added equipment and technology that are unique to the curriculum needs of the program. For example, in 2015, GSLIS received an Administrative IT grant in partnership with Crown Library to obtain a 3D printer. These ongoing equipment and technology improvements are discussed in more detail in subsequent sections of this chapter.

Other Facilities on Campus

Physical facilities and resources that directly support the GSLIS academic program, including the Rebecca Crown Library, will be discussed fully in the next section. Additional

university level resources that are particularly important to the GSLIS program and that directly affect students are noted here.

The University Information Technology Department

The Information Technology Department (IT) is responsible for creating and maintaining a technology environment that supports Dominican University's strategic direction. The department's goal is to provide a high-quality infrastructure, along with superior support services, to enable the university user community to utilize technologies for enhanced teaching, learning and administration. IT provides a wide array of services to the university community, including email, telephone and data networks, security, support of administrative systems such as registration and financial aid, and software training workshops.

The vision of the university IT department is as follows:

Dominican University will apply technology to enhance teaching and learning, improve the student experience, and build community through communication. We strive to have technology that facilitates the transaction and lets people focus on the transition. The electronic presence of the university has the touch and feel of visiting our relationship-centered campus, allowing Dominican to reach faculty, staff and students wherever they may be—Anytime, Anywhere, Accessibility.

The Information Technology Department supports the University Academic IT grants to fund faculty proposals for enhancing instruction, research, and creative activity through technological innovation as well as integrating compelling examples of teaching and learning excellence into a robust and interactive web presence. The Information Technology Department strives to ensure a stable, flexible, and secure infrastructure that supports a consistent, uninterrupted learning environment.

In addition to uninterrupted access to the university IT infrastructure, campus user support services used most frequently by the GSLIS community include:

IT Support Center

Computer Services is the division of Information Technology Department that handles the repair and dispersal of equipment, operating system and software conflicts or problems; application support; and, server/account maintenance. Any concerns that fall under these topics are addressed by the IT Support Center which can be contacted in-person, online or by telephone, with staff available Monday through Thursday from 8:00 a.m. to 7:00 p.m., Friday from 8:00 a.m. to 5:00 p.m., and on Saturday from 8:00 a.m. to noon. In August 2015, the IT Department opened its newly-renovated IT Support Center in Lewis Hall, offering expanded IT services, an upgraded online help-ticket response system and increased Sunday hours. Student survey data, described below, reveals that students are satisfied with IT Support Center services, suggesting these hours are sufficient to serve student needs.

Computer Classrooms/Labs

The Information Technology Department maintains the computer labs and classrooms described previously, as well as the largest public lab on campus, the Technology Center, on the ground floor of Lewis Hall. It establishes a classroom plan to incorporate flexibility and active learning, *i.e.*, a dedicated and flexible space for faculty and students to experiment freely and collaboratively with a variety of new technologies.

The Information Technology Department has recently completed an upgrade of faculty office computers over six years old and classroom computers in service more than four years. Faculty members have a choice of either a laptop or desktop computer. The university plans future replacements for roughly 20% of these computers each year on a five-year rotation. In 2013 and 2014, the university replaced 450 classroom computers (83% of inventory) and 300 non-classroom computers (52% of inventory).

Within the last several years, the university has continued to expand and increase its Internet bandwidth, to provide additional stability to the campus network (including both academic and campus residential areas). Issues such as classroom outages and connection speed continue to be addressed within the current technology plan, and the campus has seen great improvement in this area. Figures VI.7, 8, and 9 illustrate student and alumnae/i satisfaction with the IT infrastructure, classroom technology, and computer labs.

The Information Technology Department works with the Borra Center for Teaching and Learning Excellence to provide faculty members with diverse opportunities to discover appropriate teaching and learning technologies, including workshops, conference attendance, outside speakers, provision of literature, and pilot technologies.

University Bookstore

The University Bookstore, located in the University Center on campus and managed by the Follett Corporation, sells textbooks ordered for classes. Faculty members can submit textbook orders electronically, and students can purchase or rent materials in-person or have them shipped to a designated location. Students can also order textbooks online. The bookstore will also facilitate the creation of customized “course packs” of readings. Bookstore hours are extended or curtailed throughout the academic year to meet general campus needs.

Dining Services

Several dining options are available to students, faculty members, and staff on the university campus. The main dining hall provides full meals served cafeteria style. For quick meals or snacks, the Cyber Café is located in the Crown Library building. Vending machines are also located throughout the various campus buildings. The dining services will be further improved with the new Student Commons in 2017.

Parking

The university has three central parking lots and a 500-space parking garage on the main campus with additional designated areas at the Priory Campus. Commuter students, faculty, and staff can purchase annual parking stickers for \$50, with a \$25 reduced fee for adjunct instructors. Free two-hour on-street parking is also available for visitors to campus.

Shuttle Service

The university operates a van shuttle service to and from the campuses (main campus and Priory campus) and the elevated train station (the CTA Green Line) near campus that serves Chicago and feeds into the regional rail system. During weekday evening the shuttle makes eight automatic CTA Green Line runs to correspond with class times. The shuttle leaves the main campus, goes to the Priory, and then drives to the Green Line station and back to the main campus. During the day, the public bus transportation system can be used to travel from train stops to campus.

New Student Commons

The newly announced Student Commons building will create linkages among co-curricular spaces to create a true student union, which will make high-impact practices easily accessible to all students in an active, engaged, and enriched environment. It uses space and synergies to close the gap between Dominican and its peer and aspirant institutions for quality interactions.

The new Student Commons supports enrollment growth and a larger percentage of commuting students. It will build space capacity for growth in students and programs and address deficiencies in space and student satisfaction with common gathering, dining and co-curricular facilities. The key features of the Student Commons include:

- Prayer, service, study, community
- Dining and food service expansion
- Student gathering and lounge space
- Student engagement and support services
- Circulation and accessibility

Figure VI.1 Rendering of the new student commons building



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

While GSLIS offers courses online and in blended formats, survey data reveals that half of the MLIS students prefer to enroll in fully face-to-face classes on Dominican's main campus in River Forest. As such, the quality of the university physical facilities, from learning spaces to administrative and program support settings, remains a key priority for GSLIS. Following is an overview of the GSLIS facilities, as well as a description of recent improvements made to GSLIS classroom and lab settings. Floor plans for the Crown Library, GSLIS classrooms, and lab facilities are included in Appendix VI.1.

Classrooms

GSLIS enjoys an advantageous location on the top floor of Rebecca Crown Library. Five core GSLIS classrooms, Crown 310A, 310B, 320, 330, and 340 are located here, and share a common adjacency to a circular lobby area with soft seating and computers that encircle an open staircase leading to the library second level. These classrooms range in capacity from 40 to 18 seats. All include smart classroom technology that includes instructor an instructor station with computer projection, document camera, DVD player, and integrated sound system. Crown 330 is a fully equipped lab classroom with 32 student computers. Crown 310A, 310B, and 340 provide flexible table and seating to allow for a variety of instructional formats, ranging from lecture to group work. Crown 202 provides a space specifically designed for multimedia instruction.

Classrooms and Computer Labs for GSLIS

GSLIS classes on campus are usually scheduled in the eight classrooms located on the second and third floors of the Crown Library, adjacent to GSLIS faculty offices and the administrative suite. These classrooms are all equipped with an instructor workstation and ceiling-mounted projection capability. Most of these classrooms have flexible tables and seating to facilitate arranging the furniture to meet the specific instructional need. A tiered classroom seating forty students provides an environment conducive to presentations. See Figure VI.2 for a description of classrooms and facilities.

In addition to the classrooms described here, the Crown 302 lab is a state-of-the-art facility designated for use by GSLIS, as LIS-specific software is loaded on these machines according to curriculum and professional needs. This lab was renovated in 2012 and now contains one smart board, two smart TV monitors and collaboration seating, three PCs, two iMacs, and one high definition scanner in the lab for faculty and students. In addition, the 3D printer acquired in 2015 through an Administrative IT Special Equipment Grant is also located in this space.

The hours of Crown 302 mirror the hours of all on-campus computer labs, which are open Monday through Thursday from 8:00 a.m. until 10:00 p.m.; Friday from 8:00 a.m. to 5:00 p.m.; Saturday from 9:00 a.m. to 5:00 p.m., and Sunday from 1:00 p.m. to 10:00 p.m. GSLIS faculty members can reserve the Crown 302 lab for remote instruction and for face-

to-face sessions. Students may also book this lab for schoolwork discussion or other meetings.

A new archive lab with a high definition scanner, a computer, and advanced audio, video and image digitalization equipment was also established in 2012. This lab is an ideal practicing site on campus for MLIS students to produce archive, culture heritage, oral history or digitization products for various communities in the greater Chicago area. Along with Crown 202 and 302, these labs support current and new courses as they develop.

Figure VI.2 Computer classrooms and labs used by GSLIS

Classroom Location	Seating Capacity	Square Footage	Inventory
Crown 202	22	907	Instructor Computer, Screen, Projector, 22 Student iMac Computers, Laserjet 4200, Portable Smartboard, Lite Show 3 (for mobile sharing), various other multimedia development software
Crown 214 (Butler Center)	25	1,111	Instructor Computer, Screen, Projector
Crown 302 (lab)	7	522	Smartboard, 3D printer, 4 PCS, Steelcase Collaboration Table, Steelcase Node chairs for active learning simulations
Crown 310-A	19	634	Instructor Computer, Screen, Projector, DVD/VCR, Document Camera, (Extron Control System)
Crown 310-B	18	508	Instructor Computer, Screen, Projector, DVD/VCR, Document Camera, (Extron Control System)
Crown 320	40	1145	Instructor Computer, 2 Screens, 2 Projectors, VCR/DVD, Direct TV, MIC, Document Camera, (Crestron Controller)
Crown 330	32	1156	Instructor Computer, Screen, Projector, VCR/DVD, MIC, Document Camera, HP Laserjet 4100tn Printer, 32 student computers (Extron System 7sc Controller)
Crown 340	33	1217	Instructor Computer, Screen, Projector, DVD/VCR, Document Camera, (Extron Control System)

In addition to GSLIS classrooms on the third floor of Crown Library, the relocated and expanded Butler Children’s Literature Center, opened in 2011, serves multiple functions, including but not limited to a classroom space, a location for departmental meetings, and a hearing room for doctoral dissertation proposals and defenses. This highly flexible space is multimedia-ready, with computer projection, drop screens, and integrated sound.

Classrooms on the second and third floors of Lewis Hall, the campus building connected and adjacent to the Crown Library, are also used by GSLIS. Several classrooms in Lewis Hall have undergone significant technology and furnishing updates in the past two years. Classrooms in Parmer Hall, which opened in 2008, are also used by GSLIS as needed. Crown Library classrooms, notably Crown 202, are regularly used for GSLIS classes. Classrooms are assigned by the university registrar, with assignments based on the size of course enrollment and pedagogical needs. GSLIS faculty members are notified of the

classroom assignments by the GSLIS coordinator of instructional support before the start of each semester, and are given the opportunity to request classroom re-assignment in the event that the initially assigned space does not meet the instructor’s needs.

GSLIS classes also regularly meet at two additional locations: 1) the Dominican University Priory Campus, located one-half mile east of the main campus in River Forest; and 2) the Harold Washington Library Center conveniently located in downtown Chicago. The Priory Campus has several classrooms, each equipped with an instructor computer, projector and screen; as well as a larger auditorium, computer lab, student lounge space, and meeting rooms. The Harold Washington Library Center classroom/training room is equipped with a networked computer for each student as well as a projection system. Typically, three classes per fall and spring semester are held at the Harold Washington Library Center. Classrooms are assigned at the Priory campus at times when space is tight, particularly in the early afternoons when the largest percentage of the undergraduate classes meets. Appendix VI.2 identifies MLIS course delivery locations and formats.

Figure VI.3 University computer lab inventory

Building	Room Type	Location	Number of Computers
Crown Library	Lab	Cyber Cafe	16 PCs
Crown Library	Lab	1st, 2nd, 3rd floor	55 PCs and 2 Macs
Crown Library	Classroom	111	25 PCs
Fine Arts	Classroom	010	21 PCs
Lewis Hall	Lab	Tech Center	42 PCs and 6 Macs
Lewis Hall	Classroom	002	31 PCs
Lewis Hall	Classroom	004	26 PCs
Lewis Hall	Classroom	130	20 MacBook Airs
Lewis Hall	Classroom	406	20 Macs
Lewis Hall	Creative Media Lab	Lower level	2 Macs, 1 PC, Video equipment, green screen
MAC	Classroom	308	13 Dual boot Macs
Parmer Hall	Lab	1st floor Lab	24 PCs
Parmer Hall	Classroom	003	25 PCs
Parmer Hall	Classroom	004	32 PCs
Parmer Hall	Classroom	114	31 PCs
Parmer Hall	Classroom	209	5 PCs
Parmer Hall	Classroom	212	18 PCs
Parmer Hall	Classroom	428	17 PCs
Priory Campus	Lab	255	6 PCs and 6 Macs

The computer labs are equipped with a variety of applications for teaching and learning. These applications include:

- **PC (Windows 7) Classroom and Lab Standard Software:** MS Office Suite 2013 (Access, Excel, PowerPoint, Publisher, Word), SPSS Statistics package, Adobe

Photoshop, Dreamweaver, Google Chrome, Firefox, Internet Explorer, SQL Database software, and more.

- **Mac Classroom and Lab Standard Software:** Adobe CS 6 Suite (Acrobat Pro, Dreamweaver, Photoshop, Fireworks, Flashbuilder, etc.), MS Office Suite 2011 (Word, Excel, PowerPoint), Google Chrome, Firefox, Safari, multimedia packages offered by Apple, and more.

Additional specific software is available for installation upon an instructor's request as per availability and licensing restrictions.

Computers, Printers, and Scanners in Crown Library

Over the past several years, the university has made great strides in providing computers and information technologies in support of instruction and research. In 2015, the Crown Library has 83 computers dispersed throughout the four-floor facility's public areas and 58 computers in the two classrooms. Compared to the number of public access computers in 2008, there is a roughly 45% increase (26 new computers were added).

While these computers are heavily used, students rarely have to wait for workstation availability. All the computers in the library have access to library resources, the Internet, and to all the standard campus software. There are sufficient network jacks throughout the library building to enable laptop-ready wireless connections regardless of study location.

Scan/Copy/Print Services

The university launched a new print management initiative in 2009 to reduce waste and in general promote responsible printing practices. The results have been impressive since the initiative started; our printing totals per year have been reduced by over a million pages per year. More print release stations and locations were established in 2014.

Print Release Stations near GSLIS

HP Printing (Black and White Secure Release @ HP4555s)

Crown Library all floors (2 in Cyber Café)

Lewis Student Technology Center, Lewis 001 (2)

Canon Printing (Black and White Secure Release @ Canon 4245s)

Lewis 3rd Floor near elevator (close to GSLIS dean's office)

Color HP Printing (Color Secure Release @ HP CM4540s & HP M680s)

Crown Library lower level in Cyber Café

Lewis Student Technology Center, Lewis 001

Faculty Offices and Multi-purpose Meeting Spaces

GSLIS faculty offices form an outer ring on the third floor of Crown and are steps away from GSLIS classrooms, shared meeting spaces, and the department's administrative suite. Individual full-time faculty members have their own offices. Faculty offices are, with some exceptions, 128 square feet in size, allowing room to comfortably seat two visitors in

addition to the faculty member. Close proximity to GSLIS classrooms allows ample time and convenience for pre- and post-class meetings with students. Faculty members and students may choose to also meet in any of the school's other meeting spaces, including the 200-square-foot Ph.D. suite, which was completed in 2012 and is readily available for use by MLIS students as well.

Depending on technology and capacity requirements, faculty meetings may also take place in GSLIS-designated spaces such as the Butler Center, Crown 302, or campus spaces such as the Springer Suite, located on the lower entry level of the Crown Library adjacent to the Cyber Café. The Springer Suite is a large, easily accessible, and highly flexible space that is the regular location for GSLIS departmental meetings, information sessions for prospective students, and student-led events such as Association Night. When larger, signature GSLIS events occur, small, medium and large size lecture halls and gathering spaces are available to suit each event's purpose. Other meeting and collaborative spaces across the university buildings are available to GSLIS and can be reserved through the Office of Scheduling and Event Services.

Administrative Areas

The main campus of Dominican University is large and flexible enough to support its student enrollment and course schedule while remaining accessible, cohesive and easily navigable. GSLIS faculty, staff, and students have access to a range of facilities across campus. Between 2008 and 2014, several campus improvements supported the learning experience in GSLIS. See Appendix VI.3 for a full inventory of campus physical improvements. The Dominican University Campus Master Plan, first released in 2003, was updated in 2009. See Appendix VI.4 for the *Dominican University 2009 Master Plan Addendum*. Two significant improvements from the 2003 plan include the construction of Parmer Hall and the completion of a new parking garage. Both of these substantial campus improvements continue to have a positive impact given their expansion of campus capacity both in classroom space, lab facilities and parking.

In 2012, the GSLIS administrative suite on the third floor of Crown was renovated and expanded. The suite is in very close proximity to GSLIS classrooms and faculty offices and includes administrative offices, shared work areas, and a reception desk. In addition to the dean and assistant dean, the expanded space has allowed for consolidation of departmental functions in a single, convenient location for staff, faculty, and students. Staff members responsible for a range of academic and program support services have offices in the suite. The suite is open extended hours on weekdays to support faculty members and students in evening classes.

Standard 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.

As described above in Figures VI.2 and VI.3, GSLIS has access to a well-equipped inventory of classrooms, library resources, computer labs, an archive lab, meeting rooms, administrative offices and multi-purpose rooms to fully meet the needs of the MLIS

students. The Crown Library provides a variety of accessible study and meeting options for all students, as illustrated in Figure VI.4. Media production facilities available across the university include a full-service print center, a creative media lab (including green-screen video production capabilities) and several computer labs described above.

Figure VI.4 Available seating in Crown Library

	Tables	Chairs	Upholstered Chairs	Sofa (Seats)	Stools	Corner Desks	Computer Desks	Carrels	Seating Capacity
Lower Level	4	16	0	8	0	0	24	0	64
1st Floor	10	33	6	0	0	4	18	0	101
2nd Floor	9	31	9	0	0	6	0	8	90
3rd Floor	0	0	12	3	5	0	7	0	27
Noonan Reading Room	6	36	8	2	0	0	0	0	70
Total Capacity	116	116	35	13	5	10	49	8	352

***Standard 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.*

The Rebecca Crown Library (Crown Library) is centrally located on the main campus of Dominican University. Renovated in 2003, the building is also home to the Graduate School of Library and Information Science, located on the third floor. The Butler Children’s Literature Center (a collaboration among Crown Library, GSLIS, and the School of Education, administered by GSLIS) is conveniently located on the second floor of the library near the information desk. The Crown Library has three service desks, the reference desk located on the main floor adjacent to the circulation desk, and information desks located in the lower level near the Cyber Café and on the second floor. The library provides a universally accessible entrance through its lower level ramp and elevator access.

Crown Library Mission

The mission of the Crown Library is aligned with the Dominican University Mission: to pursue truth, give compassionate service, and contribute to a more just and humane world. The mission mandates the academic support of students, faculty, and staff for resources and services. Services such as reference, circulation, interlibrary loan and instruction provide means through which the Dominican University mission may be realized.

Library Access

The library is open to all members of the Dominican University community, with top priority given to the university’s faculty members, staff, and students. For example, the four group study rooms are only available for use by students. Students may reserve a group

study room online via the library website. Alumnae/i are welcome to use the Crown Library and may apply for a library card to check out materials. Interlibrary loan services and remote access to databases are not available to alumnae/i. The Crown Library is also open to the greater I-Share community and the general public. Database access is available within the library building.

Library Hours

The Crown Library offers robust hours to serve its various constituencies. University librarians track usage, including reference transactions, throughout the day. In 2012-13, significant research on library hours at the other academic libraries in the greater Chicago area and beyond provided guidance for making decisions regarding best practices in library hours and services. The library hours for the academic year are as follows: Sunday-Thursday, 8:00 a.m. to midnight, and Friday and Saturday 8:00 a.m. to 8:00 p.m.

Reference and Research Services

The faculty librarians provide reference and research assistance to library users. Reference services are available in-person at the main reference desk via the phone, text, email, and chat. The GSLIS graduate assistants who work at the lower level information desk share chat inquiries with the reference librarians, who review the transcripts as needed. Data collection and observation indicate that 1) most reference queries come in person, and 2) LIS is the most common area of disciplinary inquiry. Current statistics indicate an ongoing drop in reference questions, as is the trend across academic libraries. Crown librarians continue to pilot various emerging best practices in academic reference services including roving reference and reference on demand. Librarians make use of instruction products including LibGuides and various video tutorial creation tools to create university specific [instruction and research resources](#).

The Library Instruction Program for the Graduate School of Library and Information Science

The library offers in-depth research workshops in LIS 701 Introduction to Library and Information Science, LIS 704 Reference and Online Services, LIS 748 Collection Management, and LIS 764 Library User Education to support the research needs of the graduate students enrolled in GSLIS. The students learn both basic and advanced research skills required for conducting research in library and information science.

Crown Library partners with GSLIS to offer two year-long graduate assistant positions with tuition remission for one course in the fall semester and one in the spring. Crown Library also supports these students with an hourly stipend. The positions are competitive; students apply by sending a resume and cover letter and are selected by library staff. Interns conduct reference services, create instruction guides using a variety of media, and have the opportunity to gain valuable practical experience while earning the MLIS.

With the advancement of instructional technology and the trend in hybrid and online learning in higher education, the instruction librarians have created numerous [online video tutorials, webinars, and webinar recordings](#) for faculty members to embed in their courses through Canvas, as well as for the students who take courses online.

Crown Library Holdings for Library and Information Science

Juvenile Collection

The purpose of the juvenile collection is to serve primarily as a teaching collection for GSLIS students. To a lesser extent it serves as a teaching collection for graduate and undergraduate students in education and as a collection for use by the teachers and preschoolers at Dominican's Junior Citizen Center. The collection focuses on children's and young adult books.

Levels for subjects:

SUBJECT	LEVEL
Easy Books	Advanced Study
Fiction	Advanced Study
Folklore and Fairy Tales (398s)	Advanced Study
Poetry (811s)	Initial Study
Information books (other Dewey classes)	Initial Study
Foreign Language	Minimal Study

Library and Information Science Collection

The library and information science collection serves GSLIS. Its principal objective is to provide information sources appropriate for courses taught in the school, as well as to provide selective coverage of subjects not covered in the curriculum. The LIS collection consists of monographs, reference materials, periodicals and audiovisual materials. Most of this material is located on the second floor. However, the program also relies heavily on the reference collection and general book collection.

Levels for subjects:

SUBJECT	LEVEL
History of the Book	Advanced Study
Printing	Advanced Study
Bookbinding	Advanced Study
Censorship	Advanced Study
Libraries	Advanced Study
Library and Information Science	Advanced Study
Automation	Advanced Study
Architecture	Advanced Study
Book Collections	Advanced Study
Cataloging	Advanced Study
Classification	Advanced Study
General Bibliography	Advanced Study
Best Books	Basic
Booksellers' Catalogs	Minimal Study
National Bibliography U.S.	Advanced Study
Canada	Basic

Latin America
Europe
Subject Bibliography

Minimal Study
Basic
Advanced Study

Consortia Memberships

The library is a member of several consortia including:

[LIBRAS](#): A consortium of 17 private college and university libraries located in the greater Chicago area. The LIBRAS mission is to provide continuing education, promote cooperation among member libraries, and provide networking opportunities for the LIBRAS membership. Several of the LIBRAS libraries collaborated in creating a digital repository, and Dominican University and the Rebecca Crown Library set up and began hosting the server onsite. The digital repository known as *Constellation* currently has digital collections from Benedictine and Dominican Universities, and Elmhurst, North Central, and Wheaton Colleges.

[CARLI](#): The Consortium of Academic and Research Libraries in Illinois (CARLI) began in 2005 through the consolidation of three Illinois academic library consortia. There are 139 CARLI members of which the Crown Library is a governing member. One of the many benefits as a member of CARLI is the participation in I-Share. I-Share is the online catalog and library management system that serves approximately 85 institutions statewide. Other services provided through I-Share are the Illinois Library Delivery Service (ILDS), which provides delivery service for materials circulating between the I-Share libraries; negotiation and licensing at discounted fees over 200 databases; and the Book Digitization Initiative that provides digitization assistance for CARLI members. Several of the library faculty members are active members of CARLI committees, special interest groups, and governance.

[CRRA](#): The Catholic Research Resources Alliance (CRRA) is a collaborative alliance of Catholic institutions whose mission is to provide and create access to unique research materials held in the member libraries and archives. The CRRA maintains a Catholic Portal that features 12 collecting themes such as Catholic literary figures, intellectual life, education, liturgy, men and women's religious orders, peace building and social action. Several library faculty members are active in CRRA.

Collections

Crown Library is a governing member of CARLI and thus has access to the member libraries' collections via I-Share. Membership in CARLI also enables the library to acquire licenses for databases and e-books at reduced rates. Crown Library subscribes to [library science related databases](#). This list includes such databases as Academic Search Complete, JSTOR, ALA Guide to Reference, Choice Reviews Online, E-LIS, Gale Virtual Reference, Lexis Nexus, LISA, Ulrich's Web, and WorldCat.

The acquisition budget for GSLIS has remained static over the past 4 years, as demonstrated in Figure VI.5. The library has not had a significant increase in the acquisition budget. During the annual budget process the university librarian submits requests for increases

based on the projections from CARLI and EBSCO. The university librarian sits on the newly formed University Curriculum Committee. When a new program is proposed, the university librarian must submit a letter of support from the library for the new program or express concerns that need to be addressed.

Figure VI.5 Selected items from Crown Library budget

	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
Total materials budget	\$180,000	\$105,000	\$105,000	\$110,000	\$110,000	\$115,000
GSLIS budget	\$15,000	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000
Juvenile GSLIS budget	\$3,500	\$1,750	\$1,750	\$1,750	\$1,750	\$1,500
Total online resources	\$140,000	\$215,000	\$264,859	\$276,589	\$294,488	\$291,600
Total periodicals	\$150,000	\$160,000	\$160,849	\$168,849	\$169,080	\$164,000

Distance Education

To meet the needs of the growing online offerings and ensure that students' library resource and support needs are met regardless of location and delivery mode, an outreach and distance education librarian was hired in 2013. The distance education program includes embedded information literacy units and a library repository of library instruction tutorials and other teaching resources in Canvas, in-person information literacy instruction sessions, and recently updated video tutorials. The [Distance Learning webpage](#) supports these services.

Media Center

The Media Center is located in the lower level of the library. The collection contains feature films, documentaries, and audio and musical recordings. There are several viewing and listening stations that are available for use by individuals and small groups. The Media Center provides limited support for copying audio/visual materials needed for educational purposes. The Media Center holds a small collection of libretti and other musical scores.

Interlibrary Loan

The Dominican University community benefits greatly from the library's participation in CARLI/I-Share. Library users are able to obtain circulating material from any of the I-Share libraries throughout the state; materials are delivered by the ILDS delivery service. The library uses three services to place interlibrary loan requests. I-Share is used (patron initiated) for requested materials in the I-Share system. OCLC (WorldCat) has been used to place requests for materials not available through I-Share. In 2013, the library implemented ILLiad to better facilitate patron-initiated requests.

Archives

The Dominican University Archives and Special Collections Department was created as a stand-alone unit in 1971. The university archivist is responsible for establishing the unit as a formal office, and has created collection development plans, standardized the accessioning of materials, created finding aids for approximately 160 collections, given unique IDs to 14,000 photographic prints, and collaborates with GSLIS faculty members to align the department practices with content of relevant GSLIS coursework. Each semester the

university [Archives and Special Collections](#) hosts at least two to three interns and volunteers from the GSLIS student body.

Government Documents

The university’s government documents depository program began in 1966. The library currently selects 31.91% of all government publications, though this has not changed since the 1990s. An effort is underway to update the physical holdings, refresh the university’s selection of print materials, and develop more avenues of access to electronic materials.

Digital Initiatives

The university’s digital initiatives include [Constellation](#), a consortial-based institutional repository hosted by DSpace, and the [McGreal Center](#) archives collections’ digitization projects, among others. The Crown Library also uses Open Journal Systems (OJS), an open content hosting space, in collaboration with GSLIS to host the online journal *World Libraries*.

Standard 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.

Each of the GSLIS stakeholder surveys (i.e., current student survey, graduating student exit survey and the alumni survey; see the Assessment Logic Model in Chapter II) asks students to rate the degree to which the classroom facilities, library resources and IT infrastructure/equipment met their needs.

Currently enrolled students rate the campus services positively. Dining services and the bookstore tend to be utilized less, but students who access these services rate them highly. Figure VI.6 demonstrates the satisfaction level with dining services, the GSLIS office, parking/transportation, and the bookstore.

Figure VI.6 Current student rating of various campus services 2014-15

	Fully meets my needs	Mostly meets my needs	Slightly meets my needs	Does not meet my needs	Haven't Used Because I Haven't Needed	Did Not Know About
Dining options	8%	13%	13%	8%	52%	5%
GSLIS office	51%	27%	4%	1%	15%	1%
Transportation and parking	33%	45%	11%	5%	6%	1%
Bookstore	25%	28%	13%	3%	31%	1%

Current students are equally satisfied with the IT infrastructure and computer lab resources, with over half reporting that their needs are “mostly” to “fully” met. Figure VI.7 demonstrates how less than 1% overall say the facilities do not meet their needs and an equally small portion does not know about the lab availability.

Figure VI.7 Current student rating of GSLIS classrooms, labs and IT infrastructure

	Fully meets my needs	Mostly meets my needs	Slightly meets my needs	Does not meet my needs	Haven't Used Because I Haven't Needed	Did Not Know About
Crown computer lab	27%	24%	6%	0%	38%	4%
IT computer lab	24%	17%	4%	1%	44%	10%
IT infrastructure	25%	36%	3%	1%	26%	9%
Classroom facilities	42%	42%	6%	1%	7%	1%

Graduating students exit the MLIS program with highly positive evaluations of the university’s IT services, with increasing satisfaction from 2012 to today, as illustrated in Figure VI.8. Alumnae/i maintain high levels of satisfaction with GSLIS classroom facilities and the library resources—and show steady increase over three years.

Recognizing general faculty members’ and students’ ongoing dissatisfaction with network stability and speed, the vice president for information technology, in discussion with the university Board of Trustees, initiated a comprehensive review of IT resources in fall 2012. GSLIS faculty members participated fully in the needs assessment and planning aspects of this initiative. The result was a fully developed [Information Technology Plan](#) for 2013-2018, which focused on strategic improvements with target implementation dates. The plan launched in spring 2013, and as a result substantial improvements have been made to the university’s IT infrastructure, services, and support for evolving pedagogical applications of technology. The resulting steady increase in student satisfaction with the IT infrastructure and services is a positive example of continuous improvement cycle.

Figure VI.8 Graduating student satisfaction with university IT infrastructure

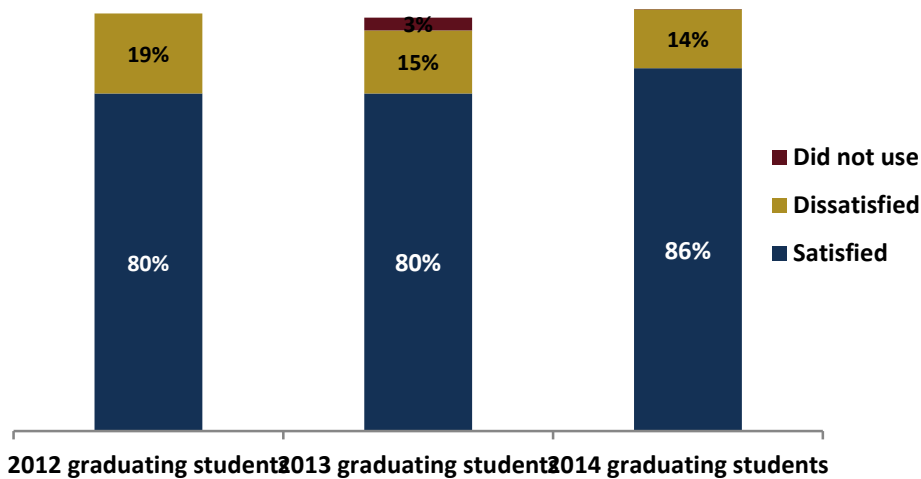
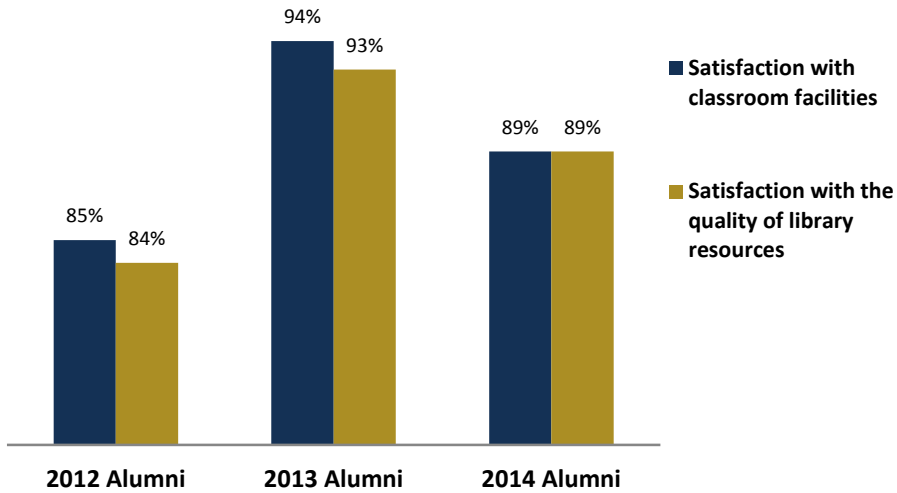


Figure VI.9 Alumnae/i satisfaction with classrooms and library resources



Summary Statement

Dominican University provides a range of services and facilities that form the foundation of a robust intellectual and pedagogical environment. There are sufficient classrooms, library resources both in print and via electronic access, technology infrastructure components, and lab space for delivery of the MLIS program. Provisions are made for face-to-face course delivery as well as blended and online courses. Dominican leverages its historical setting with both up-to-date technologies and ongoing attention to barrier-free physical and electronic spaces.

Synthesis and Overview

Since the last Committee on Accreditation (COA) review and visit in 2008, the Graduate School of Library and Information Science (GSLIS) at Dominican University has initiated several activities and new procedures to promote continuous planning and assessment of the academic program. The implementation and review of these activities have clarified areas of strength, as well as areas of needed improvement. A synthesis of these initiatives and activities as they relate to each of the ALA Standards is presented below, along with upcoming developments and challenges.

Standard I. Mission, Goals, and Objectives

The period since our last accreditation has been one of growth in terms of curriculum innovation and overall quality improvement processes. At the same time, it has been a challenging period in the face of the post-economic downturn, as our enrollments have showed a consistent downward trend since 2012. In the face of the resulting drop in revenue from GSLIS as well as several other of the university's graduate programs, Dominican University has challenged all of its graduate programs to respond aggressively with innovative planning.

With that mandate and with our own interest in gaining a deeper understanding of the current trends in LIS practice and organizational structures in mind, GSLIS invested significant energy from 2013 to 2015 in various planning activities as summarized in Chapter I. The result was a new 2015-2017 bridge plan with three key strategic directions: program growth and innovation, partnerships, and integration of 21st century skills across the curriculum. More detailed articulation of the bridge plan was completed in August 2015.

In keeping with *Program Growth and Innovation*, development of a new undergraduate major (Informatics) and a second master's degree (Master of Science in Information Management & Technology) is already underway and will proceed during academic year 2015-2016, with fall 2016 the proposed launch date for both programs. The MLIS degree will be bolstered on both ends of the academic ladder by the addition of the new programs through a potential boost in the undergraduate to graduate stream inside Dominican, and with new opportunities to enhance library-specific education with a keener curricular focus (freeing the MLIS to be library-centric rather than trying to serve many employers' needs with one professional master's degree). In addition, an increased revenue stream will add economic viability in a time of flux. Chapter I provides more details about GSLIS changes and improvements since our 2008 accreditation, with a detailed description of our planning in a time of rapid change in graduate professional education.

Standard II. Curriculum

The GSLIS curriculum is tied directly to our program's student learning goals and outcomes (SLGOs). Faculty members updated the SLGOs in 2012 based on feedback from employers and practitioners through a broadly distributed electronic survey. The curriculum is a mix of

foundational LIS topics and emerging issues in the field; there is strong alignment with ALA curriculum standards.

Assessment takes place through a variety of mechanisms, including student feedback through the course evaluation system as well as regular surveys to current students, new graduating students, alumnae/i, and employers. An e-Portfolio required of all graduating students serves as a culminating experience for student learning and allows the GSLIS faculty members to assess overall student success in meeting the program's SLGOs. The e-Portfolio is graded by full-time faculty members on a rotating basis, allowing a growing number of faculty members to observe overall student progress as demonstrated by the students' artifacts from across the full program.

In an ongoing effort to improve e-Portfolio data collection and to analyze it for action, GSLIS held its first data summit in August 2015, continuing to build on the evolution of e-Portfolio analysis which has included curriculum mapping, continuous revisions of the grading rubric, and evolving methods of overall data collection. We will subsequently integrate the data summit into our annual faculty retreat as we strengthen our culture of continuous assessment and action.

Curricular innovations since our last accreditation include the addition of 1.5 credit hour courses, specialized certificates tied toward areas of practice specialization, travel courses to international book fairs, and a significant increase in the number of online and hybrid classes.

The need to provide students with practice-based integrative learning experiences was consistently expressed by employers throughout the recent needs assessment and planning processes articulated in Chapter I. As a result, GSLIS has strengthened practicum opportunities through innovative partnerships with organizations such as Skokie Public Library, radio station WFMT, and Dominican's Crown Library.

A focus for academic 2015-2016 will be to review of the MLIS curriculum for currency and efficiency, with special attention to be paid to electives in balance with required courses. One of our new strategic directions (identified in April 2015) is *integration of 21st century skills across the curriculum* as we look to prepare LIS students to be responsive to a rapidly changing technological and global society.

Standard III. Faculty

Student ratings of the faculty members' teaching effectiveness, knowledge, and accessibility outside of class time are high, with survey data revealing a steady increase in satisfaction from 2008 to 2014. Students consider GSLIS to have an intellectually stimulating atmosphere, which is clearly one of the strengths of the program. Our faculty members are fully qualified to teach across the LIS curriculum and are sufficient in numbers to meet the needs of our program.

As we look toward 2015-2016, we will need to balance the needs of our MLIS program with the development of two new degrees as described earlier. We will meet the initial

instructional needs through our doctoral students teaching undergraduate courses, integrating a multi-disciplinary focus in both new degrees to maximize existing Dominican University courses and faculty members outside of GSLIS, creating cross fertilization of MLIS technology courses with MSIM courses, and by judicious use of adjunct instructors. As the new programs grow, the increased revenue will allow us to employ additional faculty members.

Our lecturer and Butler Children's Literature Center Curator Thom Barthelmess left in July 2015 to take a position in LIS practice. The curator position shifted to an administrative appointment rather than one connected to a faculty line. The open lecturer position will be filled in spring 2016 with an attention to the evolving curricular needs of the program as well as to recruitment of candidates from underrepresented groups.

Standard IV. Students

The GSLIS faculty members and administrative staff work collaboratively to develop and foster a rich learning community for students. The program has a well-articulated set of policies and procedures for student recruitment, admission, financial aid, placement and related activities. In 2013, the university established a centralized office for graduate recruitment and enrollment management that has led to greater coordination of recruitment resources while also allowing each program to retain full control of admissions policies and decisions.

In recent years, policies have been strengthened across the university to improve recruitment and retention of students from a variety of backgrounds and experiences. GSLIS continues to seek students from underrepresented groups through various mechanisms such as an institutional match for the ALA Spectrum Scholarship Program and the 2014 major grant request to the Department of Education's Promoting Postbaccalaureate Opportunities for Hispanic Americans (PPOHA) program. While that grant request was not funded, GSLIS will continue to pursue similar opportunities.

As with other LIS programs, recruitment of graduate students is challenging in light of broad shifts in the economy and in library staffing across the country. As we look to the next five to ten years, GSLIS will work closely with our marketing and recruitment support services on campus as well as with external partners toward greater enrollments. Our second new strategic direction is *partnerships*, which will include efforts to develop innovative partnerships with Chicago area libraries and information organizations, with a variety of academic institutions beyond the United States, and with multi-disciplinary academic partnerships both inside and outside of Dominican University.

Standard V. Administration and Financial Support

The university continues its strong administrative and financial support of GSLIS. As a private higher education institution, however, the university relies on tuition for a major portion of its budget. GSLIS will need to be creative as it faces the ongoing and unique challenges of generating income and balancing expenses in a private educational institution. New models of collaboration with other institutions, alternate modes of course delivery, and external sources of funding will likely need to be considered and tried along with our three

new strategic directions for 2015-2017 of program growth and innovation, partnerships, and integration of 21st century skills across the curriculum.

The most immediate challenge is to appropriately balance our income stream with the institutional cost of our program while at the same time keeping the faculty tenure and retention process stable. Our program has responded to reduced revenues with appropriate cost cutting measures in ongoing risk management, analysis, and response, including reducing faculty through natural attrition and strategic elimination of non-tenure faculty lines. President Carroll has asked for clear targets within the MLIS and the new programs that will identify benchmarks of a healthy revenue-expense model within our unit.

The university welcomed a new provost in July 2015, as Dr. Cheryl Johnson-Odim retired from the post she held for nine years. Dr. Jeffrey Breese brings new leadership along with new priorities. Several members of the GSLIS administration and faculty community participated in the search for our new provost, and we are confident that Dr. Breese will be an energetic supporter of GSLIS and our strategic directions for 2015-2017 as well as a powerful voice for faculty support.

Standard VI. Physical Resources and Facilities

Dominican University has a beautiful historical campus that has seen substantial development in recent years through major construction projects of new facilities as well as ongoing upgrades to existing buildings. The school has benefited from these projects with increased access to enhanced classrooms, new technology labs, and improved attention to instructional spaces (including, for example, flexible furniture). GSLIS is housed in the Rebecca Crown Library, providing easy access to library collections and services.

Crown Library supports GSLIS through collections, services, and partnerships specific to our program. For example, increased collaboration and communication between the librarians and GSLIS faculty and staff have resulted in a renewed joint graduate assistantship program, targeted collection development projects, expanded library instruction services, and Crown Library participation in the Butler Children's Literature Center.

A robust technology infrastructure is essential to achieving the academic and administrative goals of a graduate program in library and information science. The university has developed and significantly expanded its technology and computer resources in recent years through its *2013-2018 Technology Plan*, which also includes a strong commitment to technology-based pedagogies and their concurrent infrastructure and training needs. GSLIS faculty members and administrative staff participate in university-wide technology planning sessions, serving on technology committees, and meeting with the Information Technology department staff to address specific technology needs.

As our new programs develop, GSLIS will most likely be challenged by classroom space limitations experienced across campus. We will need to work closely with the Registrar and with other departments to closely consider space needs as we develop course schedules. The university plan to renovate and improve our Priory Campus, one mile east of the main

campus, includes new classrooms as well as expanded university services to graduate students. Shuttle services will be enhanced on Division Street between the two sites.

Conclusion

The improvements and accomplishments of the past several years demonstrate the capacity of GSLIS to maximize its strengths and meet challenges as it develops and moves the academic program forward. At both the university level and within the school, the mission statements and strategic directions provide the overall framework for carrying out and realizing meaningful needs assessment, planning, and evaluation of the program. Although there are clear challenges ahead, GSLIS is supported by its university leadership and is moving forward with a strong spirit of innovation and a solid commitment to the program.

