

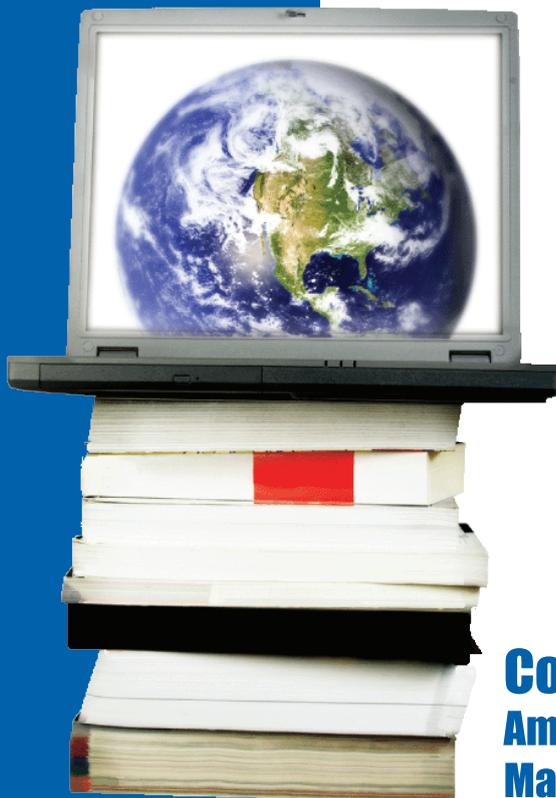


**San José State**  
UNIVERSITY

**SCHOOL OF  
LIBRARY AND  
INFORMATION  
SCIENCE**

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# **PROGRAM PRESENTATION**



**Committee on Accreditation  
American Library Association  
March 19-20, 2007**



**School of Library and Information Science**  
**San Jose State University**

# **Program Presentation**

for the

**Committee on Accreditation**  
**American Library Association**

**March 19–20, 2007**



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## **Program Information**

<b>Unit:</b>	<b>School of Library Information Science</b>
<b>Director:</b>	<b>Ken Haycock</b>
<b>Parent Institution:</b>	<b>San Jose State University</b>
<b>Chief Executive Officer:</b>	<b>Don W. Kassing, President</b>
<b>Chief Academic Officer:</b>	<b>Carmen Sigler, Provost</b>
<b>SLIS Director Reports to:</b>	<b>Inger Sagatun-Edwards, Dean, College of Applied Sciences and Arts</b>
<b>Regional Accrediting Agency:</b>	<b>Western Association of Schools and Colleges (WASC)</b>
<b>Program Seeking Accreditation:</b>	<b>Master of Library and Information Science</b>

The Master of Library and Information Science (MLIS) degree program offers a comprehensive education in the academic discipline of Library and Information Science and the professional competencies of Librarianship. The MLIS curriculum is delivered by faculty members from a wide range of disciplinary, professional, and institutional backgrounds, many of whom are award-winning scholars and leaders in their professional communities. By embracing the use of technology, both in its curriculum and in the delivery of courses, SLIS serves over 1800 students throughout the state of California and beyond, preparing graduates for careers in public, school, academic, and special libraries, as well as in archives, records management, and a wide range of settings within the information industry.



## Introduction

San Jose State University (SJSU), located in the heart of Silicon Valley, is a leading comprehensive university in the 23-campus California State University (CSU) system. The School of Library and Information Science at San Jose State University provides professional graduate education in Library and Information Science to students residing in the San Jose area, across the state, and beyond. The School awards the Master of Library and Information Science (MLIS) degree, the only MLIS degree offered in the CSU system. As an academic discipline, the School of Library and Information Science is part of the College of Applied Sciences and Arts (CASA). The School's MLIS program is fully administered from the San Jose State University campus.

The School's mission, goals, and objectives are clearly defined and disseminated. A systematic, comprehensive, inclusive, and strategic planning process is in place. Within this process, strategic directions and specific goals are reviewed and evaluated quarterly, and new directions and goals are set annually for the future two-year period.

The School's shared governance model ensures representation of full-time faculty, part-time faculty, staff, alumni, and students on each of four broadly-based governing committees. These committees (curriculum and program development; faculty development and external relations; school environment and resources; student admissions and adjudication) address issues of significance and assigned priorities from the strategic plan, and bring recommendations to quarterly two-day faculty retreats. Chairs of these committees (along with the presidents of the alumni and student associations, the Director and Associate Director, and the Administrative Services Manager), meet each term as the School Leadership Coordinating Team to review and recommend revisions to the strategic plan as well as administrative and financial procedures and priorities. This planning and assessment focus serves the School well. Operational matters are dealt with through electronic discussions, the School's blog, and social software.

One MLIS degree is offered. There is no **separate** on-campus or off-campus (distance) program. All potential students apply to San Jose State University's MLIS program and go through the same admission process.

Each semester, classes are offered in a variety of modalities such as completely online, hybrid (a mix of online and onsite), and onsite. A student selects classes each semester, and will typically select whichever delivery mode best suits his or her circumstances at that time. For example, one semester a student may decide to take all of her classes totally online; the next semester the same student might select a mix and take some classes totally online and others that are hybrid. At no time do students have to declare which delivery format they wish to utilize. Students simply register for classes in the delivery format that works best for their circumstances at a particular time. Physical location of the student plays no part. For example, students who live in San Jose within a few miles from the campus may select to take all classes each semester in an online format due to full-time work and family responsibilities. The choice of delivery format is up to the student. The only exception to this is the Executive MLIS, which is delivered in cohort mode to a small number of highly qualified, specially selected applicants. Students in this group take no

electives and come to the San Jose campus for three two-week residencies during the course of the program. They take the remainder of their classes totally online.

This flexibility in scheduling enables the School to serve people who could not otherwise obtain their MLIS degree due to work schedules, family responsibilities, and geographical distances in the very large state of California. It also enables the School to serve students who have had to relocate from California mid-way through their degree and students from nearby states with no accredited library degree program.

Below are screenshots showing the Spring 2007 LIBR 200 and LIBR 202 class offerings (in different formats). Students may select any one of these sections.

Full course schedules can be found at: <http://slisweb.sjsu.edu/classes/schedules.htm>. Note that on the Web, students may use the buttons at the top of the schedules to search in different ways, including by format.

Catalog Nbr	Course Title	Class Nbr	Instructor	Format	Time	Dates	Room
Libr200-01	<u>Information &amp; Society</u>	27544	Bontenbal	online			
	Note for 200-01-- Mandatory attendance at four meetings on Elluminate: Feb 2nd; Mar 3rd; April 6th; May 4th. 9am- 1:30pm for each session						
Libr200-02	<u>Information &amp; Society</u>	22550	Z. Liu	hybrid (onsite + online)	10am-4pm	2/10; 2/11; 3/10; 3/11	CL 322
Libr200-03	<u>Information &amp; Society</u>	22552	Ford	online			
	Note for 200-03-- Mandatory attendance at four meetings on Elluminate: Feb 1st; Feb 22nd; Mar 22nd; April 26th. 6pm-8pm for each session						
Libr200-04	<u>Information &amp; Society</u>	25490	Ford	hybrid (onsite + online)	10am-4pm	1/25; 2/22; 3/22; 4/26	CL 322
Libr200-05	<u>Information &amp; Society</u>	28336	Lampson	online			
Libr200-06	<u>Information &amp; Society</u>	33208	Wagers	hybrid (online + onsite)	10am-5pm	2/10	CL 316

Catalog Nbr	Course Title	Class Nbr	Instructor	Format	Time	Dates	Room
Libr202-01	<u>Information Retrieval</u>	22554	Irwin	online			
Libr202-02	<u>Information Retrieval</u>	22556	Tessier	hybrid (onsite + online)	9am-5pm	2/17; 2/18	CL 304
Libr202-03	<u>Information Retrieval</u>	22558	Twining	online			
Libr202-04	<u>Information Retrieval</u>	25492	G. Liu	onsite (weekly)	2pm-5pm	Mondays	CL 304
Libr202-05	<u>Information Retrieval</u>	28338	Reid	online			
Libr202-06	<u>Information Retrieval</u>	33210	G. Liu	online			
Libr202-07	<u>Information Retrieval</u>	33215	Weedman	onsite (video)	4pm-7pm	Tuesdays	IRC 308

For classes that meet in hybrid format and require physical space, the School uses dedicated classrooms in either San Jose or Fullerton. San Jose is the home of the School. The classrooms on the campus of CSU Fullerton are rented. The School also rents some office space there, and uses this space as a hub when a physical presence is needed in Southern California. However, there is no program being run from CSU Fullerton. It is purely a rented space used to enable students who live in Southern California to take hybrid classes. The School also rents a few offices in Fullerton for faculty who live closer to that Southern California location. However, these faculty do not necessarily teach only students who are taking hybrid classes with meetings at Fullerton. These faculty also travel to San Jose to meet with students taking hybrid classes in San Jose, and teach online to whichever students select the online format of their class in a particular semester.

The School's curriculum is grounded in core competencies that reflect the theory, practice, and values at the heart of the discipline and the profession. All students are required to undertake foundational core courses at the start of their program and to demonstrate their mastery of fifteen core competencies (which might be thought of as program learning outcomes) in a culminating e-portfolio experience prior to graduation. Each class syllabus lists the competencies (or learning outcomes) addressed by that class.

The School maintains a systematic and rigorous curriculum review process through its governance committees, program advisory committees, and faculty retreats. Response from current students, graduating students, and alumni is gathered on a regular schedule for review, analysis, and consideration.

The School recruits a diverse faculty and maintains high standards for teaching, research, and services, all within the context of University and College policies and expectations and the union contract. Faculty members are also active in professional associations and in consulting at the state, national, and international levels.

The School takes a unique approach to engaging and using part-time faculty. In addition to maintaining a pool of leading professionals, the School specifically recruits instructors who hold positions at other universities and schools, or who hold a doctorate as well as a professional position. Part-time faculty are appointed and reviewed using the same processes as full-time faculty. The School integrates full- and part-time faculty into decision-making processes with alumni and students. Overall, the School has 19 full-time faculty (with four new searches underway) and 15.5 FTE part-time faculty, for a total of 34.5 FTE faculty now (to grow to 38.5 FTE faculty by Fall 2007).

A thorough and supportive mentoring program is maintained for both full- and part-time faculty. In addition, all instructors teaching for the School through distance learning must successfully complete the faculty distance-learning course.

SLIS maintains a higher student entry requirement (3.0 GPA) than mandated by the CSU system. Students also complete a mandatory technology course before beginning their program.

Students are supported throughout their studies by way of a systematic and well-defined advising program.

Opportunities are provided for participation in a variety of student associations and on School decision-making bodies. Through a unique partnership with the SJSU Career Center, students are provided with employment advice, workshops, placement counseling, and access to hundreds of available positions for which they are academically qualified.

The School's Director was recruited after an international search. He holds impeccable credentials as a visionary leader in Library and Information Science education, in teaching and research, and in professional and community service. The Director leads the School's carefully crafted process of planning and assessment through shared governance.

The School combines a unique blend of regular-session student tuition and special-session student fees, enabling it to integrate funding for tenure-track faculty with funding for part-time faculty, professional technical staff, and critical infrastructure. Support for innovation at San Jose State University has enabled the School to build on institutional strengths through special-session programming and funding. Regular session could not be as large without the infrastructure support of special-session monies, while special session could not be sustained without faculty and program quality.

The School's physical facilities have been markedly improved with the move to new quarters on campus in March 2006. Equally important, the School maintains an exciting, vibrant, cutting-edge virtual environment for faculty and students, using new and emerging technologies. Opportunities for knowledge creation and dissemination, collaboration, access to electronic resources, and social networking are available and used extensively by the School community.

As this Program Presentation will demonstrate, San Jose State University's School of Library and Information Science offers a high-quality graduate degree to a large and diverse audience through strategic innovation and assessment; outstanding faculty; critical quality controls for student admissions, progress, and graduation; curriculum and program reviews; and infrastructure support.

# Standard I: Mission, Goals, and Objectives

## Introduction

San Jose State University (SJSU), located in the heart of Silicon Valley, is a leading comprehensive university in the 23-campus California State University (CSU) system. The School of Library and Information Science at San Jose State University provides professional graduate education in Library and Information Science to students residing in the San Jose area, across the state, and beyond. The School awards the Master of Library and Information Science (MLIS) degree, the only MLIS degree offered in the CSU System. As an academic discipline, the School of Library and Information Science is part of the College of Applied Sciences and Arts (CASA). The School's MLIS program is fully administered from the San Jose State University campus.

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

As this Program Presentation will demonstrate, the School's mission and program goals are pursued, and its program objectives achieved, through implementation of a broad-based planning process that involves the School's entire constituency.

The Mission of San Jose State University ([http://www.sjsu.edu/about\\_sjsu/mission](http://www.sjsu.edu/about_sjsu/mission)) is:

*To enrich the lives of its students, to transmit knowledge to its students, along with the necessary skills for applying it in the service of our society, and to expand the base of knowledge through research and scholarship.*

Consistent with the University's mission, the School's mission is as follows:

*The School of Library and Information Science (SLIS) educates professionals and develops leaders who organize, manage and enable the effective use of information and ideas in order to contribute to the well-being of our communities.*

As an academic unit within the College of Applied Sciences and Arts (CASA), the School's mission aligns with the overarching mission of the College:

*The College of Applied Sciences and Arts provides applied and professional education built upon a liberal arts and science foundation. Students acquire the knowledge, skills, and experiences for careers in the professions essential to sustain and improve the quality of life in communities.*

## **The School's Values**

### **Learning**

We value education above all. The academic freedom of faculty and students is vital to our role in promoting life-long learning through intellectual inquiry, scholarship, and the pursuit of knowledge. SLIS also fosters independence and personal responsibility for tomorrow's leaders.

### **Student and Faculty/Staff Success**

We place our highest priority on ensuring the academic success, personal growth, and the achievement of benchmarks.

### **Excellence**

We hold ourselves to the highest standards and support continual improvement and innovation in all we do.

### **Integrity**

We are accountable for our actions and expect honesty and fairness in all our work and interactions.

### **Diversity**

We value and respect diversity, inclusion, civility, and individual uniqueness and recognize the strength these factors bring to our community and learning environment. All of our interactions reflect trust, caring, and mutual respect.

### **Community**

We value collaborative relationships within and beyond the campus in order to best serve our mission.

*The School is committed to the professions and disciplines it serves.*

*We are one team, one School.*

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

- **I.2.1 the essential character of the field of library and information science; that is, recordable information and knowledge, and the services and technologies to facilitate their management and use, encompassing information and knowledge creation, communication, identification, selection, acquisition, organization and description, storage and retrieval, preservation, analysis, interpretation, evaluation, synthesis, dissemination, and management**
- **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 science to other fields of knowledge**
- **I.2.7 the importance of contributions of other fields of knowledge to library and information science**
- **I.2.8 the role of library and information services in a rapidly changing multicultural, multiethnic, multilingual society, including the role of serving the needs of underserved groups**
- **I.2.9 the role of library and information services in a rapidly changing technological and global society**
- **I.2.10 the needs of the constituencies that a program seeks to serve.**

**Program Objectives**

To define its program objectives, the School reviewed the appropriate principles of specialization identified in applicable policy statements and documents of relevant professional organizations, including the draft statement of competencies by the American Library Association and core competencies articulated by ALA divisions, the Special Libraries Association, the American Association of Law Libraries, and the two major state associations (the California Library Association and the California School Library Association), among others.

The resulting synthesis led to the following statement of core competencies expected of all SLIS graduates. These core competencies incorporate the foundational knowledge, skills, and abilities of professionals graduating from an accredited library and information science program in a leading state university. They are clearly defined and publicly stated in school documents and on the School's Web site at <http://slisweb.sjsu.edu/slisc/competencies.htm>.

Different core competencies are addressed in each of the SLIS courses; together, they form the basis for the required culminating course in the MLIS program: LIBR 289: Advanced Topics in Library and Information Science, which requires completion of an e-Portfolio.

## Statement of MLIS Core Competencies

Each graduate of the Master of Library and Information Science program is able to:

- A. articulate the ethics, values and foundational principles of library and information professionals and their role in the promotion of intellectual freedom;
- B. compare the environments and organizational settings in which library and information professionals practice;
- C. recognize the social, cultural, and economic dimensions of information use;
- D. apply the fundamental principles of planning, management, and marketing/advocacy;
- E. design, query, and evaluate information retrieval systems;
- F. use the basic concepts and principles related to the creation, evaluation, selection, acquisition, preservation, and organization of specific items or collections of information;
- G. understand the system of standards and methods used to control and create information structures and apply basic principles involved in the organization and representation of knowledge;
- H. demonstrate proficiency in the use of current information and communication technologies, and other related technologies, as they affect the resources and uses of libraries and other types of information-providing entities;
- I. use service concepts, principles, and techniques that facilitate information access, relevance, and accuracy for individuals or groups of users;
- J. describe the fundamental concepts of information-seeking behaviors;
- K. design training programs based on appropriate learning principles and theories;
- L. understand the nature of research, research methods, and research findings; retrieve, evaluate, and synthesize scholarly and professional literature for informed decision-making by specific client groups;
- M. demonstrate oral and written communication skills necessary for group work, collaborations, and professional-level presentations;
- N. evaluate programs and services using specified criteria; and
- O. contribute to the cultural, economic, educational, and social well-being of our communities.

**Note:** The letter beside each competency is for ease in identifying the competency in discussions and does not indicate any weighting or ordering of the competencies.

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

## **Comprehensive Planning Process**

The School has always had a planning process for review of its mission, goals, and program objectives. In 2005, this process became more systematic, comprehensive, and strategic.

Prior to the arrival of the new Director in August 2005, the School engaged an experienced planning consultant to prepare for a strategic-planning exercise to be led by the new Director. The consultant interviewed each full-time faculty member, each staff member, and a cross section of part-time faculty and students.

The following questions were asked:

1. What do you see as the strengths of the School?
2. What opportunities do you see for the School?
3. What would you most like to see changed (related to the School)?
4. How can the School have a higher profile and impact in the University community?
5. How can the School have a higher profile and impact in the professional community?
6. What is your vision for the School? What would you see as the major goal for the next four years?
7. Would you recommend any particular strategic directions?
8. What would you like to see the School achieve during the next four years?
9. What is necessary for SLIS to achieve these objectives?
10. What would you like to see the School avoid?
11. What would you like the School to preserve?
12. What do you see as a high priority for the new director?
13. What will be the probable barriers interfering with his success?
14. How can these barriers be overcome?
15. If SLIS was to become an outstanding School in North America that is even better than today, how would you determine that? How would you evaluate your success?
16. Five years from now, how will SLIS be different?
17. How do you personally evaluate the success of the Director? How will you determine if he has been successful?
18. What advice would you give the new Director?
19. Do you have any other comments that you would like to make regarding the role and impact of SLIS as you prepare for strategic planning?

The consultant then developed a 24-page discussion paper with common themes and trends, and with supporting documentation.

From there, the new Director, an experienced facilitator in strategic planning, organized a two-day retreat in August 2005, with a planning workbook incorporating the consultant's report. Over the course of the two days, faculty and staff reached preliminary consensus on the School's strengths and weaknesses; opportunities and potential threats in the broader environment; new statements of vision, mission, and shared values; and strategic directions matching immediate program needs. The resulting strengths/opportunities and School/environment matrix was then used for future planning. Over the course of the succeeding two months, these statements and directions were confirmed by the faculty and staff.

Perhaps more importantly, the School made a number of strategic decisions to ensure that the planning cycle was systematic, comprehensive, and broadly based.

## Planning Processes and Cycles

Beginning in 2005, the School eliminated monthly faculty and staff meetings, which tended to have a short-term focus. These meetings were replaced in two ways:

1. The School instituted quarterly faculty retreats of two days each (in August, November, February, and May) to focus on substantive matters of planning, as well as program and curriculum review.
2. The School instituted a blog, SLISNews (<http://slisweb.sjsu.edu/faculty/wordpress> Login: SLIS, Password: NEWS), for faculty and staff. Announcements, information items, and issues requiring preliminary consultation are posted here for faculty and staff response. Items requiring formal faculty decision or a record are added to the consent agenda for faculty retreats, where all items are formally approved by one motion. Any individual still maintains the right to remove any item from the consent agenda for full discussion at the retreat.

Examples of the positive changes from these decisions are evidenced in the agendas and minutes of the five faculty retreats held to date. Agendas and minutes from faculty retreats are available in the "Faculty and Staff" section of the School's Web site: <http://slisweb.sjsu.edu/faculty/minutes> and in **Appendices V.c** and **V.d**.

## Shared Governance

The School also made the strategic decision to consolidate its many committees and task groups into a coordinating team and four broadly based committees with overarching responsibilities. Each committee includes representation by full-time faculty, part-time faculty, staff, students, and alumni, as appropriate. The chairs of each committee serve on a School Leadership Coordinating Team, chaired by the Director, and including the Associate Director, the Manager of Administrative Services, and the presidents of the student and alumni associations. Each full-time faculty member and staff member serves on one committee. Committees have general responsibilities as well as assigned tasks. Nothing comes before the faculty for decision that has

not been explored and reviewed by a representative committee. Please see **Appendix I.a** for lists of shared governance committee members. Team and committee responsibilities are described in further detail below.

***School Leadership Coordinating Team (SLCT)***

Responsibilities: To coordinate the administrative and programmatic activities of the School; to manage the academic and professional reviews of the School; to develop programs and priorities for revenue enhancement.

***Curriculum and Program Development Committee (CPDC)***

Responsibilities: To monitor and review the development, implementation, and delivery of SLIS programs; to propose new programs and recommend approval of new courses; to bring recommendations for change to the faculty.

***Faculty Development and External Relations Committee (FDERC)***

Responsibilities: To ensure standards and appropriate procedures for retention, promotion, and tenure of faculty; to ensure the integration of part-time faculty; to review proposals for Visiting Scholars; to review procedures for appointment of new faculty; to develop a formal process for mentoring new faculty; to review procedures for peer review, research funding, and sabbatical leaves; to bring recommendations for change to the faculty.

***School Environment and Resources Committee (SERC)***

Responsibilities: To ensure a safe and secure physical environment; to make recommendations for the continuing education program; to enhance and ensure support for student associations; to plan the colloquia series; to recommend priorities for purchase of equipment; to recommend priorities for upgrading current facilities; to plan for new facilities; to review records-management policies and procedures; to bring recommendations for change to the faculty.

***Student Admissions and Adjudication Committee (SAAC)***

Responsibilities: To recruit high-quality students reflective of the communities served; to select students of high caliber; to develop criteria for awards and scholarships; to recommend students for awards and scholarships; to adjudicate appeals and disputes; to bring recommendations for change to the faculty.

The School is also advised by an International Advisory Council (see Standard V and **Appendix V.b** for more information) and by several curriculum- and program-specific Program Advisory Committees (see Standard II and **Appendix II.g** for more information).

## **Strategic Plan**

The School operates within its approved vision, mission, strategic directions, and values, as well as within its current strategic plan. The following pages present the vision, the current strategic directions and their status, and the annual review and renewal process, which is designed to ensure that the School focuses on continual improvement. The strategic-planning process allows faculty to work within the broader framework of long-term goals, and enables newly-hired faculty to rapidly develop an understanding of where the School has been, where it is currently, and where it is headed.

### ***The School's Vision 2010***

*The School of Library and Information Science will be recognized as a leader in education in Library and Information Science, delivering innovative, high-quality programs across the continent and beyond.*

### ***The School's Strategic Directions 2005 – 2008***

*To focus the management of school operations on strategic planning, effective communication, equitable support for all members of the School community, stewardship, quality customer service, and accountability*

This first strategic direction, related to the School's mission and continual planning process, aligns resources with strategic directions and objectives: shared governance; record-keeping; a culture of innovation, profile and visibility; marketing and development; varied revenue streams; partnerships; alumni relations; SLIS program advisory committees; facilities; and the demonstration of impact and value. Faculty retreats at the beginning and end of each academic semester serve as primary planning forums, while interim discussion takes place on the SLIS blog: SLIS News.

*To develop standards and support for faculty development and renewal*

This strategic direction shapes an overall plan for faculty development and enrichment. Setting standards for research and publication and for representation at professional conferences; detailing roles and responsibilities for administrative, teaching faculty; and improving integration of part-time faculty into the SLIS faculty are core to this strategic direction.

*To design new programs and specializations for delivery across disciplinary and geographic boundaries*

The School serves diverse constituencies across the state of California, across the country, and internationally. Consideration of program delivery includes assessment of delivery modalities suitable to diverse student populations as well as evaluation of program content in terms of new opportunities and evolving professional needs.

*To enhance curricular and program quality*

Enhancement of program quality involves review of admission standards and procedures; recruitment of a more diverse student population (e.g. gender, age, ethnicity); improved assessment of specified student learning outcomes; structured internship partnerships; enhanced scholarships, assistantships and awards; focus on standards of accreditation; and tracking and assessment.

Each of the above strategic directions has specific goals assigned to a person or to a committee for review, investigation, and recommendations for improvement (see “Lead” column in the following tables for assignments). The tables show the specific goals for 2005 – 2007 and the revisions for 2006 – 2008. The SLIS strategic plan goals for 2006-2008, developed November 1, 2006, by the School Leadership Coordinating Team based on faculty and staff discussions, was considered by the International Advisory Council on November 3, 2006, and by the faculty on November 30, 2006.

*To focus the management of school operations on strategic planning, effective communication, equitable support for all members of the School community, stewardship, quality customer service, and accountability.*

<b>Obj</b>	<b>Goals 2005 - 2007</b>	<b>Lead</b>	<b>By (Yr/Mo)</b>	<b>Status</b>
1	Initiate a comprehensive process of strategic planning	Director	05-08	completed
2	Articulate the School's values and vision; review and revise mission	Faculty	05-10	completed
3	Specify strategic directions and major goals with lead responsibility and timelines	Faculty	05-10	completed
4	Align resources with strategic directions and goals	Director	05-12	completed
5	Focus attention on the SLIS culture of innovation	SLCT	05-11	completed
6	Ensure a comprehensive and continual process of strategic planning, implementation, and evaluation	SLCT	06-02	completed
7	Implement a model of shared governance, incorporating full-and part-time faculty, staff, students, and alumni	Director	05-11	completed
8	Enhance the profile and visibility of SLIS in the College, University, and professional community	FDERC	06-02	completed
9	Improve relationships, integration, and support for alumni through their association and beyond	SLCT	06-02	completed
10	Restructure and renew the SLIS International Advisory Council and develop Program Advisory Committees	SLCT	05-11	completed
11	Foster university-industry partnerships (e.g., through curriculum development, internships, professional experiences)	CPDC	06-02	completed
12	Specify policy, guidelines, and procedures for record-keeping and retention schedules	SERC	06-02	completed
13	Design new facilities appropriate to SLIS mission and University guidelines	SLCT	05-11	completed
14	Develop a plan for marketing SLIS to ensure visibility, profile, and fund development	SLCT	06-02	completed

<b>Obj</b>	<b>Goals 2005 - 2007</b>	<b>Lead</b>	<b>By (Yr/Mo)</b>	<b>Status</b>
15	Diversify revenue streams for ongoing development	SLCT	06-02	completed
16	Demonstrate the impact and value of SLIS programs and services	SLCT	06-09	underway

<b>Obj</b>	<b>Goals 2006 - 2008</b>	<b>Lead</b>	<b>By (Yr/Mo)</b>	<b>Status</b>
1	Promote the SLIS e-Bookstore to alumni and the professional community	SERC	07-03	underway
2	Establish an endowment for SLIS Graduation Awards	Director	07-08	underway
3	Develop a plan to market the School and the program to a national and international audience	FDERC	07-05	underway
4	Determine maxima for student numbers for special session	SAAC	07-05	underway
5	Extend the SLIS records and retention schedule to include suggestions and support for students, e.g., electronic records of competency approvals	SERC	07-03	underway
6	Enable new graduates to report on their first position through the SLIS Web site	SERC	07-08	underway
7	Ensure adequate training for backup services for each lead staff member	Mgr AS	07-03	underway
8	Develop culture of learning among staff through peer presentations	Mgr AS	07-05	underway
9	Specify and articulate new relationships with alumni through their association	SLCT	07-03	underway
10	Develop program advisory committees in six additional areas	FDERC	07-05	underway
11	Demonstrate the impact and value of our programs and services; define audiences and criteria	SLCT	07-12	underway

*To develop standards and support for faculty development and renewal*

<b>Obj</b>	<b>Goals 2005 - 2007</b>	<b>Lead</b>	<b>By (Yr/Mo)</b>	<b>Status</b>
1	Develop a plan for faculty development and renewal	FDERC	06-02	completed
2	Determine minimum expectations for faculty at San Jose and elsewhere	FDERC	05-12	completed
3	Articulate standards for faculty research and publication	FDERC	05-11	completed
4	Develop a formal process for mentoring new faculty	FDERC	05-12	completed
5	Determine appropriate representation at professional meetings and conferences	FDERC	05-11	completed
6	Determine roles and responsibilities for administrative service (Director, Associate Director, Graduate Advisor, Program Coordinators)	SLCT	06-02	completed
7	Improve integration of part-time faculty in School decision-making and curricular affairs	SLCT	06-06	completed

<b>Obj</b>	<b>Goals 2006 - 2008</b>	<b>Lead</b>	<b>By (Yr/Mo)</b>	<b>Status</b>
1	Develop proposal for an Organized Research Unit, incorporating current projects for applied research, virtual environments, children's search engines, publishing	FDERC	06-12	underway
2	Identify corporate and community funding and partnership opportunities for individual faculty	FDERC	07-12	underway
3	Develop faculty institute for curriculum coordination and technology training	FDERC	07-05	underway
4	Extend the process for mentoring new part-time faculty through course coordinators and the part-time faculty institute	FDERC	07-05	underway
5	Develop criteria and guidelines for support of part-time faculty conference attendance	FDERC	07-03	underway
6	Increase number of full-time faculty	Director	07-12	underway
7	Review options for faculty workload reallocation	Director	06-12	underway
8	Develop proposal for assigned time for research productivity and curricular/faculty coordination	Director	06-12	underway
9	Continue Tuesday seminars and colloquia primarily through full-time faculty presentations	FDERC	06-12	underway

*To design new programs and specializations for delivery across disciplinary and geographic boundaries*

<b>Obj</b>	<b>Goals 2005 - 2007</b>	<b>Lead</b>	<b>By (Yr/Mo)</b>	<b>Status</b>
1	Explore new program opportunities where programmatic strengths and priorities intersect, each delivered nationally and internationally as appropriate	CPDC	06-06	completed
2	Explore master's degree in archives and records administration	CPDC	06-02	completed
3	Explore master's degree in children's literature	CPDC	06-04	underway
4	Explore undergraduate program	CPDC	06-04	underway
5	Explore master's degree or track in Spanish language	CPDC	06-04	underway
6	Explore master's degree in information management	CPDC	06-10	underway
7	Explore professional doctorate	CPDC	06-10	underway
8	Determine preferred standards for program delivery	CPDC	06-04	completed
9	Develop a continuing education program	SLCT	06-04	completed

<b>Obj</b>	<b>Goals 2006 - 2008</b>	<b>Lead</b>	<b>By (Yr/Mo)</b>	<b>Status</b>
1	Develop master's degree in archives and records administration, including academic and business plans	CPDC	07-05	underway
2	Develop specific programs for the Certificate of Advanced Study, e.g., Archives and Records Administration, Youth Services	CPDC	07-05	underway
3	Develop new program opportunities where programmatic strengths and priorities intersect, each delivered nationally and internationally as appropriate, e.g., Health Informatics, Applied Social Informatics	CPDC	07-05	underway
4	Explore master's degree in children's literature	CPDC	07-08	underway
5	Explore undergraduate program	CPDC	07-08	underway
6	Explore master's degree or track in Spanish language	CPDC	07-08	underway
7	Explore dual degrees at SJSU, e.g., Public Administration, Foreign Studies	CPDC	07-08	underway
8	Explore dual degrees outside San Jose, e.g., J.D. with Santa Clara University	CPDC	07-12	underway
9	Explore professional doctorate	CPDC	08-05	underway
10	Expand the orientation video to include recently hired graduates and internship placements	SERC	07-05	underway
11	Develop and implement plan for improved community-building through Web 2.0 and social software, in conjunction with LISSTEN (Library and Information Science Students to Encourage Networking)	SERC	07-12	underway
12	Promote the SLIS audio and video link on the Web site	SERC	07-03	underway

*To enhance curricular and program quality*

<b>Obj</b>	<b>Goals 2005 - 2007</b>	<b>Lead</b>	<b>By (Yr/Mo)</b>	<b>Status</b>
1	Develop a comprehensive plan for curriculum review, development, and implementation	CPDC	06-04	completed
2	Review admission standards and procedures	SAAC	06-02	completed
3	Develop a plan for recruitment of a more diverse student population (e.g., age, ethnicity)	SAAC	06-08	underway
4	Improve assessment of specified student learning outcomes	CPDC	06-02	completed
5	Implement a process of tracking and assessment of student and program success	SLCT	06-08	underway
6	Develop structured internship partnerships	SLCT	06-04	completed
7	Develop a program of SLIS student assistantships	SLCT	06-04	underway
8	Develop a program of SLIS student scholarships	SLCT	06-08	completed
9	Develop a program of SLIS student awards	SLCT	06-06	completed
10	Ensure a focus on standards of accreditation	SLCT	06-02	completed

<b>Obj</b>	<b>Goals 2006 - 2008</b>	<b>Lead</b>	<b>By (Yr/Mo)</b>	<b>Status</b>
1	Complete the curricular alignment between courses and competencies and consistency across course sections as outlined in course syllabi	CPDC	06-12	underway
2	Articulate and document current standards for distance learning	CPDC	07-05	underway
3	Expand structured formal internships nationally and internationally	CPDC	07-05	underway
4	Address perceptions of quality due to size of student body and distance delivery mode	FDERC	07-12	underway
5	Review admission standards and procedures	SAAC	06-12	underway
6	Develop a plan for recruitment of a more diverse student population (e.g., age, ethnicity)	SAAC	07-03	underway
7	Develop a program of SLIS student assistantships with a focus on diversity	SAAC	06-12	underway
8	Implement a process of tracking and assessment of student and program success	SAAC	07-03	underway

## **Planning for Renewal**

As part of the strategic-planning process, the faculty is committed to regular reviews of accomplishments and to modification and revision of the specific directions and goals.

In addition, once each year, the faculty and staff engage in preliminary discussion of strengths and weaknesses, opportunities and threats, and possible directions emanating from recent history and current issues and events. This discussion takes place each August. In October or early November, the School Leadership Coordinating Team, including alumni and student representatives, reviews the preliminary documents, modifies them as necessary, and proposes a draft strategic plan for the next two years (in this case 2006-2008, as one year always overlaps to ensure that planning is a process rather than an “event”). This draft is presented to the SLIS International Advisory Council (which consists of leading employer and industry representatives), and then to the faculty at the November retreat. (Information about the SLIS International Advisory Council may be found at <http://slisweb.sjsu.edu/people/advisory.htm> as well as in Standard V and in **Appendix V.b** of this document.)

## **Summary**

The School’s mission, goals, and objectives are clearly defined and disseminated. A systematic, comprehensive, inclusive, and strategic planning process is in place. Within this process, strategic directions and specific goals are reviewed and evaluated quarterly, and new directions and goals are set annually for the future two-year period.

## **Future Directions**

Within this plan and time frame, the School will continue to pursue a broader framework of opportunities within San Jose State University and the California State University (CSU) system, as outlined in its current (2005-2007) and revised (2006-2008) strategic plans.

## Standard II: Curriculum

**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.**

### Curriculum Overview

The SLIS curriculum embodies the School's mission to educate professionals who will provide leadership in the organization, management, preservation, and use of information for the benefit of their constituencies and communities. The School defines constituencies and communities in the broadest sense, and offers a multi-faceted, wide-ranging selection of courses that allows students to specialize in a variety of environments and institutions or to pursue a more generalized program. At the same time, the School's curriculum is grounded in and unified by a foundational set of knowledge—core competencies—that defines and unites information professionals regardless of where they practice. A brief overview of the entire SLIS curriculum is offered here, with detailed discussion of particular components to follow.

SLIS faculty formally adopted the core competencies in January 2006, after extensive research into the requirements of many professional associations, and discussion as to how best to convert these requirements into demonstrable learning outcomes. The faculty identified 15 different competencies that represent broad areas of professional and disciplinary knowledge. These areas include professional ethics and values; the social, cultural, and economic dimensions of information creation and use within a diverse society; basic theories and concepts in information management, organization, technology, and services; and the ability to locate, evaluate, and present research findings in a variety of communication modes.

The School's core competencies are clearly articulated on the School's Web site: (<http://slisweb.sjsu.edu/slis/competencies.htm>). In addition, every SLIS course identifies which core competencies it teaches, and student assessments are based on the extent to which students can demonstrate their capacity to apply mastery of a given area. Ultimately, students graduate with both a solid, well-defined knowledge of their profession, and the specialized skills to work in the environments of their choosing.

The profession's continuing transformation in response to social, technological, and disciplinary change necessitates sustained and systematic curriculum review and development to ensure that the School's coursework remains current and dynamic. The School engages in a continuous cycle of curricular assessment and planning, which involves faculty, students, alumni, consultants, and program advisory committees.

While students may enroll in classes taught in differing formats (e.g. onsite, hybrid, or online), the curriculum they experience remains the same. Faculty does not differentiate between students, in either class content or expectations of achievement. Students in San Jose, across the state, and in other parts of the world receive the same quality instruction and curriculum, and the same high expectations of performance.

**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 science encompasses information and knowledge creation, communication, identification, selection, acquisition, organization and description, storage and retrieval, preservation, analysis, interpretation, evaluation, synthesis, dissemination, and management.**

The program leading to the degree of Master of Library and Information Science requires the successful completion of 42 units of coursework. Most courses are three units, and students generally take fourteen courses in order to earn their degrees. By completion of the program, students are able to demonstrate competency in the areas specified by the core competencies (<http://slisweb.sjsu.edu/slisc/competencies.htm>). As discussed in greater detail later in this Standard, students demonstrate competency through completion of a thesis (LIBR 299) or an electronic portfolio (LIBR 289).

The School has a central set of core courses from which the rest of the curriculum evolves. The combination of required core and elective advanced courses gives students a common foundation of knowledge while allowing them to gain in-depth understanding and experience in particular areas of specialization. The specializations are designed to respond to the rapidly changing forces that are shaping professional practice in the field of Library and Information Science. However, the School does not require specific advanced courses that a student must take to prepare for a desired career path. Rather, there are recommended courses for each specialization, allowing students to build on their strengths and interests, taking into consideration the knowledge and skills generally sought by employers in that sector of the market. Faculty advisors may occasionally recommend courses outside of the School, when appropriate. Students also have the opportunity to pursue practica, internships, and special studies as a part of their coursework. At the end of the program, each student completes a culminating experience: either LIBR 289 (the development of an electronic portfolio in which he or she demonstrates mastery of the SLIS core competencies) or LIBR 299 (a thesis, by means of which the student makes an original contribution to the field of Library and Information Science).

Before enrolling in their first class, students must complete the New Student Technology Course. This brief online course ensures that students are comfortable using Blackboard, the educational courseware that allows students and faculty to communicate with each other. For each course they teach, faculty members create a Blackboard Web site for students, which includes space to

- post course documents, which students can read, download, and print
- share links to other Web sites students need to examine
- create threaded discussion boards to which both faculty and students contribute

- post links so students can turn in assignments
- create an up- or down-loadable gradebook, so students can follow their progress and faculty can maintain information on student evaluation
- create either a chat room or a virtual classroom, the latter including the ability to share discussions, documents, Web sites, and databases with an entire class at the same time

### **II.3 The curriculum:**

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

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

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

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

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

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

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

## **Core Courses**

The following three core courses are required of all students and must be taken within the first fifteen units:

[LIBR 200 Information and Society](#)

[LIBR 202 Information Retrieval](#)

[LIBR 204 Information Organizations and Management](#)

**LIBR 200: Information and Society** is designed to explore the complex social, economic, historical, and technological developments that influence the impact of information on society. The mission, values, and ethics of the profession are analyzed; services to diverse populations and the role of the informational professional in a rapidly changing environment are explored.

LIBR 200 specifically supports the following of the School's core competencies:

- Articulate the ethics, values, and foundational principles of library and information professionals and their role in the promotion of intellectual freedom
- Compare the environments and organizational settings in which library and information professionals practice
- Recognize the social, cultural, and economic dimensions of information use

- Understand the nature of research, research methods, and research findings; retrieve, evaluate, and synthesize scholarly and professional literature for informed decision-making by specific client groups

**LIBR 202: Information Retrieval** is a survey of the principles of information retrieval and their application to information systems and services. The course emphasizes models of user information-seeking behavior and human information processing, and their relationship to retrieval models in information systems. It explores the fundamental processes of description, classification, information structures, database models, and intermediation as those processes are reflected in information systems of all types, including, but not limited to, libraries.

LIBR 202 specifically supports the following of the School's core competencies:

- Design, query, and evaluate information retrieval systems
- Understand the system of standards and methods used to control and create information structures and apply basic principles involved in the organization and representation of knowledge
- Describe the fundamental concepts of information-seeking behaviors

**LIBR 204: Information Organizations and Management** begins with a consideration of theory and practice drawn from the discipline of management, and applies these concepts to for-profit and not-for-profit information organizations. Needs assessment, planning, staffing, budgeting, and other representative functions are considered in relation to the current social and economic environment.

LIBR 204 specifically supports the following of the School's core competencies:

- Apply the fundamental principles of planning, management, and marketing/advocacy
- Design training programs based on appropriate learning principles and theories
- Demonstrate oral and written communication skills necessary for group work, collaborations, and professional-level presentations
- Evaluate programs and services based on specified criteria

**LIBR 285: Research Methods.** Beginning in Spring 2007, students will also be required to take Research Methods as a core component of their coursework. This course teaches students the fundamental skills of understanding, evaluating, and performing research in library and information science. The basic tenets of research design, major research methods, and common data-analysis techniques used in the field are covered.

LIBR 285 specifically supports the following of the School's core competencies:

- Understand the nature of research, research methods, and research findings; retrieve, evaluate, and synthesize scholarly and professional literature for informed decision-making by specific client groups

Each of the core courses has a coordinator, who teaches in the course and is responsible for communicating with other course instructors. In consultation with the other full-time faculty, the coordinator establishes standards and expectations for the course (including student learning outcomes, core competencies supported, and—where appropriate—common readings and assignments) and ensures their consistency across sections. Further detail on the work of course coordinators is provided under “Course Coordination.”

## **Electives**

The School offers a wide variety of advanced elective courses, designed to enable students to tailor their course of study to particular areas of interest. A full listing of elective courses is available at <http://slisweb.sjsu.edu/classes/coursedesc.htm>, and a course rotation schedule listing the frequency with which electives are taught is available at <http://slisweb.sjsu.edu/classes/rotations.htm>. Every elective course supports at least one, and usually several, of the School’s core competencies. As with the core courses, every elective course has a full-time faculty member responsible for ensuring a level of consistency across different sections.

The School’s elective courses are roughly arranged in the following clusters:

- reference and information services (LIBR 210 and the 220s)
- issues in professional practice (the 230s)
- information technology and its applications (the 240s)
- information organization and description (the upper 240s)
- archives and records management (the 250s)
- youth services (the 260s)
- seminars on a variety of topics (the 280s)
- professional experience and special studies (the 290s)

Alongside more traditional courses (in areas such as reference and information services, instructional strategies, information technology, cataloging and classification, and collection management), the School offers several clusters of courses that are especially flexible and innovative, allowing room for growth and responsiveness in a rapidly evolving field. The Issues courses (LIBR 230s) cover different information environments, giving faculty the ability to change focus depending on which issues are at the fore of a specific type of library or information organization, while the LIBR 220s (Resources and Information Services) and the Seminars (LIBR 264, 281, 282, 284 and 287) allow for coverage of a wide range of topics each term. In recent years, for instance, faculty have responded to technological changes by offering seminars in Digital Libraries, Digitization, Encoded Archival Description (EAD), Information Architecture, and Metadata. Special programming seminars on JavaScript, Java Server Pages (JSP), MySQL, Perl, and PHP have also been taught.

## Diversity

In particular, it should be noted that the curricular structure provides ample room for the discussion and integration of issues of diversity. Diversity is initially addressed in the core courses. An integral part of LIBR 200 involves discussing and analyzing the missions and values of information professionals and issues of services to diverse populations. Likewise, in LIBR 204, diversity is discussed from a number of management and supervisory perspectives, including recruitment for a diverse workforce; intercultural communication; working with diverse user groups; and effective management and leadership in diverse organizational environments.

Diversity appears in courses and topics across the elective curriculum as well, and is supported in a wide variety of interpretations through student assignments and projects. Students interested in an in-depth exploration of issues of diversity may choose to take LIBR 275: Library Services for Racially and Ethnically Diverse Communities, which focuses on the development of skills for planning, implementing, and evaluating programs for addressing the information needs of racially, ethnically, and linguistically diverse communities. The LIBR 220 courses (Resources and Information Services in Professions and Disciplines) frequently focus on different user groups, examining methods of communication, characteristics of users, and methods of meeting their needs. Examples of such sections from recent semesters include

- Library Services to Latinos
- Library Services to Gay, Lesbian, Bisexual, and Transgendered Patrons
- Prison Librarianship
- Library Services to Native Americans
- Library Services to Older Adults

Some of the LIBR 281 and LIBR 287 seminars have also been specifically developed around topics of diversity. For instance, a seminar on Designing Information Products for a Global Audience was offered in Fall 2005, and a seminar focusing on International and Comparative Librarianship is being offered in Fall 2006. In addition to these courses, issues of diversity are addressed in various ways in many other classes offered across the curriculum. **Appendix II.a** offers a look at the ways in which SLIS courses address issues of diversity in library and information services.

By choosing from an array of elective courses—some of them classic offerings in the field, others more recently developed in response to emerging technologies and social issues—students are able to build upon the core courses and either specialize in areas, functions, or settings of particular interest, or prepare to be information generalists. In either case, they emerge from the MLIS program well prepared to contribute to the cultural, economic, educational and social well-being of the community.

A list of course offerings is available at <http://slisweb.sjsu.edu/classes/coursedescribe.htm>. Course syllabi for the past four years are also available at <http://slisweb.sjsu.edu/classes/courses.htm>.

**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.**

**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 science. The design of specialized learning experiences takes into account the statements of knowledge and competencies developed by relevant professional organizations.**

## **Program Specializations**

The School offers a number of program specializations to guide students in their course selection.

Specializations are developed by faculty and faculty teams in their areas of expertise, in consultation with colleagues, alumni, practitioners in the field, and students. Each specialization includes a general description, possible jobs, core theory and knowledge, and a list of recommended coursework. Four new functional specializations (library management and policy, information systems and design, information organization and description, and reference and instruction) have recently been developed. Specializations for archival studies and school library media have been updated and revised to reflect the new orientation toward function. Three institutionally-focused specializations for those interested in working in academic, public, and special libraries are also available.

Program Specializations are offered in the following arenas, which may also be found on the School's Web site (<http://slisweb.sjsu.edu/classes/start.htm>):

<a href="#">Academic Libraries</a>	<a href="#">Library Media Teacher Services Credential</a>
<a href="#">Archival Studies</a>	<a href="#">Library Management and Policy</a>
<a href="#">Executive MLIS</a>	<a href="#">Public Libraries</a>
<a href="#">Information Organization and Description</a>	<a href="#">Reference Services and Instruction</a>
<a href="#">Information Architecture, Systems and Design</a>	<a href="#">Special Libraries</a>

The School's program specializations help students develop the knowledge they will need to pursue careers in certain areas of librarianship and information science, and to make connections between required knowledge, coursework, and job opportunities. The careful development of the specializations helps ensure that the recommendations for coursework are up to date and synchronized with the expectations of potential employers.

Course content and sequence relationships are clearly defined and readily accessible to students through the Course Descriptions, Course Rotations, and Course Schedules pages on Slisweb: <http://slisweb.sjsu.edu/sections/courses.htm>.

## Professional Experience and Special Studies

The School provides opportunities for supervised professional experience and special studies that allow students to apply and extend the knowledge gained from their core and elective courses. Students may choose to complement their coursework with field-based learning experiences in the form of a practicum or internship (LIBR 294), or a project or special study (LIBR 292 or LIBR 298).

Professional Experience: Projects (LIBR 292) and Special Studies (LIBR 298) offer students the chance to undertake advanced research or to work on a field-based project in an area of interest to them. These field-based activities allow students to obtain work experience while pursuing stated learning outcomes. They are designed to provide the student with a real-world opportunity to test theories and practice skills learned in the program.

An internship or practicum gives students the chance to take the theories and skills learned in class and apply them in a professional setting, in a carefully structured and supervised manner. Internships are formalized relationships between the School and the internship institution, where the institution agrees to provide regular opportunities for SLIS students, and a specific application and interview timeline and process is established. Students typically apply and are interviewed by the institution, and the institution accepts a teaching responsibility that extends beyond the individual manager or site supervisor.

For a practicum, students typically identify and select a site and a site supervisor either from a list of previous School practicum sites or on their own, and independently contact the site supervisor. If accepted, students then approach the SLIS faculty coordinator for approval of the site and the learning objectives and tasks, and for ongoing supervision of the practicum.

The School has developed clear Practicum/Internship Guidelines, which may be found at <http://slisweb.sjsu.edu/classes/practica.htm>. These are based on the ALISE Guidelines for Practices and Principles in the Design, Operation and Evaluation of Student Field Experiences in Library and Information Science (1983). Each student participating in an internship or practicum must have completed the three core courses and three advanced courses, as well as any additional courses required by the site. Students may choose to apply for an internship or practicum from a list maintained by the school, or may independently identify a practicum site that is directly related to their professional interests and goals. A selected list of the School's internship and practicum sites is offered in **Appendix II.b**. Before beginning the internship or practicum, the student must present his or her intended learning outcomes for discussion and approval to the faculty coordinator and the site supervisor. Internship and practicum students work closely with a site supervisor, who must hold a professional position and ensure that the student is engaged in professional-level activities. A full-time faculty member at SLIS serves as the course coordinator, and is responsible for approving students' learning outcomes, monitoring student progress, serving as a liaison with the site, and evaluating student performance (based on the student's report and on feedback from the site supervisor).

The Assistant Director for Research and Professional Practice provides overall coordination for all the field-experience courses, and is also responsible for developing the School's relationships with library and information science institutions and employers to increase the number and variety of internships and practica available to students.

SLIS students are uniquely positioned to take advantage of many different practical field-experience opportunities because of the broad geographic reach of the faculty and student body, located in both Northern and Southern California, with communication enabled by the School's distance-technology infrastructure.

Non-archival internship and practicum placements encompass a range of environments, from small public libraries to major urban public libraries; from small private academic libraries to major research libraries; and a variety of special libraries including museums, law firms, corporations, and hospitals.

The archives and records management internship and practicum sites reveal the depth and breadth of cultural heritage repositories in California and beyond. The spectrum of sites and their learning opportunities ranges from the highly technical (Dreamworks SKG, Pixar Animation Studios, and various museums throughout California) to the most local paper and photographic community-centered sites, to assorted public history programs from San Diego to the Gold Rush communities of the Sierra foothills. The private sector is also well-represented, with Dolby Labs, Premier Retail Networks, and Applied Materials among the list of companies offering internship and practicum opportunities for SLIS students.

## **The Culminating Experience**

The California State University system requires that each student enrolled in a graduate program complete a culminating experience to demonstrate that he or she has achieved the program's learning objectives. Traditionally, the School of Library and Information Science has offered two different culminating options for students enrolled in the Master's program. The first option is to research and write a thesis, under the direction of a committee of three full-time faculty. Students choosing this option must have completed LIBR 285 (Research Methods in Library and Information Science); must adhere closely to the regulations of the Graduate Studies Office; and must be prepared to invest a significant amount of time and energy researching, writing, and revising their work. As noted in the description of LIBR 299 (Thesis): "The completion of a thesis is a major undertaking. It represents an organized research effort, where the student may make an original contribution to the field or provide a new analysis of existing issues or problems. The development of a topic, the investigation of the issues involved, and the completion of the work may take as many as two years, although most theses require about a year to complete." Each year, a select number of students choose to write theses, on a wide range of library and information science topics. Copies of MLIS theses are available onsite.

The second option for a culminating experience is LIBR 289: Advanced Topics in Library and Information Science. The great majority of MLIS students select this option. As of Fall 2006, students enrolled in LIBR 289 must create an electronic portfolio (or e-Portfolio) in which they demonstrate competency in the fifteen areas identified by the faculty as MLIS core competencies.

The e-Portfolio gives students a chance to collect, select, and organize examples of the knowledge, skills, and abilities they have gained in the MLIS program, and to reflect on, highlight, and celebrate their accomplishments and achievements. In developing the e-Portfolio, students demonstrate their mastery of the core competencies by providing and discussing evidence from their SLIS coursework and their own work experiences, and reflect upon their individual strengths and areas for professional growth. Each e-Portfolio includes a statement of professional philosophy; evidence of competency in 15 core areas (the fifteenth is incorporated into their statement of philosophy); and a concluding section, in which students reflect upon their experience in the MLIS program and their plans for the future.

Students must reach a satisfactory standard for each competency in order to pass the course and graduate from the MLIS program. Students create the e-Portfolio using Plone software, which further demonstrates their ability to organize information in an online environment. The e-Portfolio is assessed according to a standard checklist agreed upon by faculty. A complete Handbook describing the requirements of LIBR 289 is available at <http://slisweb.sjsu.edu/289/289spring07.htm>.

In addition to ensuring competency in each of the fifteen areas identified by the faculty as being core to the mission of the School and the profession, the e-Portfolio process necessitates close communication between students and their advisors. Each of the full-time faculty work closely with a group of approximately 16 students. While LIBR 289 is coordinated by the Assistant Director for Research and Professional Practice (who is responsible for maintaining the LIBR 289 Handbook, recording final grades, and coordinating reviews of competencies deemed “deficient”), faculty advisors are responsible for orienting and guiding students and for reading and evaluating the e-Portfolios of their advisees. Thus, the e-Portfolio encourages ongoing consultation between students and their advisors.

All students receive a Plone account, where they can store and manipulate files of their coursework throughout their time at SLIS, and build their electronic portfolios gradually as their competencies evolve. They are introduced to the concept of the portfolio in LIBR 204: Information Organizations and Management (a core course taken early in the MLIS program), and are encouraged to save relevant coursework and to build their e-Portfolios throughout their time at SLIS.

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

## **Course Formats / Delivery Modes**

The School is committed to delivering high-quality education in a variety of course formats. SLIS faculty have been offering distance courses since 1989, and have consistently developed and adopted emerging models and technologies to make courses available statewide, nationally, and internationally. These models and modes of delivery currently include cohort groups, traditional face-to-face courses, Web-based online courses, and mixed mode or “hybrid” courses that use a combination of formats. Hybrid courses meet at least once during the semester, and usually several times, with the rest of the coursework occurring online. In online-only courses, which allow maximum flexibility for students and instructors, interaction is exclusively online.

In addition to experimenting with various formats, SLIS faculty also use different software and technologies to deliver course content, including Blackboard courseware, Elluminate Live! Web conferencing software for real-time lectures and discussions, Real Presenter for narrated online lectures, and videostreaming, Webcasting, and podcasting technology for videotaped online lectures. Combined with the School’s rigorous practice of curriculum design and review, these technological innovations ensure that all students, regardless of location or mode of delivery, encounter the same, high-quality educational environment and curricular content.

Gradually, in response to student demand, the School is moving toward offering more online courses, and fewer traditional face-to-face courses. In Fall 2006, faculty offered 60 hybrid sections of courses, 91 online sections, and seven onsite-only sections. For the first time in the history of the School, all three core courses were available in fully-online format. **Appendix II.c** discusses the results of the School’s class-format survey. In general, student response to online courses is very positive. Offering online and hybrid courses also permits the school to draw on a talented pool of part-time faculty located throughout the country. While there is a place for each mode of delivery, it is anticipated that online offerings will continue to grow and evolve.

Currently, SLIS offers one program in the cohort model: the Executive MLIS program, inaugurated in August 2005 with its first cohort. This program, the first of its kind in the United States, is designed to enable successful library leaders to acquire an MLIS degree in two years, and features a set of courses tailored to meet the needs of managers and supervisors with extensive work experience. There is a required three-week residency at the start of the program, and a two-week residency midway through, with the bulk of the coursework done online. A second cohort began their studies in July 2006. A complete list of courses offered in the Executive MLIS program is available at <http://slisweb.sjsu.edu/classes/exec2005.htm>.

**II.7.a 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.**

## **Course Coordination**

To manage curricular review and promote internal consistency across different instructors, locations, or delivery modes, the School has developed a course-cluster method of supervision, which is outlined in **Appendix II.d**. Course clusters are groups of related courses overseen by a full-time faculty member who serves as coordinator. **Appendix II.e** provides a list of SLIS course coordinators. The faculty coordinator establishes the core competencies that each course covers and works with part-time faculty to ensure that they incorporate these into both their course syllabus and assignments. **Appendix II.f** offers a table showing the integration of the core competencies into the SLIS curriculum. For elective courses, faculty may cover additional core competencies in their course topics and assignments, but they may not omit any competencies stipulated by the course-cluster coordinator. This encourages consistency among different sections of the same course, while maintaining academic freedom for individual faculty to teach to their particular interests and strengths. (This is not the case for the core courses, which must be more prescriptive in content and course deliverables.)

The course-cluster coordinator also serves as an advisor to part-time faculty teaching in his or her area, assisting them in developing their courses, explaining university policies and standards, and generally involving them in the planning and shaping of that particular area of professional activity. Part-time faculty, in turn, provide informal feedback on a given course or cluster of courses based on their current professional experience. Course-cluster coordinators also ask students for their input on course offerings. As a result of these different activities, the course-cluster method has increased communication among full-time and part-time faculty and students and ensured that SLIS classes have predictable and regularized content.

In Fall 2006, SLIS Program Advisory Committees were established with the charge to advise lead faculty about trends and issues in specific LIS fields and industries and to make suggestions for the continued improvement of the School's curriculum and programs. Program Advisory Committees consist of knowledgeable practitioners in the subject field, and include both SLIS alumni and non-alumni. Each committee meets virtually once a term, and is also consulted by lead faculty as needed throughout the term, to review current course offerings and courses and to make suggestions for possible new classes, instructors, or trends to explore. **Appendix II.g** lists the current Program Advisory Committees and their members.

The SLIS Curriculum and Program Development Committee has the lead role in developing, monitoring, and assessing the construction of SLIS courses. This task has become increasingly important, as the School uses seminar classes (LIBR 220, LIBR 281, LIBR 282, LIBR 284, LIBR 287) to cover current issues and trends as well as to respond to articulated student interests and demand. In recent semesters, SLIS has offered specialized reference seminars focusing on service to different ethnic, religious, cultural, and age groups. Other seminars range from illuminated manuscripts and oral history to information secrecy, library buildings, information

competence, digital assets management, and publishing for the profession. **Appendix II.h** lists some of the experimental courses and seminars that have been offered in recent years.

All new and experimental seminars are reviewed and approved by tenure-track SLIS faculty. Faculty designing a new experimental course submit to the Curriculum and Program Development Committee chairs a New Course Proposal Form that requires a course title, a brief description of the course's purpose and learning objectives, and an outline of its content. The chairs circulate this proposal among full-time faculty, who then offer feedback. This feedback is relayed back to the instructor to make needed accommodations and revisions.

Should a course-cluster coordinator or other involved faculty determine that a new specialization should be developed, they submit a report to the chairs of the Curriculum and Program Development Committee. This report provides a justification and description of the new specialization, as well as a detailed description of any new courses that should be added. After initial review to make sure the proposal is compliant with SJSU policies, the Curriculum and Program Development Committee circulates this document among faculty members for discussion and ultimate approval. The approval of the new specialization is codified when it is placed on the next faculty meeting's official consent agenda and voted on by the entire faculty.

All new permanent courses must go through a formal university review process, as outlined in the CASA Curriculum Handbook ([http://www.sjsu.edu/healthprofessions/pdf/curr\\_handbook.pdf](http://www.sjsu.edu/healthprofessions/pdf/curr_handbook.pdf).) This review requires a formal application to the College- and University-level curriculum committees, which includes the completion of an official form (signed by the department chair and library liaison), accompanied by a fully developed course syllabus. Once the CASA and University curriculum committees approve the new course, the official proposal form is signed by the College Dean and Associate Vice President for Graduate Studies. At this point the course can be added to the school's formal curriculum.

The Curriculum and Program Development Committee also assists all new faculty in the preparation of their courses and design of their syllabi. Prior to the start of each semester, first-time faculty submit their syllabi to the committee chairs, who provide guidance and feedback regarding course content, assignments, and advice on how best to present SLIS policies on grading, late assignments, and incompletes. New faculty also receive assistance from permanent faculty and technical staff in developing their course content and learning more about the modes of delivery and technologies used by the School.

## Curriculum Review Process

The SLIS curriculum has four distinct components: core courses, specializations and course clusters, culminating experience, and mode of delivery. These components are always under review as faculty revise and update their courses each semester. However, these components are also systematically and formally reviewed on a three-year cycle to ensure that they meet the school's mission and learning objectives (see **Table II.1**).

Periodically, every 3-4 years, faculty members also review the entire MLIS curriculum (all components viewed together) to ensure its continuing relevance and support of the program's learning goals. The overall curriculum review takes place during one or more faculty meetings devoted exclusively to this purpose. The last overall curriculum review occurred during the 2005-2006 academic year. **Appendix II.j** shows the overall curriculum review and actions for 2002-2006. The next overall curriculum review is scheduled for the academic year 2008-2009, and will cover 2006-2009.

**Table II.1 Curriculum Review Cycle**

Component	Timeframe
Specializations & Course Clusters	Spring 2004 – Spring 2005
Culminating Experience	Fall 2005 – Spring 2006
Core Courses	Fall 2006 – Spring 2007
Specializations & Course Clusters	Fall 2007 – Spring 2008
Culminating Experience	Fall 2008 – Spring 2009
Core Courses	Fall 2009 – Spring 2010

Mode of delivery is evaluated at least every two years, or more often when needed.

### Core Courses

Each core course has a faculty coordinator who monitors the course's effectiveness and content and oversees its review. The coordinator meets biennially with other faculty teaching that core course. At this meeting, core-course faculty review and update the course's learning objectives and measurable outcomes and evaluate its current content and requirements. At the conclusion of the meeting, the coordinator submits to the Curriculum and Program Development Committee chairs a formal list of the core course's learning goals and measurement tools, as well as specific content that must be taught in all sections of the class. The committee chairs are responsible for disseminating this information to relevant faculty.

At the program level, the required core courses are reviewed by the entire faculty every three years. This review is managed by the core-course coordinators, who submit a formal report to the Curriculum and Program Development Committee chairs. The report findings are discussed and recommendations voted on at a regularly scheduled faculty meeting. **Appendix II.i** describes a sample core-course review process.

## **Specializations and Course Clusters**

Individual faculty and faculty teams are responsible for coordinating specific specializations and course clusters. The coordinator monitors the specialization's continuing effectiveness as well as overseeing the review process every third year. In conducting the review, each coordinator follows the same methodology to identify current markets, determine core competencies, obtain input from students and practitioners, and evaluate current course offerings. This methodology requires

- examining program tracks and specializations at other LIS schools
- reviewing current job ads to see what skills employers in the field are seeking
- consulting professional association core-competency lists and guidelines
- mining the professional literature for insight into current issues and trends
- interviewing practitioners and alumni for additional ideas and input

At the end of this review, coordinators submit to the Curriculum and Program Development Committee chairs a written report that evaluates the specialization's continuing viability and proposes curricular modifications if necessary. The committee chairs then forward this report to the faculty prior to a regularly scheduled meeting. At that meeting, the faculty votes on the report's recommendations.

When the coordinator determines that a new specialization should be developed, a separate document is submitted to the committee chairs. This report provides a justification and description of the new specialization.

## **Culminating Experience**

The culminating experience courses are also managed and monitored by a faculty coordinator. Every three years, the coordinator uses student exit interviews and other appropriate data to write and submit to the Curriculum and Program Development Committee Chairs a formal report regarding the culminating experience courses' continuing effectiveness in meeting the school's established competencies and learning goals. Based upon the report's findings, the faculty reconsiders and revises the culminating experience requirements as needed.

When a major change in the culminating experience is adopted (for example, in Fall 2006, with the move to an electronic portfolio), the review of its effectiveness begins immediately and is more rigorous. After the first two semesters in which the new culminating experience takes effect, the coordinator surveys (either individually or through focus groups) faculty and students regarding its implementation and success. At the final faculty meeting of the semester, the culminating-experience coordinator reports on the survey findings and makes recommendations as to how the experience might be improved for the next term. The faculty votes on these recommendations so that changes are implemented for the next semester. Once the new culminating experience requirement appears to be running smoothly, the review process reverts back to the three-year cycle.

## **Delivery Mode**

Beginning with distance courses in 1989, many of which were taught in intensive formats, and then adding interactive video courses in 1995, SLIS has experimented with a number of emerging models and technologies to make courses available nationally and internationally.

Because mode of delivery has a significant impact on the educational experience, SLIS seeks input and assessment from its students on a regular basis. Every two years (or more often if technological or format changes require more frequent feedback), the SLIS Associate Director conducts a student opinion survey regarding preferred formats. The Curriculum and Program Development Committee chairs may also conduct periodic student surveys to assess the extent to which course delivery modes are meeting the School's learning objectives. Survey results are distributed to the faculty and policies regarding delivery modes are enacted.

### **II.7.b 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.**

Faculty coordination and review of the SLIS curriculum comprise a significant component of the School's approach to curriculum planning and assessment. However, SLIS also weighs and factors in the effectiveness of its courses from the students' perspective to determine whether or not the program is meeting students' educational needs and career goals.

The School uses various tools to assess student satisfaction and learning outcomes, including

- Student Opinion of Teaching Effectiveness (SOTE) ratings
- Class format/modes of delivery surveys
- Exit surveys
- Alumni surveys
- Employment data
- WASC Assessment Review
- Other evidence of student achievement

### ***SOTEs***

Each semester, students complete the SJSU Student Opinion of Teaching Effectiveness (SOTE) survey, rating the teaching for a given class. These surveys focus on pedagogy, and an analysis of SOTE data since 2004 reveals that SLIS instructors receive high ratings. On average, on a 1-5 scale,

- 71% of SLIS instructors received a rating of 4 or higher
- 24% received ratings in the 3 to 4 range
- 5% received a rating between 2 and 3
- no instructor was rated below 2

For more information and discussion of SOTE surveys, please see Standard III: Faculty.

***Class Format / Delivery Mode Surveys***

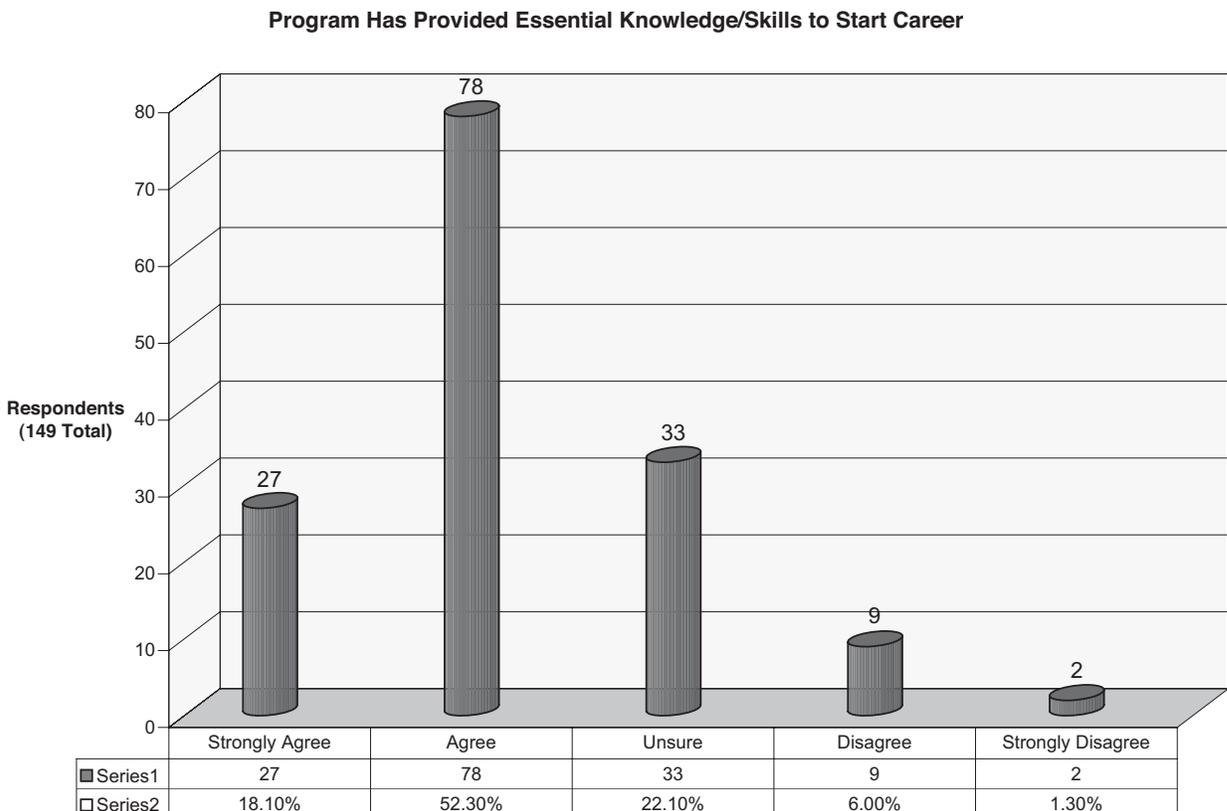
Every spring, the Associate Director conducts a survey of students' course-format preferences and internet connectivity. The survey consists of 40 multiple-choice questions, which are analyzed for students' preferences for their class format (online, hybrid, and in-person), and how this is influenced by their available bandwidth. The survey also asks students to give format preferences for each course SLIS offers.

The most recent survey was conducted in April-May 2006. Viewing the results course by course, there was a clear preference for online courses, followed by hybrid courses. Totally onsite courses were consistently less popular. As mentioned earlier, **Appendix II.c** offers additional discussion of this survey and its results.

***Exit Surveys***

Exit surveys are another source of data used to assess overall student satisfaction with the School's curriculum and identify areas in need of improvement. The exit surveys for the academic year 2005-2006 showed widespread satisfaction with the program, with 70% indicating that they agreed or strongly agreed that the program provided essential knowledge and skills necessary to start their careers (as shown in **Figure II.1**, below). The variety of delivery formats used and the accommodating scheduling of classes is a positive theme that recurs throughout these surveys. Students appreciate being able to take classes part-time, online, and on weekends, so that they may continue working while preparing for a new career.

**Figure II.1**



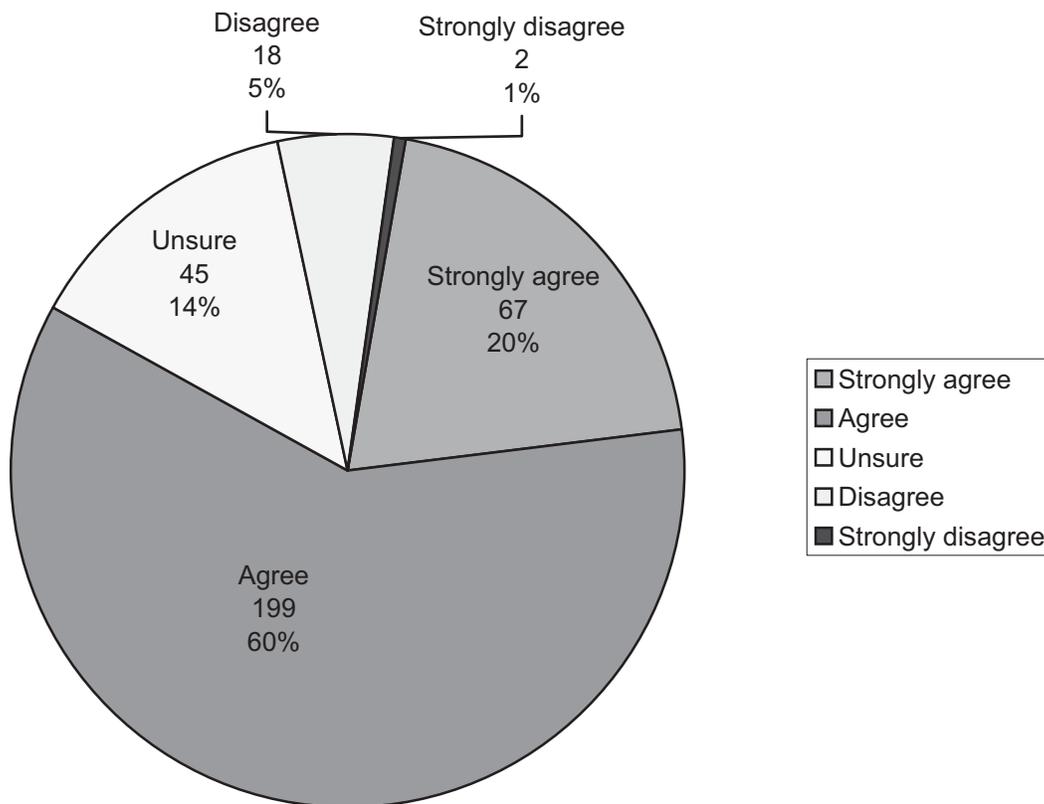
**Alumni Surveys**

The School has an active alumni association, and alumni participate on school governance and planning committees. The School also surveys its alumni for feedback on areas of curriculum emphasis and as one way to determine how well course offerings relate to professional opportunities within the region, the state, and nationally. The most recent alumni survey was conducted in early summer 2006. It examined the careers of SLIS graduates over the last decade, and solicited their input as to how well the curriculum prepared them for and helped sustain their professional careers.

Eighty percent of responding alumni agreed or strongly agreed that their coursework provided essential knowledge and skills for their career, as shown in **Figure II.2**, below. Significantly, the longer that SLIS alumni are in the workforce, the more satisfaction they express about the education they received, as illustrated in **Figure II.3**.

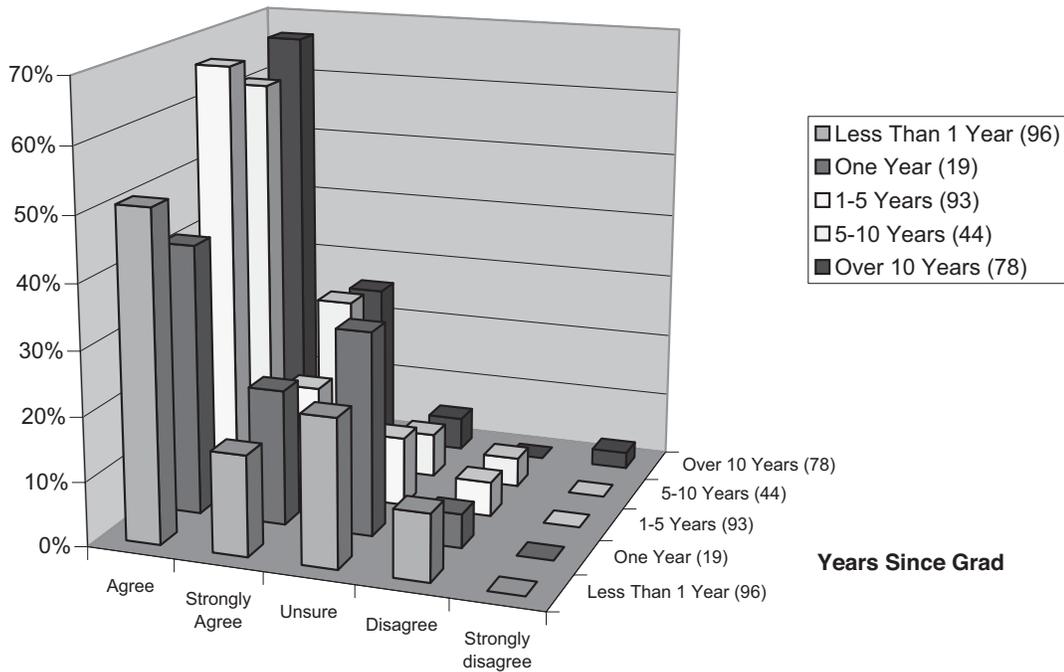
**Figure II.2**

**SLIS Program Has Provided Essential Knowledge/Skills For Career  
(331 Reporting)**



**Figure II.3**

**Program Provided Essential Knowledge (By Years Since Graduation)**



	Agree	Strongly Agree	Unsure	Disagree	Strongly disagree
Less Than 1 Year (96)	51%	16%	23%	10%	0%
One Year (19)	42%	21%	32%	5%	0%
1-5 Years (93)	67%	17%	11%	5%	0%
5-10 Years (44)	61%	27%	7%	5%	0%
Over 10 Years (78)	67%	26%	5%	0%	3%

**Employment**

Regularly-scheduled SLIS alumni surveys also track trends in employment to ensure that the School’s curriculum remains relevant and to help the School anticipate subtle shifts in the job market. For example, the alumni survey discussed above asked graduates to indicate their current positions. Of the 290 respondents to this question, 38% were employed in public libraries, 28% in academic libraries, 10% in K-12 schools, 8% in corporate environments, 5% in government agencies, and 4% in independent or private institutions. (7% were working in that elusive “other” field.)

The School also monitors employment data on SLIS graduates as reported in Library Journal’s annual placements and salaries survey, shown in **Tables II.2** and **II.3**, on the following page.

**Table II.2 SLIS Alumni Employment: Type of Institution**

Type of Institution	2004	2005	2006	%
Public Library	17	25	35	35.0%
Academic Library	13	16	16	21.0%
Special Library	9	11	12	20.0%
Elementary/Secondary School	18	2	9	13.0%
Vendor	1	3	2	3.0%
Other	4	1	8	6.0%
Private Industry	NA	2	2	1.5%
Non-Profit	NA	1	0	0.5%

*SOURCE: Library Journal, 2004-2006*

**Table II.3 SLIS Alumni Employment: Primary Position**

Primary Position	2004	2005	2006	%
Reference	14	21	33	33.0%
Systems/Technology	2	7	3	6.0%
Circulation	4	5	5	7.0%
Archives	1	3	3	3.0%
Cataloging	1	3	4	4.0%
Solo	9	4	5	8.5%
School LMT	14	2	8	12.0%
Youth/Children's	5	7	12	12.0%
Indexing	1	0	0	0.5%
Database Management	1	0	0	0.5%
Other	7	7	4	8.5%
Knowledge Management	NA	1	0	0.5%
Instruction	NA	2	3	2.5%
Collection Development	NA	2	0	1.0%
Administration	NA	NA	2	1.0%

*SOURCE: Library Journal, 2004-2006*

It is clear from the alumni survey and employment data that the School's curriculum is successfully preparing students for practice and leadership in the profession.

## **WASC Assessment Review**

The University has placed great emphasis on program assessment and program learning outcomes as part of its WASC accreditation. SLIS participates in this process. The School's MLIS core competencies have been accepted by the University as the MLIS program learning outcomes for WASC accreditation. In Spring 2007, three of the MLIS core competencies (student learning outcomes or SLOs) will be examined in depth – through collecting and analyzing assessment data and results from LIBR 289, the e-Portfolio course. Data for the other 12 core competencies (student learning outcomes) will be collected from the LIBR 289 sections and examined on a broader overview basis. In subsequent terms, different groups of three core competencies will be assessed, until all have been examined in depth.

## **Other Evidence of Student Achievement**

Finally, anecdotal evidence of SLIS student success abounds, helping to shape and establish the School's reputation on campus, throughout the region, and in the profession, and to provide further assessment of curricular effectiveness.

Although most students choose LIBR 289: Advanced Topics in Library and Information Science for their culminating course, since 2000 more than 20 students have produced theses of notable quality. These theses range from historical topics such as the impact of the 1906 earthquake on San Francisco's libraries and the history of books and libraries in the California missions, to topics dealing with

- information seeking-behavior (*Undergraduate Women's Conceptions of Information Use*)
- programming (*Innovative Library Programs for the Hispanic Population*)
- technology (*Accessible Design for Library Web sites*)
- organization of information (*MARC to XML: An Enhanced Name Authority Record*)
- management (*Using Project Controls to Update a University's Automated System*)

In 2002, the thesis written by SLIS student Carol Moen Wing, on the Royal Library of Henry VIII, was given San Jose State University's Outstanding Thesis Award.

Another testament to curricular effectiveness lies in the number of student papers that have been published. An extensive bibliography of student and alumni publications from 2000 to 2006, including a number of articles that began as class assignments, has been compiled and will be made available on site.

The School also encourages students to prepare and deliver presentations and papers at professional meetings and conferences, and the fact that many students do so is another piece of informal evidence of student achievement.

Upon graduation, SLIS alumni continue to be actively involved in their profession, not only through their employment but also as contributors to professional organizations and publications. SLIS alumni and students also serve in regional, state, and national organizations. For example, not only is the past president of the California Library Association a SLIS graduate, but SLIS graduates sit on the CLA Executive Board and have been elected to the CLA assembly. In addition, the CLA Membership, Legislative, Nominating, and Access Committees/Sections are all chaired by SLIS alumni. The School has similar representation in the Society of California Archivists—the current chairs of the Publications, Local Arrangements, and Membership Committees are SLIS graduates. SLIS alumni are also prominent in other regional, statewide, and national professional organizations.

## **Summary**

The curriculum at the San Jose State University School of Library and Information Science is grounded in the core competencies identified by the faculty as being of vital importance to the field. These competencies reflect the theory, practice, and values at the heart of the discipline and the profession. The School requires all students to take these foundational core courses at the start of their program, and to demonstrate their mastery of the core competencies in a culminating experience. In between, they are free to build their areas of specialization by choosing from an array of courses ranging from more traditional offerings to courses focusing closely on the most recent developments in the field. Throughout their studies, students have the opportunity to take practical and theoretical courses in a variety of formats from strongly qualified faculty, to learn to use leading-edge technology, and to apply and extend classroom knowledge through field-experience courses.

While there is planned flexibility for innovation in the curriculum process, there are also careful checks and balances, as well as mechanisms for gathering feedback from students, alumni, and colleagues in the field. Processes are in place for the review of new course offerings, guidance of new faculty as they develop and teach courses, and the coordination of different sections of courses. Data from student and alumni surveys are used to guide course offerings and the development of specializations, and program advisory committees help ensure that the courses and specializations offered are in line with the expectations of the profession. A systematic review cycle further ensures that courses remain current and responsive to changes in the field.

## **Future Directions**

With its 3-4 year cycle of curricular review in place, SLIS will continue to assess, develop, and expand its curricular focus and offerings in response to technological, societal, and professional change. Following the established timeline, the School will review the core courses in Fall 2006-Spring 2007; the specializations and course clusters in Fall 2007-Spring 2008; and the culminating experience in Fall 2008-Spring 2009. The next review of the overall curriculum (as outlined in **Appendix II.j**) will take place in 2008-2009.

In addition to the School's regular review process, over the next three to five years, SLIS will be exploring and developing new emphases and programs. Some of these new programs are already developed and being implemented now, such as a new specialization in Youth Librarianship (approved by faculty 12/06) and a Master's in Archives and Records Management (anticipated University approval in Spring 2007). As indicated in the School's Strategic Plan, additional specializations and programs are also in the planning stages.

Looking beyond the School's internal goals, the Curriculum and Program Development Committee will continue to work with the School's WASC coordinator and the faculty to provide necessary information to the College's WASC team on the program's learning outcomes (SLIS core competencies).

The School will also continue to develop its role in providing continuing education to alumni and other information professionals by building on its successful collaboration with the Education Institute. Education Institute programs and courses are available to SLIS alumni and students at a discounted member rate, and may be viewed at <http://www.thepartnership.ca/partner>.



## Standard III: Faculty

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

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

The faculty of the School of Library and Information Science is highly qualified to carry out the mission, goals, objectives, and vision of the School. Faculty members are active professionals, productive scholars, and recognized leaders at regional, national, and international levels. The School's faculty works diligently to design and continually assess the relevance and effectiveness of the School's curriculum. In addition, SLIS faculty members are recognized leaders and innovators in the field of distance education at San Jose State University and beyond.

SLIS views its faculty as one integrated unit, in which the teaching and research specializations of full-time faculty members are augmented by those of highly-qualified part-time faculty, who are scholars and professional practitioners. Full-time faculty work closely with one another and with part-time faculty to ensure high quality and an appropriate level of consistency in course content. **Appendix III.a** offers an overview of the accomplishments of the SLIS faculty. Curricula vitae for all full-time, and select part-time, faculty members are provided in a separate volume available on site. Curricula vitae for all SLIS faculty may also be viewed from the faculty pages of the SLIS Web site: <http://slisweb.sjsu.edu/people/facultylists.php>.

The School has 14 full-time faculty on tenure stream (tenured or tenure track). Nine are tenured; five are on tenure track. Two more tenure-track faculty have been hired, effective Fall 2007. This will bring the total number of full-time tenure-stream faculty to 16 – with 7 on tenure track. Each of the tenure-stream faculty has an earned doctorate in LIS or a related field.

The School has five full-time faculty on non-tenure-track appointments, one with an Ed.D (Costantino), and one completing her PhD at UCLA (Lindberg). The other three bring, in addition to teaching, technical and administrative skills: Jill Cody in communications and marketing, Debbie Faires in distance education, and Jane Fisher in developing a formal program of internships across the state. The School has been given approval to recruit for two more non-tenure-track teaching faculty who will join SLIS in Fall 2007.

In addition to the 19 (soon to be 23) full-time faculty, the School has 15.5 FTE part-time faculty. In recruiting part-time faculty, the School actively searches for people who would be eligible to be full-time faculty, and who could meet the School's retention, tenure and promotion guidelines should they choose to relocate to California. Many of the School's part-time faculty are tenured at other academic institutions. The School's use of technology and development of online and hybrid classes enables faculty from across the country, and even from across the world, to teach for SLIS, thus exposing SLIS students to a very wide range of highly respected faculty. While some local librarians with strong expertise in certain areas do teach for the School, most of our part-time faculty are drawn from a much wider environment, and bring national reputations to the School.

**Appendix III.b** lists part-time SLIS faculty members who are (or who have been) on the faculty at other accredited programs. **Appendix III.c** lists part-time faculty members with PhDs who would be eligible for tenure-track appointments if they were working in University environments.

The School has five previous LIS Deans and Directors teaching on a regular basis:

- **Dr. Evelyn Daniel** (previously Dean at Syracuse University and at the University of North Carolina, Chapel Hill)
- **Dr. Adele Fasick** (previously Dean at the University of Toronto)
- **Dr. Brooke Sheldon** (previously Dean at the University of Texas at Austin, Texas Woman's University, and the University of Arizona)
- **Dr. Ben Speller** (previously Dean at North Carolina Central University)
- **Dr. Blanche Woolls** (previously LIS Chair at the University of Pittsburgh and Director at San Jose State University)

Many of the School's part-time faculty hold tenure or are on tenure track at accredited institutions:

- **Dr. Sue Alman**—Distance Education Director in the School of Information Sciences at the University of Pittsburgh
- **Dr. Carrie Gardner**—Assistant Professor at Catholic University and active on the ALA Intellectual Freedom Committee
- **Dr. Christopher Brown-Syed**—Instructor in the School of Informatics at SUNY Buffalo
- **Dr. Meredith Evans**—Curator of Printed Materials at Robert W. Woodruff Library (Atlanta University Center)
- **Dr. John Gathegi**—Associate Professor at Florida State University and an international expert on legal informatics
- **Dr. Todd Gilman**—currently Librarian for Literature in English at Yale University. He has taught for the University of Toronto, Boston University, and MIT, and he also teaches part-time for the Library and Information Science Program at Wayne State University.

- **Dr. Ravonne Green**—Assistant Professor at Valdosta State University
- **Dr. Sylvia Hall-Ellis**—Assistant Professor at the University of Denver. She also serves as a grant reviewer for the U.S. Department of Education and the Institute of Museums and Library Services.
- **Dr. Renee Jefferson**—Associate Professor, School of Education, The Citadel, South Carolina
- **Dr. Christie Koontz**—Associate in Information Science, Florida State University and Director GeoLib
- **Dr. Janice Krueger**—Assistant Professor at Clarion University
- **Dr. James Maccaferri**—Associate Professor at Clarion University

Many of the School's part-time faculty members also have national reputations:

- **John Berry**—Associate Librarian in the Ethnic Studies Library at the University of California, Berkeley and noted Native American library leader
- **Robin Dale**—Program Officer at RLG (now OCLC). She travels the world for OCLC, working on trusted digital repositories, preservation & technical metadata, and digital repository certification. She is also Project Director, Andrew W. Mellon Foundation Grant on Audit and Certification for Digital Archives.
- **John Horodyski**—Currently the ESPN Integration Producer for Electronic Arts and previously the Worldwide Studios Digital Asset Manager
- **Allan Kleiman**—Assistant Director/Executive Director OBPL Foundation in New Jersey and chair of RUSA's Library Service to an Aging Population Committee

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

The School's 19 (soon to be 23) full-time faculty members teach in a range of areas across the curriculum; they also act as course-cluster coordinators for all faculty teaching in larger, subject-area course groupings. All advising is done by full-time faculty, and full-time faculty also handle all e-Portfolio advising and guidance, thus ensuring that all students meet the core competencies before graduating.

Each full-time tenure-stream faculty member teaches three courses in the fall and spring semesters, with the option of teaching for additional compensation in summer session. Tenure-track faculty state their teaching preferences each semester. The Associate Director builds the schedule for final approval by the Director, taking into account the needs of the program and the competencies and interests of individual faculty members. The Director may ask a faculty member to teach a different course, or to teach in a different format as needed. Faculty are asked to take into account the rotation of classes (<http://slisweb.sjsu.edu/classes/rotations.htm>).

While this teaching load may seem high, the School is one of the few academic units in the entire 23-campus California State University system to have a reduction from four courses to three courses each term. After the full-time faculty are scheduled, the Associate Director schedules part-time faculty to classes. The Director reviews the schedules and the part-time faculty assignments, and approves or adjusts the schedule. Changes in teaching assignments might be based on previous performance reports. Per the union contract, a part-time faculty member who teaches for the School for two semesters in a row must be given hiring consideration if the School wishes to offer a class in his or her specialty and no full-time faculty member is teaching that class. Also per the union contract, once each year, the School asks all part-time faculty what classes they might like to teach.

New tenure-track faculty are given a course release for the first semester. Some faculty members receive reduced loads because of administrative assignments, or due to grants received. Both the University and the School have also taken steps to provide course relief for research and scholarly activity. The School also makes available summer research grants for all faculty, to enable them to devote the summer to research activities. In addition, all faculty may request a paid research assistant.

### **Working Together for Excellence**

Consistent with the School's philosophy that the faculty is an integrated whole, the four governing SLIS committees and the coordinating team ([Curriculum and Program Development Committee](#), [School Environment and Resources Committee](#), [Student Admissions and Adjudication Committee](#), [Faculty Development and External Relations Committee](#), and [School Leadership Coordinating Team](#)) consist of full-time and part-time faculty as well as students and alumni, and meet in a virtual environment to allow full participation.

Full-time faculty act as course-cluster coordinators in their areas of expertise. Each core course (LIBR 200, 202, and 204) and each required course (LIBR 285 and 289) has a full-time faculty coordinator who monitors the course's effectiveness and content and oversees its review. The coordinator meets biennially with all other faculty teaching sections of that course. At this meeting, course faculty review and update the course's learning objectives and measurable outcomes, and evaluate its current content and requirements. At the conclusion of the meeting, the coordinator submits to the Curriculum and Program Development Committee chairs a formal list of the course's learning goals and measurement tools, as well as specific content that must be taught in all sections of the class. The Curriculum and Program Development Committee chairs are responsible for disseminating this information to all relevant faculty.

Outside of the core, full-time faculty also act as cluster coordinators for clusters of courses on related topics. Working with faculty teaching in specific areas, cluster coordinators

- review courses offered in common areas and program tracks for consistency, congruence and completeness, (e.g., academic librarianship, reference and information services, management, youth librarianship)
- recommend new and revised courses to complete program offerings

- ensure consistency in standards and expectations for courses offered by several instructors
- determine common student learning outcomes for courses offered by several instructors
- consider recommendations for common textbook(s) and supplementary readings for a required course. For courses offered by several instructors, determine common core assignment(s) to support the intended learning outcomes
- ensure that course clusters are reviewed on a regular cycle in consultation with the appropriate full- and part-time faculty, and reviewed with the entire faculty according to the curriculum review cycle
- communicate faculty decisions to all faculty teaching the course

The faculty also work with program advisory committees. The School is in the process of developing these committees for each specialization. Each program advisory committee is composed of four to six people including an alumnus with specific in-depth knowledge. They meet virtually once or twice a year, using Blackboard and Elluminate. Program advisory committees are discussed in greater detail in the “Standard II: Curriculum” section of this document.

### **Faculty Mentoring**

The SLIS Faculty Mentorship program is designed to help new faculty begin their career at San Jose State in a positive manner. This program supplements what the individual learns during the University-wide New Faculty Orientation and any mentoring relationship that may result from that experience. Additional campus-wide resources are also available for new faculty from the SJSU Center for Faculty Development (<http://www.sjsu.edu/cfd>).

New full-time tenure-stream faculty at SLIS have two mentors from among the senior faculty. One senior faculty member is designated to work directly with a new faculty member in areas other than the retention, tenure, and promotion (RTP) process. While the specifics of this relationship will be worked out between the two faculty members themselves, some of the areas covered could include

- getting settled-in at SJSU
- becoming an effective teacher
- overall direction of research agenda
- reviewing papers prior to submission for publication/presentation
- identifying possible publication/presentation venues
- identifying possible sources of funding for research
- identifying relevant organizations to join

The second part of the mentorship program is designed to help new faculty with San Jose State’s RTP process. The mentor will answer questions about process, provide clarification where needed, and in general support each faculty member’s progress toward tenure. The SJSU Center for Faculty Development provides instructional assistance for new and continuing faculty and also provides assistance with dossier preparation for faculty on tenure track.

New full-time, non-tenure-stream faculty members are assigned a senior faculty mentor.

All new SLIS part-time faculty are:

- sent a welcome note and information about the Director's blog (SLISNews) and how to access it
- added to an electronic faculty reflector
- directed to an online faculty handbook, which may be viewed at <http://slisweb.sjsu.edu/facultyhandbook>
- required to take a new faculty course, "Online Teaching," which is conducted online using Blackboard. (To view this course, log onto Blackboard using the COA login, and click on "Teaching Online/Faires.") This course covers the technology used for instruction, as well as pedagogy related to distance teaching and learning.
- required to submit information for their faculty Web page, which can be accessed at <http://slisweb.sjsu.edu/people/facultylists.php>
- invited to a faculty Blackboard area that contains the information they will need to be successful during the semester. (To view this area, log onto Blackboard using the COA login, and click on "SJSU SLIS/Spring 2007 Faculty.")
- mentored by the course-cluster coordinator of the course they are teaching
- Advised by a full-time faculty peer reviewer and by the Associate Director

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

Four of the School's nine tenured full-time faculty members are originally from outside the United States. Their backgrounds bring multicultural and international perspectives in instruction, and enrich the student learning experience. Currently, only two full-time tenure-stream faculty members are from ethnically diverse backgrounds, despite proactive recruiting by the University. Both are Asian. The School continues to try to improve this percentage in its recruitment of new faculty.

The University has explicit policies with regard to recruitment of faculty from multicultural, multiethnic, and multicultural backgrounds. These are published in the SJSU Guide for Recruitment and Appointment of Tenure-track Faculty, which may be viewed at: [http://fa.sjsu.edu/forms/Recruitment\\_Guide.pdf](http://fa.sjsu.edu/forms/Recruitment_Guide.pdf).

Also noteworthy is the fact that the School's high-quality part-time faculty increases its overall faculty diversity. The School's current part-time faculty includes

- **nine African American** members (De Loach, Evans, Friday, Gathegi, Hobbs, Jefferson, Reid, Slone, Speller), eight with PhDs
- **three Asian** members (Hotta, M. Liu, Wong), two with PhDs
- **three Hispanic** members (Duran, E. Martinez, Pai), two with PhDs
- **one Native American** member (Berry)
- **one Arab** member (Esfahani)

All recruitment must be done within the terms of the Faculty Union contract. The request to recruit full-time faculty is made by the Director after consultation with the faculty. The request then goes to the Dean. The request must be accomplished by means of a five-year plan plus annual updates, a budget justification, and a diversity report. The School's current five-year plan, including its most recent update, is included in **Appendix III.d**.

If the Dean makes a positive recommendation, the request is sent on to the Associate Vice President for Faculty Affairs and the Provost's staff (a committee consisting of two Vice Provosts, the Associate Vice President for Undergraduate Studies, and the Associate Vice President for Graduate Studies).

Upon approval by this committee, the steps in the University Recruitment Handbook must be followed: [http://fa.sjsu.edu/forms/Recruitment\\_Guide.pdf](http://fa.sjsu.edu/forms/Recruitment_Guide.pdf). Any failure to follow these steps will result in the recruitment being cancelled. Before an offer of appointment can be made, the Office of Faculty Affairs checks for salary equity issues. The Director then lays out the responsibilities of the new faculty member in the appointment letter. The appointment letter is also vetted by Faculty Affairs. See: [http://fa.sjsu.edu/Faculty\\_Appointment\\_Procedures](http://fa.sjsu.edu/Faculty_Appointment_Procedures) for Faculty Appointment Procedures.

The recruitment of part-time faculty is also strictly controlled by the Faculty Union contract. SLIS is required to advertise nationally every two years in professional journals for part-time faculty. In addition, the School advertises on electronic lists read by library and higher-education professionals, and actively recruits at professional conferences. The School strongly encourages people with doctorates to apply, and collects resumes and letters of reference, maintaining a database of qualified people interested in teaching as part-time faculty. The School's most recent advertisement for part-time faculty is included in **Appendix III.e**. The University has an extensive hiring process for part-time faculty that includes original transcripts and letters of reference. Documents relating to the part-time-faculty hiring process may be viewed at: <http://slisweb.sjsu.edu/de/procedures/e1paperwork.htm> and [http://fa.sjsu.edu/Faculty\\_Appointment\\_Procedures/Checklist\\_PTemp.doc](http://fa.sjsu.edu/Faculty_Appointment_Procedures/Checklist_PTemp.doc).

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

All full-time tenured and tenure-track faculty and several of the non-tenured full-time faculty conduct research, publish, and consult. Some are more involved with theoretical research; some with historical research; others with applied research and consultancy projects nationally and internationally. The University emphasizes applied research and consultancy projects within the community, and faculty may focus in any of these areas. However, since retention, tenure, and promotion (RTP) guidelines require publication in peer-reviewed journals or books with a strong editorial process, faculty are strongly encouraged and supported in efforts towards scholarly publication. **Table III.1**, below, summarizes faculty publications from 2000-2006. **Appendix III.f** provides detailed information regarding SLIS publication expectations for full-time faculty with regard to tenure and promotion. **Appendices III.g** through **III.j** highlight faculty publications, grant activities, consultancies, and presentations.

**Table III.1: Summary of Faculty Publications 2000-2006**

	# of Books	# of Book Chapters	# of scholarly or professional articles and conference proceedings	# of other publications
<b>FT Faculty</b>	40	27	87	43
<b>PT Faculty</b>	118	168	770	1007
<b>Total</b>	158	196	850	1050

**III.6 The faculty hold advanced degrees from a variety of academic institutions. The faculty evidence diversity of backgrounds, ability to conduct research in the field, and specialized knowledge covering program content. In addition, they demonstrate skill in academic planning and evaluation, have a substantial and pertinent body of relevant experience, interact with faculty of other disciplines, and maintain close and continuing liaison in 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.**

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

Faculty research interests enhance many of the areas of the curriculum: Bernier on youth information-seeking behavior; Bodart on booktalking and controversial literature; Ford on virtual reference; Fuller on educational technology and school libraries; Hansen on California library history; Haycock on organizational leadership and development; Karpuk on metadata and

classification; Lindberg on electronic records; G. Liu on information storage and retrieval; Z. Liu on multicultural populations and digital libraries; Loertscher on school libraries and instructional design; Main on information technology and virtual worlds; Weedman on scientific communication.

The administrative move of the School into CASA has opened new opportunities for collaboration. SLIS faculty present at the College Research Forum, which is hosted by the Dean each semester. A proposal to develop a health informatics program with the Health Professions units in CASA is currently under discussion. The School's Associate Director is the College WASC Coordinator, working with the CASA Associate Dean.

In addition to teaching, all 19 full-time faculty make contributions to the University and the profession. Faculty members serve on one or more of the five SLIS committees, and serve as advisors to the school-wide student association, LISSTEN; to the student chapters of ALA, ASIST, SLA, SAA; and to the SLIS alumni group. During the Fall 2006 semester, a series of Tuesday lunchtime brown-bag research seminars was held. Students in San Jose were encouraged to attend, and the seminars were Webcast for the remainder of the student body.

SLIS sends faculty representatives to all College committees and has faculty sitting on University-level committees such as the Student Evaluation Review Board, the Global Studies Committee, the International Programs and Studies Committee, the University Research Committee, the SJSU Faculty Innovations Group, and others. **Appendix III.k** highlights faculty service to San Jose State University.

Faculty also take leadership roles in national professional associations (notably Haycock, but also Bernier and Bodart in youth services; W. Fisher in special libraries; Fuller and Loertscher in school libraries; Hansen and Lindberg in archives and records management; and Schmidt in intellectual freedom) and consult locally, nationally, and internationally (Bernier, Bodart, Haycock, G. Liu, Z. Liu, Loertscher and Main). Several faculty members have served as presidents of national professional associations (notably Fisher, Haycock, and Loertscher). **Appendix III.l** lists faculty association memberships.

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

All evaluation of faculty follows the regulations and guidelines of the California State University system, San Jose State University, and the College of Applied Sciences and Arts. Evaluation is part of the covered actions for both full-time and part-time faculty, from the initial recruitment/hiring to ongoing retention/tenure/promotion (RTP) reviews to final separation. Many of the guidelines were set up in agreements between the California State University and the California Faculty Association (CFA). The CFA and the University have collective bargaining agreements covering salaries, working conditions, and other items and conditions of employment. See: [http://www.calstate.edu/LaborRel/Contracts\\_HTML/CFA\\_CONTRACT/CFAtoc.shtml](http://www.calstate.edu/LaborRel/Contracts_HTML/CFA_CONTRACT/CFAtoc.shtml). (This contract has been extended on a monthly basis until a new agreement is reached.)

Each department and school in the College of Applied Sciences and Arts has its own RTP guidelines, which are used by both the school-level and college-level RTP committees. The SLIS RTP guidelines were approved by the College and by the SJSU Office of Faculty Affairs, and are the only guidelines that may be used for evaluation.

The University plans to put a new RTP process into place effective 2008. Discussions are currently underway between the Academic Senate and the President's Office. Faculty mid-way in the process may select either to stay with the current process, or to move to the new one. The new process requires full University reviews in the third and sixth years, places more importance on the first-level (in-house) reviews, and enables the faculty member to re-evaluate teaching and research directions as his or her career progresses. Details regarding the University's adoption of a new RTP process may be viewed at [http://www2.sjsu.edu/senate/sote\\_rtp.html](http://www2.sjsu.edu/senate/sote_rtp.html).

Tenure-track faculty (also called probationary faculty) are required to have two peer reviews a year. Full professors (tenured) are not required to have any peer reviews. Peer reviewers are assigned by the full professor who oversees the School's RTP process.

All faculty teaching in the University are required to administer and collect SOTE (Student Opinion of Teaching Effectiveness) surveys in at least two classes per year. The SOTE is a standardized form that all faculty teaching in the University are required to use. SOTEs are sent directly to the SJSU Office of Survey Research and Evaluation; results are tabulated and returned to the School for analysis and action. **Appendix III.m** contains the University's interpretation guide for SOTE results.

The two required yearly peer reviews of tenure-track faculty are conducted by the School's first-level committee, composed of fully-tenured SLIS faculty (with the exception of the one faculty representative to the College's second-level committee.) The first-level committee also conducts an annual review of all SLIS tenure-track faculty. For the University's retention, tenure, and promotion policies, see <http://fa.sjsu.edu/Rtp/index.html>.

In addition to the two SOTEs per year required of all faculty, non-tenured full-time faculty must conduct SOTEs for each class taught. They also have one peer review each semester. Each year, they also submit an annual review of accomplishments. The SOTEs, the peer reviews, and the annual review are reviewed first by the School's RTP committee. The recommendation of this committee (along with the SOTEs, peer reviews, and supporting material) is then reviewed by the Director and the College Dean or the Associate Dean. The University places great importance on teaching, and requires full-time non-tenured faculty to maintain a rating of 4 out of 5 on all SOTEs submitted as evidence of progress toward tenure.

Each part-time faculty member has a peer review (conducted by a full-time faculty member) the first time they teach, and every third time afterwards. The School has developed and uses a standard peer-review form in order to ensure uniformity. This form, which can be found in **Appendix III.n**, may be submitted electronically at <http://slisweb.sjsu.edu/faculty/evalform.htm>. SOTEs are also collected, tabulated, and reviewed for each class taught.

The peer review and the SOTE results form part of the part-time faculty member's annual review. The annual review is conducted by the Director and the College Dean or the Associate Dean. Part-time faculty are also given the opportunity annually to provide evidence of research, consultancy, and professional achievements, as this forms part of their review. The form for part-time faculty annual evaluations can be found in **Appendix III.o** or at: [http://fa.sjsu.edu/forms/Temp\\_Faculty\\_Annual\\_Eval06Revv.doc](http://fa.sjsu.edu/forms/Temp_Faculty_Annual_Eval06Revv.doc). **Appendix III.p** contains the form for the annual summary of professional achievements.

The School conducted an analysis of the final question in the SOTE evaluation form for five semesters (Spring 2004 through Spring 2006). The question asked about the effectiveness of the instructor's teaching.

The following data represent only those classes that were evaluated. (Not all instructors are required to be evaluated at the end of each semester.) Also, please note that only the highest and lowest scores are shown in the tables that follow. The total number of classes for which SOTE data was available was 467, divided by semester as follows:

**Table III.2: Number of SOTE Evaluations Spring 2004-2006**

<b>Total Classes with SOTE Evaluations</b>	
Spring 2004	72
Fall 2004	84
Spring 2005	92
Fall 2005	100
Spring 2006	119
<b>Total Classes Evaluated</b>	<b>467</b>

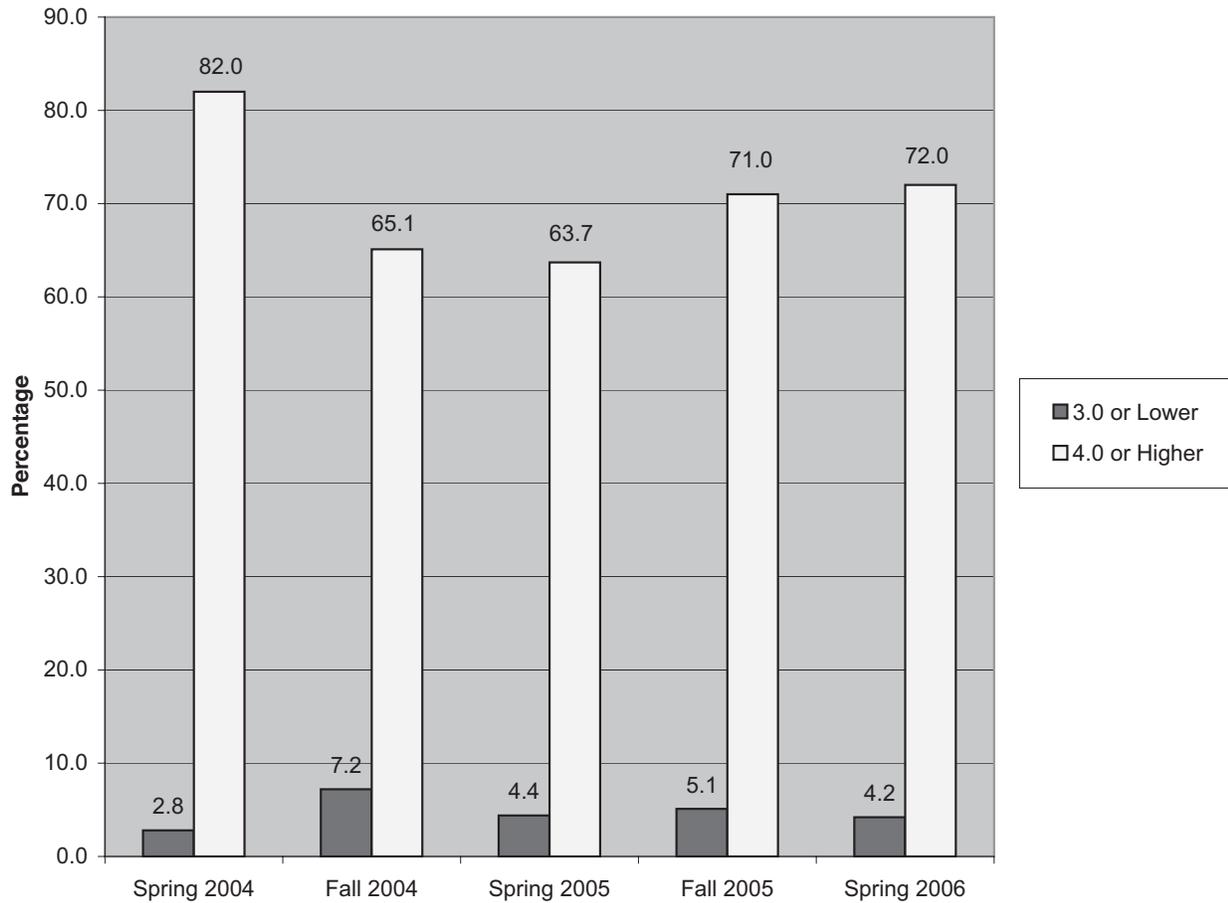
According to the data, SLIS instructors rank very well. On average, 71% of the faculty evaluated received a rating of 4.0 or higher (on a scale of 1-5). Only 5% (on average) received a rating of 2.0–3.0, and none were rated below 2.0.

In each reported term, at least one class received a perfect score of 5.0. In Fall 2005, 11 classes received a 5.0. On average, five classes receive a perfect score each semester. Because the number of classes offered each semester varies, it is instructive to view these highly ranked classes as a percentage of the total classes evaluated that semester. Using this approach we learn that 6% of the classes taught received a perfect score. In Fall 2005, 11% of the classes taught received a 5.0.

In Spring 2004, 82% of the instructors evaluated received 4.0 or greater and only two instructors received under 3.0 (2.57 and 2.83). Since Spring 2005, the numbers have held steady at 71% (Fall 2005) and 72% (Spring 2006). **Figure III.1** compares classes that received average SOTE ratings between 4.0 and 5.0 with those that received ratings between 2.0 and 2.9.

**Figure III.1**

**SOTE Evaluations - Highest and Lowest**



When a part-time faculty member's scores are consistently low, the Director (or, at his request, the Associate Director), will contact the faculty member and review the student input. The Director may also ask for more frequent peer reviews. The School has had several successful cases where this intervention has produced improvement. If there is no improvement, the faculty member does not continue to teach for SLIS.

If a full-time tenure-track faculty member has poor SOTEs, that person is counseled by the Director and also encouraged to attend the sessions run by the University's Office of Faculty Affairs and the Center for Faculty Development (<http://www.sjsu.edu/cfd>) on strategies for improving teaching. Continuing poor SOTEs could prevent the faculty member from achieving tenure.

Expectations regarding scholarly publication and professional achievement for SLIS tenure-stream faculty are laid out in the School's RTP guidelines, which have been approved by the College and the University:

*Non-tenured faculty are expected to have several refereed publications of acceptable quality before being considered for promotion or tenure. These publications should show evidence of a research trajectory which will continue to develop over the course of the scholar's career; in most cases, they should not be all drawn from the same data set. As noted above, expectations will vary depending on the nature of the faculty member's research. An average of one refereed article-length publication or the equivalent for each year of service can be considered a guideline to the minimum expectations by the time of the sixth year review, but achieving this number does not guarantee promotion or tenure, nor does failing to achieve it guarantee failure in the promotion and tenure decision. For promotion to the rank of professor, there must be a substantial record of high-quality scholarship over an extended period of time.*

The first-level RTP committee takes its role very seriously and encourages faculty on tenure track to follow the guidelines very carefully. Currently, SLIS has nine tenured faculty members (seven at full Professor and two at Associate level); two at the fourth year of the RTP process; two at the second year; and one at the first year.

## **Summary**

The School recruits a diverse faculty and maintains high standards for teaching, research, and services within the context of University and College policies and expectations and the union contract.

Faculty members are also active in professional associations and consulting at the state, national, and international levels.

The School takes a unique approach to engaging and using part-time faculty. In addition to a pool of leading professionals, the School specifically recruits instructors who hold positions at other universities and schools, or who hold a doctorate as well as a professional position. Part-time faculty are appointed and reviewed using the same processes as full-time faculty.

The School integrates full- and part-time faculty into decision-making processes with alumni and students.

Overall, the School has 19 full-time faculty (with four searches underway) and 15.5 FTE part-time faculty for a total of 34.5 FTE faculty.

## **Future Directions**

In November 2006 the faculty approved a proposal by the Director to redirect School funds to provide additional release time from teaching for faculty with a productive research record or working on specific research projects. This accommodation will be in addition to the summer research grants regularly provided by the School.

The School has received approval to recruit two new full-time tenure-track and two new full-time non-tenure-track positions with a start date of Fall 2007.

The School will continue to try to diversify its full-time faculty to the degree possible within the University's recruiting guidelines.

The School will continue to pursue interdisciplinary projects with partners in the College of Applied Sciences and Arts and in the greater University.

## Standard IV: Students

### Introduction

The faculty and staff of the School of Library and Information Science give priority to recruiting, admitting, educating, and nurturing students in accordance with the mission and strategic directions of the School and standards for accreditation. The School fulfills its mission and strategic directions within the context of the California State University (CSU) system, San Jose State University (SJSU), and the College of Applied Sciences and Arts (CASA). Standards for admission are in accordance with, and indeed higher than, the SJSU Office of Graduate Admissions.

The School serves students throughout the state of California, as well as nationally and internationally.

**IV.1 The school formulates recruitment, 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.**

### Recruitment and Support

Beginning with distance courses in 1989, many of which were taught in intensive formats, and then adding interactive video courses in 1995, SLIS has experimented with a number of emerging models and technologies to make courses widely available and to allow more students more opportunities to obtain a graduate degree in LIS. Nothing better illustrates the evolution of the School than the growth of video, hybrid, and online classes to support a rich and diverse curriculum. As a consequence, and as a result of careful planning, from 2000 to 2003, SLIS student numbers almost doubled. Since that point, the growth has leveled off and increases have been more gradual.

The School takes seriously its responsibilities, and indeed makes a demonstrably solid effort, to address the needs of California students and libraries.

Student orientations are conducted in person at each location; they are Webcast live and later archived using video technologies. A DVD of this Fall's new-student orientation (and other information) is included in this Program Presentation (SLIS Orientation DVD). A single electronic announcement and discussion list (SLISADMIN) provides timely information to all students. An outline of the School's distance-education program is available on Slisweb at <http://slisweb.sjsu.edu/slis/disted.htm> and in **Appendix IV.a**.

The Assistant Director for Communications coordinates recruitment efforts, working with graphics and contract staff to ensure that brochures, bookmarks, and posters are current, professional, and diverse. The School exhibits at local, state, and national conferences; booths are staffed by faculty, students, and alumni. In addition, the Director maintains an active speaking schedule for recruitment and liaison with the profession. Recent (2006) examples include the local chapters of the Special Libraries Association; the state/provincial library associations of Alberta, British Columbia, California, and Ontario; and the national conferences of the American Association of Law Libraries, American Library Association, Canadian Library Association and Special Libraries Association. In many cases, the association has provided funding for these events. These are in addition to speaking engagements at other scholarly and professional venues and consultancies where San Jose is promoted as a university of choice. The School also exhibited at the first national Joint Conference of the Librarians of Color (October, 2006).

In recognition of the important role that the School provides in California, the California State Library supports hundreds of students with reimbursements of tuition if the student is employed by a public library. In addition to these tuition reimbursements, the success of SLIS students in securing financial aid is striking. The School has accepted more ALA Spectrum scholars than any other school. Since the inception of the Spectrum program, SLIS has ranked at or near the top of receiving schools.

According to the office of Financial Aid, for aid year 2007 (which is Fall 2006 and Spring through Summer 2007), 376 SLIS students received Financial Aid. These might be divided by gender: 136 male and 240 female. These are current figures, but include only those students identified as having actually received disbursed funding by October 2006.

The SJSU Financial Aid office has one staff person assigned to helping SLIS students meet their financial needs.

### **Diversity Recruitment and Retention**

The School has outlined strategic directions to recruit and retain a multicultural, multiethnic, and multilingual student body from a variety of backgrounds. Specifically, the Student Admissions and Adjudication Committee has identified the two following strategic goals:

- Review of admission standards and procedures
- Developing a plan for the recruitment of a more diverse student population, to be completed by June 2008

The Assistant Director for Communications coordinates recruitment efforts. In order to recruit a diverse student base, faculty and staff distribute printed program literature to prospective students, utilize the School's Web site to provide information useful to prospective and new students, and work with local chapters of the national ethnic caucuses. In addition to published literature, faculty and staff visit various professional associations and job fairs, speak at professional meetings, and visit libraries in their efforts to recruit quality students.

In Spring, 2006, for example, local leaders in the School and in university and public libraries, together with leaders in the Chinese-American Library Association and REFORMA (a national association of Latino library workers), sponsored an ice cream social at the King Library, attracting more than 20 undergraduate students of color. In Fall 2006, this event was expanded to include a sponsored lunch, the Black Caucus of the ALA, and keynote speakers from major libraries, attracting 45 prospective students.

The School is currently working with the joint SJSU/San Jose Public Library on a proposal for the IMLS titled *Preparing Librarians to Serve Diverse Communities*. If this proposal is funded, the School and the Library will work together to provide substantial and focused support, mentoring, advisement, and career services to a specially-recruited cohort of new SLIS students from diverse backgrounds and ethnicities.

To address the needs of the 21st-century library and information science student, SLIS has also pursued the development of cohort models to help students move through the program. Examples include the Executive MLIS, to assist those without an MLIS who are currently working in management positions in libraries to attain the appropriate degree; and a targeted partnership cohort for Teacher-librarianship in San Diego, to address the critical need for well-trained librarians to work in schools.

SLIS has averaged approximately five Spectrum Scholars per year since the program began.

According to the most current data (Fall 2005) provided by San Jose State University, approximately 20% of the SLIS student population is male and 80% is female; 57% of the student body is white; 22% of students are identified as minority, and 21% are reported as unknown—the term used to describe students who choose not to indicate a specific ethnicity. **Table IV.1**, below, summarizes SLIS student population data for the years 1999-2005.

**Table IV.1 Students by Year and Gender**

<b>ALISE Report Year</b>	<b>1999</b>	<b>2000</b>	<b>2001</b>	<b>2002</b>	<b>2003</b>	<b>2004</b>	<b>2005</b>
<b>Male No.</b>	127	84	169	184	236	277	266
<b>Male No. %</b>	22.6	25.53	26.4	21.2	22	22.6	18.7
<b>Female No.</b>	435	245	471	685	838	951	1156
<b>Female No. %</b>	77.4	74.46	73.6	78.8	78	77.4	81.29
<b>Total No.</b>	<b>562</b>	<b>329</b>	<b>640</b>	<b>869</b>	<b>1074</b>	<b>1228</b>	<b>1422</b>

**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.**

## **Information About SLIS**

The SLIS Web site (<http://slisweb.sjsu.edu>) serves as the primary source of SLIS information, with useful links to a wealth of SLIS program information and student resources, including

- SJSU student management and library resources
- video-streamed archived lectures, Director’s Forums, Instructor Introductions, and other Webcasts
- regular features of interest to current and prospective students, including news, upcoming events, continuing education opportunities and a “Meet…” section featuring new students, student achievements, and student awards
- SLIS student associations

In 2006, the SLIS Web site was completely and professionally redesigned to focus on prospective students as well as current students, offering accessible and effective information for both. Traffic on the site, which is summarized in **Appendix IV.b**, suggests that this has been achieved.

### **Slisweb provides access to:**

#### *Program Goals and Objectives*

The vision, values, and mission of the School reside on Slisweb at <http://slisweb.sjsu.edu/slismission.htm>. In addition, program goals and objectives (core competencies), the SLIS Strategic Plan, and the Shared Governance Committees are listed.

#### *Description of Curricula*

From Slisweb (<http://slisweb.sjsu.edu>), a student can navigate to the following areas:

##### **Programs**

MLIS

Executive MLIS,

School Library Credential

## **Courses**

Schedules

Course Pages

Course Descriptions

Course Rotations

Class Section Request Form

Practicum

Special Studies

Specializations

E-Portfolio

### ***Information on Faculty and Staff***

On Slisweb (<http://slisweb.sjsu.edu/sections/faculty.htm>), students can find a complete listing of Web pages for all full-time and part-time faculty and core administrative and technical staff, including, as appropriate: teaching and research interests; brief CVs; courses taught; contact information; photo; and, for staff, their areas of responsibility—so that prospective and current students know whom to contact for what reason. Slisweb also has short video introductions for many of the faculty, which can be accessed from the “SLIS Audio and Video” button in the upper-right corner of the SLIS home page.

### ***Admission Requirements***

The admission section on Slisweb (<http://slisweb.sjsu.edu/sections/admissions.htm>) links to:

Admissions Requirements

Application Process

Deadlines

Fees

Financial Aid

Transferring Units

Scholarships

### ***Financial Aid***

Financial aid information at <http://slisweb.sjsu.edu/admissions/financial.htm> provides links to financial aid applications and to the SJSU Financial Aid and Scholarship Office. Links to the 34 scholarships available for SLIS students through the School, along with application guidelines and evaluation criteria, are available, as is grant and award information.

### ***Criteria for Evaluation of Student Performance***

Policies, procedures, and criteria for evaluating student performance are available on Slisweb, including the School’s distance education program requirements; graduate writing requirements; grading guidelines; statement of core competencies; and standards and procedures for completing the School’s culminating experience (e-portfolio or thesis). The School has a consistent grading scale, which is posted for students.

### ***Career Resources***

Slisweb offers links to career advising and employment resources at (<http://slisweb.sjsu.edu/resources/career.htm>), and to the SJSU Career Center and its SpartaJOBS database of employment opportunities at (<http://slisweb.sjsu.edu/resources/spartajobs.htm>).

**IV.3 Standards for admission are applied consistently. Students admitted to a program have earned a bachelor's degree from an accredited institution; the policies and procedures for waiving any admission standard or academic prerequisite are stated clearly and applied consistently. Assessment of an application is based on a combined evaluation of academic, intellectual, and other qualifications as they relate to the constituencies served by a program, a program's goals and objectives, and the career objectives of the individual. Within the framework of institutional policy and programs, the admission policy for a program ensures that applicants possess sufficient interest, aptitude, and qualifications to enable successful completion of a program and subsequent contribution to the field.**

## **Admissions Process and Requirements**

The SLIS admissions process is managed by the Graduate Advisor, who is appointed by the Director and who is assigned time for this function. The Graduate Advisor is assisted by the Student Services Coordinator (a dedicated staff position). The Graduate Advisor handles all the applications for the MLIS program and for the Executive MLIS program. SLIS has recently added a full-time receptionist who also provides part-time support to this activity.

### ***In consultation with the Director or Associate Director, the Graduate Advisor***

- evaluates all applications for admission
- adjudicates transfer credit from other institutions
- conducts initial interviews and orientations with new students as necessary
- maintains correspondence relating to graduate students
- approves applications for Admission to Candidacy
- serves as liaison between SLIS and University admissions and enrollment officers
- organizes and conducts periodic advising meetings with faculty
- is available for general advising of students enrolled in the graduate program
- consults with students' assigned School advisors when questions/controversy arise concerning course substitutions
- monitors quality and efficiency of the advising program and recommends periodic changes
- coordinates and administers all student appeals related to the School regarding grades, equity and diversity, harassment, and disability support
- coordinates and administers all student requests for reinstatement from academic probation
- ensures that graduate records and files are maintained
- provides support to the Student Admissions and Adjudication Committee

The Office of Graduate Admissions and Program Evaluations processes CSU applications, enters transcript records and applicant payment records into the University system, and evaluates applicant transcripts. When this evaluation is complete, the School is notified. The completed student file then goes to the SLIS Graduate Advisor for admission review and decision. SLIS staff has worked extensively with the Office of Graduate Admissions and Program Evaluations, the University Admissions office, and the CSU online system team to improve the application and admission process for students.

The SLIS admission standards are higher than those of CSU and the San Jose State University's Office of Graduate Admissions. Applicants meeting the following requirements will be considered for admission into the School of Library and Information Science:

- at least a B.A. or B.S. degree from a regionally-accredited institution in any discipline
- 3.0 minimum GPA on the most recent 60 semester units (or 90 quarter units) of coursework (Applicants with a GPA of 2.8 – 2.99 will be considered on a space-available basis. These applicants must submit GRE scores of at least 1000, including a minimum of 550 on the verbal, plus 3.5 or higher (scale of 0-6.0) on the Analytical Writing Section of the General Test)
- basic writing ability (demonstrated in the Personal Statement)
- a general understanding of computers and technology (demonstrated in the Technology Literacy Requirement)
- access to a computer from home or work

In addition to these requirements, international applicants must provide a TOEFL score of 600 (paper) or 250 (computer version) or records showing that the primary language of undergraduate instruction was in English.

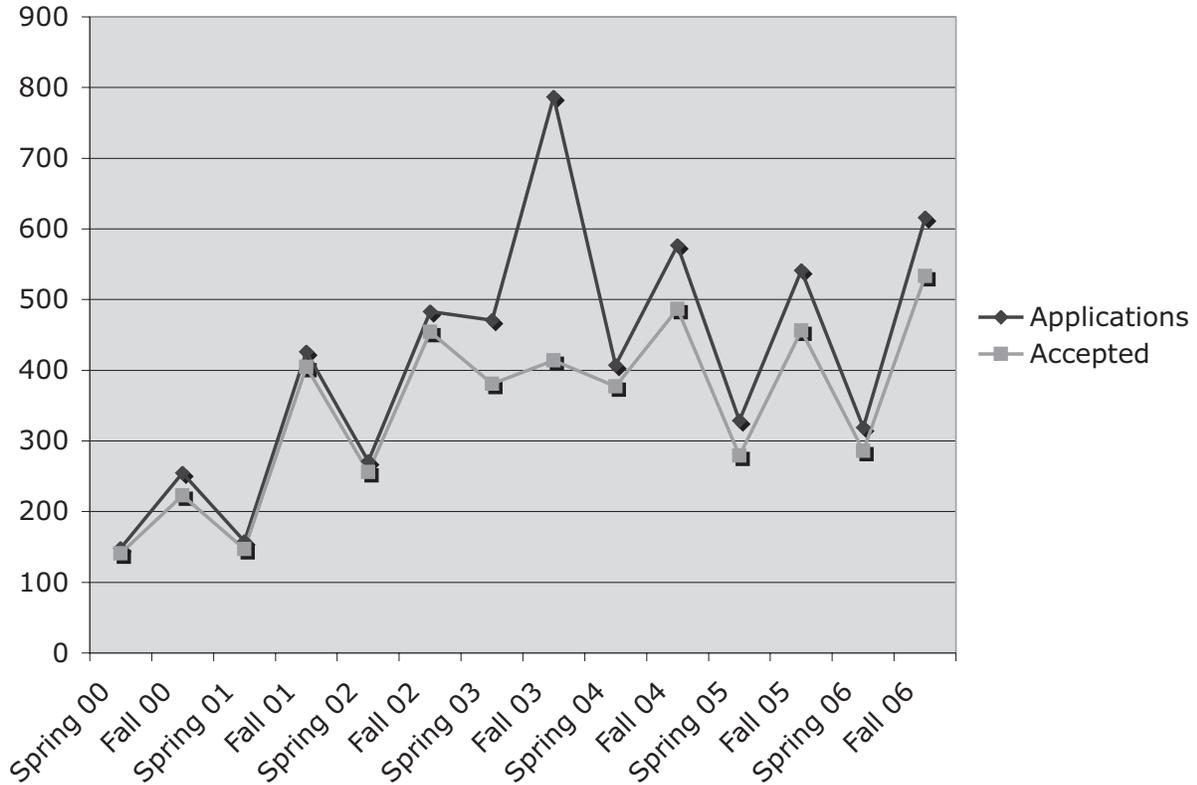
Although the School can apply to the University for a waiver for a student admission in exceptional cases, this is rarely done.

The application and admission process is described on the School's Web site at <http://slisweb.sjsu.edu/admissions/admissions.htm>, which includes:

- admissions requirements
- application process
- deadlines
- fees
- financial aid
- transferring units
- scholarships

**Figure IV.1**, below, shows application and admission trends from 2000-2006. As the graph shows, the School admits a high percentage of students who apply. In fact, the School received very few applications from unqualified students. This may well be due to the fact that admission requirements are clearly posted on the School’s Web site. The peak in applications for the 2003 academic year may reflect an increase in the number of people looking to change careers and return to graduate school as the result of the economic downturn in Silicon Valley.

**Figure IV.1 Application and Admission 2000-2006**



**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**

## **Developing Programs of Study**

The School's faculty is committed to flexibility in curricular program planning and design. The number of required courses (currently five of fourteen, increased from four in 2005) provides opportunity for specialization or generalization beyond the core program.

After completion of the SLIS core (the first three required courses), students may elect to follow one of the following SLIS specializations, which are readily identified on the SLIS Web site (<http://slisweb.sjsu.edu/classes/start.htm>):

- Academic Libraries
- Archival Studies
- Executive MLIS
- Information Organization and Description
- Information Architecture, Systems and Design
- Library Media Teacher Services Credential
- Library Management and Policy
- Public Libraries
- Reference Services and Instruction
- Special Libraries

Each specialization has been carefully designed by the faculty. For each specialization, the student can review the identified theoretical knowledge, course recommendations, and what the specialization qualifies an MLIS graduate to do, along with possible job titles. In addition to specializations, students may elect to include an internship, practicum, professional project, or special study in their program plan.

Faculty advisors assist students in planning their programs as needed. The advisor suggests a direction of study based on a student's stated career goals and objectives. The SLIS program remains flexible, thus addressing the needs of diverse populations and working students, and offering delivery modalities that support both campus and distance education. (Advising is addressed more extensively in the "Student Advising" section of this Standard.)

## Evaluation of Student Achievement

Students begin their SLIS academic career with a new-student technology “workshop.” (The University does not allow not-for-credit courses, hence the “workshop” name.) Students must successfully complete this workshop before they can proceed to the first graduate course. The distributed nature of the SLIS program and the cutting-edge focus of the program require that students possess a technological skill set which allows them to participate fully in classes using Blackboard courseware, to learn specialized software packages, and to participate in SLIS program activities and student activities, all promoted through the SLIS Web site. An outline of the School’s distance education program requirements are available on Slisweb at <http://slisweb.sjsu.edu/slis/disted.htm>.

The three core courses, which students must take at the beginning of their academic career, include specific degree-related competencies and expectations. Each of these courses is coordinated by a tenured faculty member. For example, LIBR 200 (Information and Society) includes a substantial writing requirement to ensure that each student can write at an appropriate graduate level. LIBR 204 (Information Organizations and Management) includes an introduction to portfolios for demonstrating competence to ensure that students understand the role of the culminating experience and the e-portfolio early in their time SLIS.

Course Web pages (syllabi) are available on Slisweb (<http://slisweb.sjsu.edu/classes/courses.htm>), and contain clear information about assignments and grading policies. See [http://slisweb.sjsu.edu/courses/200.hansen/200\\_01fa06gs.htm](http://slisweb.sjsu.edu/courses/200.hansen/200_01fa06gs.htm) or **Appendix IV.c** for a sample course Web page. Grade assignments are carefully reviewed by the Director and subsequently with faculty to ensure consistency of grade assignments over time, instructor, and course.

Throughout the SLIS program, students acquire foundational information, along with the knowledge, skills, and abilities to perform effectively in library and information centers. A slate of core competencies (<http://slisweb.sjsu.edu/slis/competencies.htm>) is the framework by which students demonstrate mastery of program learning outcomes. These competencies were developed through a review and analysis of common elements in the competency lists of many professional associations.

The e-portfolio, which serves as the culminating experience, addresses each of the core competencies. Students demonstrate mastery of the competencies by reflecting on course assignments, papers, group exercises, and practicum experiences, and submit supporting evidence as documentation of their understanding and ability to apply their professional expertise for the benefit of the community they will serve.

Students are required to maintain a 3.0 grade point average throughout their academic program. Those with a GPA falling below 3.0 are placed on academic probation. If the GPA is not raised to 3.0 the following semester, the student is dropped from the program until he or she successfully completes an approved remedial course of action developed with an advisor. Final decisions (short of external appeal) rest with the Graduate Advisor for consistency in standards. Grievance and appeal procedures may be found on the School’s Web site at [https://slisweb.sjsu.edu/enrollment/student\\_appeals060912.pdf](https://slisweb.sjsu.edu/enrollment/student_appeals060912.pdf).

## Student Advising

Students have access to continuing opportunities for guidance, counseling, and placement assistance.

In 2005, the School determined to review the nature and quality of student advising. Faculty were concerned about the quality of advising and the equity of advising loads. Indeed, in the School's first graduate exit survey, completed in 2005, advising was identified as an issue of concern to students.

The faculty reviewed advising roles and responsibilities for both faculty member and student, recognizing that advising is done by instructors and research supervisors as well as by assigned academic advisors. A resulting approved statement was distributed to students and posted to the School's Web site: <http://slisweb.sjsu.edu/enrollment/advisors.htm>.

The Director reviewed administrative roles and responsibilities, as well as issues of equity. The role of the Graduate Advisor was enhanced, with assigned release time, for academic matters requiring consistency in policy, interpretation, and procedures. Again, a resulting approved role statement was distributed to faculty and posted to the School's Web site: [http://slisweb.sjsu.edu/slis/role\\_grad\\_advisor.htm](http://slisweb.sjsu.edu/slis/role_grad_advisor.htm). A grievance and appeal process was also articulated and posted to the School's Web site.

In order to improve advising practices and the student experience, advising was limited to full-time faculty plus two recently retired faculty members (Woolls and Wagers). Efforts were made to match faculty and student interests while ensuring equity of numbers.

For the final required course (LIBR 289: Advanced Topics in Library and Information Science), in which students develop an electronic portfolio demonstrating proficiency in specific areas of competence, students are placed in groups of approximately 15 to ensure personal and professional portfolio advising attention.

Advising is enhanced by the use of technology. Of course, e-mail, phone calls, and personal meetings are used to consult with and advise students. Virtual chat sessions and Blackboard sites are also used by some faculty members to help students and to answer questions. The current trial of Elluminate software for Web conferencing has proven very successful in helping faculty work more closely with students in a virtual environment. The School has recently signed site licenses allowing faculty better access to the software needed to collaborate and advise more effectively.

The following is an overview of the advising program at SLIS, as posted on the School's Web site:

### **Advising at SLIS**

Ethical and professional conduct is a cornerstone of high-quality graduate education. As a large metropolitan university, San Jose State University is composed of a number of unique and distinct disciplines. Together, these disciplines form the quilt that is the University and its programs. As diverse as these disciplines may be, all must work together and follow common guidelines that are formulated in order to uphold academic standards and maintain a collegial and productive environment.

Based on the assumption of a professional academic relationship between faculty advisers and graduate students, the following guidelines form the basis for SLIS practice. The guidelines outlined here are designed to both elicit an awareness of and a commitment to behavior and relationships rooted in common sense, courtesy, and integrity.

### **What is advising?**

Advising is guidance and suggestion, through problem-solving and solution-driven consultation with an assigned faculty member, concerning areas of research and learning interest and desired educational goals. Faculty have different advising roles: as instructor, as research supervisor, and as assigned academic advisor. An assigned academic advisor provides advice and suggestions regarding academic planning and addresses questions and concerns in accordance with School and University policies.

### **Who advises?**

The School assigns a specific full-time academic faculty advisor to each graduate student on admission to the program. This is the student's primary advisor.

In addition,

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

Further, the School names a faculty member as Graduate Advisor with the responsibility to coordinate admissions, transfer credits, provide interpretations of policies, and handle appeals. Students therefore have access to both their academic advisor, who works with them throughout their program, and also to the Graduate Advisor for clarification on technical questions such as transferring credits.

Answers to most procedural questions can be found easily on the SLIS Web site or, failing that, by contacting the SLIS Student Services Coordinator.

Students require varying degrees of advice and support. As a graduate program dedicated to educating professionals and developing leaders, SLIS encourages independence of thought, decision-making, and action. Faculty advisors are available to students; faculty advisors do not pursue students.

### **Responsibilities of an Advisor**

While the roles of advisor for an instructor, research supervisor, or assigned academic advisor may overlap, the following examples help to define different aspects of the faculty member's advising role.

As an instructor, the faculty member will

- help students develop interpretive, written, oral, quantitative, or other relevant professional skills required by the library and information science disciplines
- encourage faculty-student collaborations
- provide students with assessment of their progress and performance in regular and informative ways
- encourage, by example, a dedication to high-quality teaching and scholarly and professional activity
- promote free inquiry and the free exchange of information, subject to University and School policies

As a research supervisor, the faculty member will

- help students design research programs that take advantage of their individual interests and strengths and that can be completed in a timely manner
- acknowledge student contributions to research presented at conferences, and in professional publications
- encourage students to participate in professional associations and meetings, and publish the results of their research
- never impede a graduate student's progress toward the degree or toward employment in order to benefit from the student's proficiency as a student assistant
- excuse themselves from participating in committee decisions regarding any student with whom they have a relationship that could result in a conflict of interest

As an assigned academic advisor, the faculty member will

- be knowledgeable concerning the academic and non-academic policies that pertain to graduate students
- help students understand the requirements and timetable that each must meet, including course work, research tools, technology responsibilities and literacy, culminating examinations, and thesis
- prepare students to be competitive for employment, providing a realistic view of the field and the current job market, and making use of professional contacts for the benefit of students
- interact with students, staff, and faculty colleagues in a professional and civil manner, and in accordance with University and School policies

### **Expectations of the Advisee**

As an advisee, the student will

- confer with one advisor consistently, so that this person comes to know the student and his or her interest areas
- take primary responsibility for staying informed about regulations and policies governing financial aid, degree and course requirements, and other activities (e.g., as made available through MySJSU, the SJSU Graduate Studies & Research Web pages and the School's Web site)
- seek clarification from the faculty advisor when uncertain about the precise meaning or application of a regulation or policy
- be aware of time constraints and other demands imposed on faculty members and School staff
- communicate regularly with the faculty advisor
- exercise the highest integrity in taking examinations and in composing work
- maintain the confidentiality of the faculty advisor's professional activities and research prior to presentation or publication, in accordance with existing practices and policies of the School
- interact with faculty, staff, and other students in a mature, professional, and civil manner in accordance with University and School policies

## Placement Services

The School is particularly pleased with its work with partner groups in student career counseling. This is in addition to academic advising and the employment resources on the School's Web site: <http://slisweb.sjsu.edu/resources/career.htm>. (The Slisweb Career Advisement page is also available as **Appendix IV.d**).

The SLIS Alumni Association sponsors career fairs each year in the Spring and Fall semesters. LISSTEN, the SLIS student association, sponsors similar career events. The professional association student chapters have regular tours and events. In addition, each group's newsletter provides career information and job search advice.

Of significance here is the School's recent formal partnership with the San Jose State University Career Center. The School's Assistant Director for Research and Professional Practice is the liaison with the Career Center. The Career Center provides career guidance as well as managing the SpartaJobs Web resource (<http://slisweb.sjsu.edu/resources/spartajobs.htm>) for students, alumni and employers. Students can have their resumes and cover letters reviewed for job applications. Employers enter positions in a searchable database with their defined parameters. Students access the database free of charge. In the first month after this resource was established, more than 110 positions had been posted.

The career counselor assigned to the School provides both physical and virtual sessions on resume writing, interviewing skills, and the job search. Four Webcast presentations made by the counselor at the beginning of this semester on topics related to the job search are now available to students through Slisweb (from the upper right-hand corner of the home page, click on the box "SLIS Audio and Video"). During Fall 2006, several virtual "meetings" with students in the beginning core classes were held, using the Elluminate Web-conferencing software. Students have commented that they are pleased with the new services being offered, and the School is looking forward to increasing the support and service it can offer students with regard to career resources and placement information.

**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.**

## Shared Governance

Student representatives serve on the School's Program and Curriculum Development Committee and on the School Leadership Coordinating Team.

The School integrated its student associations in 2006 to ensure that there was appropriate and adequate representation of student views among the faculty and administration. LISSTEN (Library and Information Science Students to Encourage Networking) holds annual elections and plans events and activities for students. Many of these events and activities are covered in *The Call Number*, a LISSTEN publication available online via the link on the LISSTEN site: <http://slisgroups.sjsu.edu/lissten/index.php>.

The President of this organization represents LISSTEN on the School Leadership Coordinating Team. A representative of LISSTEN also represents students on each of the four major School committees: Faculty Development and External Relations; Program and Curriculum Development; School Environment and Resources; Student Admissions and Adjudication. No recommendation goes before faculty without a recommendation from one of these committees, making the student voice significant. The School provides financial support for LISSTEN and its activities, and for its president to attend SLIS meetings.

In addition to its support for LISSTEN, the School supports student associations in several other ways:

- The American Library Association (ALA) Student Chapter (<http://slisgroups.sjsu.edu/alasc/index.php>) sponsors the Luminary Lecturer speaker series, sponsors social and professional events, and publishes the SLIS Descriptor. The School supports the attendance of the student chapter president at the annual conference of the American Library Association. The School names a faculty advisor to ALASC.
- The School assigns a faculty advisor for the Special Libraries Association (SLA) as well. However, the students and two local chapters of SLA have developed a means for student participation in the professional chapters themselves rather than having a separate student chapter.
- The Society of American Archivists (SAA) Student Chapter (<http://slisgroups.sjsu.edu/saasc>) maintains a speakers' series. The School supports the attendance of the student chapter president at the annual conference of the Society of American Archivists. The School assigns a faculty advisor.
- Students post notices and announcements to the School's electronic announcement lists SLISADMIN and QUICKSLIS (see <http://slisweb.sjsu.edu/ecommunication/electroniclists.htm> for student mailing lists supported by the School).

- The SLIS Alumni Association (<http://slisgroups.sjsu.edu/alumni/mambo>) is very committed to and active in working with SLIS students. The SLIS Alumni Association sponsors two career events each year (one each in the San Jose and Fullerton areas), as well as receptions for alumni and students at the annual conferences of the ALA, CLA, CSLA, and other associations.

**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.**

## Program Evaluation

Student achievement is evaluated in a number of ways. In each case, results drive program improvement.

Goals and objectives (competencies or learning outcomes) are established for the entire program. Each student completes an e-portfolio, demonstrating not just knowledge and understanding, but also the ability to apply this learning to make a difference to the community. The e-portfolio was introduced for Fall 2006, following several years' experience with research papers for the School's culminating experience. Initial results will be reviewed at the quarterly faculty retreat in late November 2006. Revisions will then be made for the program generally, and the e-portfolio experience specifically, for Spring 2007.

Links to core competencies (or learning outcomes) plus specific goals and outcome measures are established for all SLIS courses and are documented in the course syllabi. Baseline abilities in foundational areas such as research, writing, appropriate citation, and portfolio development are incorporated in each of the core (beginning) courses, with specific weighted assignments matched to these areas. A course coordinator consults regularly with all full- and part-time instructors in the course and makes recommendations for improvement based on student interaction and achievement.

As the University has moved closer to outcomes-based assessment, so too has the School. A WASC assessment coordinator has been assigned for the School (the Assistant Director for Research and Professional Practice). The School's Associate Director is the College WASC Coordinator, working with the CASA Associate Dean. The School's MLIS core competencies have been accepted by the University as the MLIS program learning outcomes for WASC accreditation. In Spring 2007, three of the MLIS core competencies (student learning outcomes or SLOs) will be examined in depth by collecting and analyzing assessment data and results from LIBR 289, the e-Portfolio course. Data for the other 12 core competencies (student learning outcomes) will be collected from the LIBR 289 sections and examined on a broader overview basis. In subsequent terms, different groups of three core competencies will be assessed, until all have been examined in depth.

A course- or course-cluster coordinator has been assigned to each required course and to each cluster of courses (e.g., youth services, reference and information services, etc.). The School is thus aligning program objectives with course objectives, student assignments, and assessment, all coordinated by full-time faculty members. Regular consultation with instructors around course design, developments in the field, and student performance inform curriculum and program improvement. The School's move to quarterly faculty retreats ensures that critical issues are allotted sufficient time for research, preparation, consultation, and recommendation for faculty discussion and deliberation. Again, students are also represented on all of the School's deliberative and governance bodies.

Field experience courses also provide the School and the students with another source of assessment. Students are allowed to take up to eight hours of internship or practicum units. Both internships and practica provide the opportunity for applied experience under the supervision of an experienced information professional. At the conclusion of the field experience course, students submit self- and site- evaluations. The site supervisor is also asked to write a detailed review of the student's performance. This evaluation form encourages the supervisor to comment on the student's competence, ability to function within a professional setting, and overall professional preparedness. Supervisor feedback plays an important role in the School's assessment of the curriculum's relevance and effectiveness in training information professionals. A new full-time position (Assistant Director for Research and Professional Practice) was appointed in 2006 to coordinate the practica and develop new internship relationships with employers, ensuring consistency in standards, review of assessments, and continual improvement.

Students seeking the School Library Media Teacher certificate complete three units (135 hours) of fieldwork unless they have at least one full year of experience working as a professional school librarian. Again, students reflect on their experience and supervisors complete a performance assessment.

The faculty continually assesses the SLIS curriculum, modes of delivery, and student feedback regarding their experiences in the program. It is this feedback that promotes a client-centered professional program, responsive to the needs of students, reflective of evolving trends in the field, and focused on quality education. The systematic evaluation of the degree program is continual.

Students are regularly surveyed about their academic experience. Student input is an essential component of the School's assessment program. Students evaluate their instructors each semester using the survey for Student Opinion of Teaching Effectiveness (SOTE), a University-mandated course-assessment instrument. The instructor and SLIS Director review SOTE results for the purpose of maintaining high-quality faculty performance. Feedback and suggestions are provided to those instructors with lower course evaluations. The evaluations are tracked by the Director, and instructors with consistently lower performance evaluations over three semesters are not invited back to teach.

On completing the program, all graduates participate in an exit survey. This process was introduced in 2006. Baseline data have been collected, and the tracking of improvements has been assigned to the School's Student Admissions and Adjudication Committee (with student and alumni representation) to inform program decisions. The School has already acted on the most-identified concern, student advising, through a comprehensive review, reassignment of roles and responsibilities, written documents on advising and appeals, and coordination through the Graduate Advisor, with assigned time as outlined above.

## Summary

The School maintains a higher entry requirement (3.0) than mandated by the CSU system (2.5). Students complete a mandatory technology course before beginning their program. Three introductory or core courses are required, with an additional culminating experience course requiring demonstration of fifteen core competencies through an e-portfolio or thesis.

Students are supported through the program with a systematic and well-defined advising program.

Opportunities are provided for participation in a variety of student associations and on School decision-making bodies.

Through a unique partnership with the SJSU Career Center, students are provided with employment advice, workshops, placement counseling, and access to hundreds of available positions for which they are academically qualified. In addition, the School makes a number of awards each year to graduating students. **Appendix IV.e** offers a list of these awards.

## Future Directions

The School is investigating a unique partnership with professional associations and journals to provide students with memberships and subscriptions free or at below cost while they are enrolled at San Jose State.

Internship opportunities will be coordinated, upgraded, and enhanced to develop "teaching library" partnerships.

Endowed scholarships will be vigorously sought, building on the five new endowments to date in 2006.



## **Standard V: Administration and Financial Support**

### **Administration**

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

#### **The School's Place in the University**

San Jose State University (SJSU) is one of 23 campuses of the California State University (CSU) system. A degree of uniformity exists among campuses within the system, yet each site has unique characteristics. All CSU faculty belong to the same association/union and work under the same contract for teaching and learning conditions, support for research, and scholarship and compensation.

SJSU's School of Library and Information Science (SLIS) offers the only MLIS program accredited by the American Library Association on any CSU campus. One other campus, CSU Long Beach, offers the School Library Media Teacher credential.

The SLIS program is managed from San Jose State University. The School funds and manages a main hub in San Jose and a smaller branch hub on the campus of CSU Fullerton. The location at CSU Fullerton is coincidental only, through contractual arrangements for space and access to resources.

The SLIS presence at Fullerton includes three tenure-track faculty, an office manager with student assistants, office space, a computer laboratory, and access to an interactive video classroom, the library, student health services, and other student resources.

Until August, 2004, SLIS was the only academic unit on the SJSU campus that was not part of one of the University's eight colleges—Applied Sciences and Arts, Business, Education, Engineering, Humanities and the Arts, Science, Social Sciences, and Social Work—all academic colleges offering both bachelor's and master's degrees.

In 2003, the then-Provost and Interim Associate Vice-President for Graduate Studies and Research met with the SLIS faculty about an administrative move from Graduate Studies and Research into one of the existing academic colleges. The Provost offered SLIS faculty an opportunity to consider various colleges as a compatible academic home.

After faculty discussion and evaluation of alternatives, the College of Applied Sciences and Arts (CASA) was selected as the academic college of choice. CASA comprises schools (Journalism & Mass Communication; Library and Information Science; Nursing; Social Work), departments

(Aerospace; Health Science; Hospitality Management; Justice Studies; Kinesiology; Nutrition & Food Science; Occupational Therapy; Recreation and Leisure Studies) and programs (Gerontology; Health Professions; Military Science). Each has a department chair or director.

The SLIS administrative move to CASA was effective August 2004, and was designed both to place an academic unit (SLIS) within an academic college of applied disciplines (CASA), and to provide the administrative structure consistent with other academic programs on campus. The SLIS Director is a member of the College Executive Council, and SLIS faculty serve on CASA committees, thereby extending interdisciplinary opportunities. Graduate Studies and Research remains a source for standards and guidelines, research consultation, and grant funding, as with other graduate programs.

In 2005, CASA engaged a new Dean, Inger Sagatun-Edwards, former chair of the Department of Justice Studies. Dr. Sagatun-Edwards is also a former President's Scholar at San Jose State. Please see **Appendix V.a** for a chart showing the University's organizational structure/Academic Affairs Division.

### **The School's Autonomy**

The University and the College afford the School noteworthy autonomy. For example:

- The School develops its own curriculum through a consultative process involving full-time and part-time faculty, students, and alumni, and makes curriculum recommendations to the College curriculum committee, which has a representative from the School.
- The School's feasibility study for a new separate degree program in Archives and Records Administration was recently recommended for "fast-tracking" by the CASA Dean, the SJSU Associate Vice-President for Graduate Studies and Research, and the SJSU Provost.
- The School takes full responsibility for the development of colloquia, lectures, and presentations, and many University personnel regularly attend these presentations.
- Once the Office of Graduate Admissions has evaluated student application materials, the completed files are forwarded to the School. The School determines the student selection process, and the SLIS Graduate Advisor and the SLIS Coordinator of Student Services work closely with University enrollment staff. The School's admissions standard of a minimum 3.0 GPA is higher than that of the University generally.

### **Resources and Administrative Support**

San Jose State University provides the School with resources and administrative support to the extent possible within the confines of the CSU system, and certainly to the same level as comparable units. More importantly, the University supports innovation and entrepreneurship, and has allowed the School to generate funds through its special-session program to supplement the SJSU allocation for resources and support. This flexibility accorded the School has allowed it to target critical needs, incorporate quality controls, and provide support for attainment of the School's mission, goals, and objectives.

**V.2 The school's faculty, staff, and students have the same opportunity for representation on the institution's advisory or policy-making bodies as do those of comparable units throughout the institution. The school's administrative relationships with other academic units enhance the intellectual environment and support interdisciplinary interaction; further, these administrative relationships encourage participation in the life of the parent institution.**

The move of the School from Graduate Studies and Research to an academic college, the College of Applied Sciences and Arts, has been a positive one on many levels. SLIS faculty now have many more opportunities for interaction with colleagues through committee work, special projects, interdisciplinary initiatives of the Dean, and even social events.

SLIS faculty are represented on the College Research Committee and have presented each year at the Dean's research fora.

The School is currently investigating options for interdisciplinary and multidisciplinary work in health informatics with other College departments and schools, perhaps extending to biomedical informatics with other units on campus. Opportunities such as these would not have been as easily attainable previously.

The School's faculty, staff, and students serve on decision-making College-level Committees, including

- J. Schmidt (SLIS faculty) Retention, Tenure, and Promotion Committee
- L. Main (SLIS faculty) Curriculum Committee, CASA WASC Coordinator
- J. Bodart (SLIS faculty) Research/Faculty Development Committee
- A. Bernier (SLIS faculty) Committee to Enhance Equity and Diversity
- M. Wilks (SLIS Student) Student Affairs Committee

SLIS faculty also serve on a variety of University-wide committees and boards. A list is included in **Appendix III.k**.

Dr. Dan Fuller directs the SLIS Library Media Teacher (LMT) program. He represents SLIS in the SJSU College of Education, regularly interacting with education faculty and staff in the credentialing process for school library media teachers. As part of this interdepartmental activity, Dr. Fuller serves on the planning committee for the College's National Council for Accreditation of Teacher Education (NCATE) visit. NCATE visits the College of Education every seven years. The next NCATE visit will be in 2010.

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

### **The School's Executive Officer**

Professional programs at San Jose State University are typically organized as schools with directors as their heads. The Director of SLIS is a tenured full professor on a 12-month appointment at a salary higher than most directors on campus.

Blanche Woolls retired in August 2005 after two four-year terms as Director. Following an international search, the faculty selected Ken Haycock as SLIS Director. In recognition of Dr. Haycock's teaching, research, and service, as well as academic administrative experience, he was engaged as a full professor with tenure, on a 12-month appointment, at a salary within the decanal range.

Dr. Haycock has been recognized by several national and international associations through awards and honorary memberships (please see Dr. Haycock's curriculum vitae, included in the Faculty CV binder, for details). While director at the University of British Columbia's School of Library, Archival and Information Science, he developed the research profile of the School and introduced a doctoral program, and received both merit and retention awards. The ALA Committee on Accreditation (1999) stated that "we commend the program for its...intelligent leadership of a director with substantive vision..."

Dr. Haycock chaired and facilitated the Congress on Professional Education and has written and lectured extensively on education for library and information science. In 2006-2007, his paper given at the annual conference of the American Library Association, comparing education for LIS in Canada and the United States, will be published in a peer-reviewed international journal. He will give the decanal keynote address at the University of South Carolina, and the keynote address marking the anniversary of 50 years of graduate education at the University of Iceland, among others. At the present time he is immediate past president of the Association for Library and Information Science Education and serves on the American Library Association Council. He has also served on the ALA Executive Board, during appeals of accreditation decisions.

Ken Haycock holds graduate degrees in Business Administration (MBA), Education (M.Ed.) and Library and Information Science (A.M.L.S.); his doctorate is in administration and leadership. He is a trained facilitator and consultant in strategic planning, and in curriculum review, development, and implementation. As a consequence, the School has moved from two-hour monthly meetings of faculty and staff to quarterly retreats of two days each to focus on planning and assessment around larger issues.

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

## **The School's Intellectual Environment**

The Director and faculty have organized a weekly lecture series focusing on research and professional opportunity. These are attended by individuals from the SLIS community and beyond. They are also Webcast and podcast. Similarly, student chapters of associations (ALASC, LISSTEN, SLA, SAA) sponsor lectures and special events. Recent examples are available on the School's Web site.

Members of the SLIS community (students, faculty and staff, and alumni) are regularly invited to colloquia and seminars presented by other SJSU departments and schools. The most recent invitation was issued by the College of Journalism.

The International Advisory Council, with representatives from government and industry as well as different library environments, met in November, scheduled to coincide with the School's fifth annual Lazerow Lecture, which was Webcast and podcast. Members of the School's International Advisory Council are listed in **Appendix V.b**. Minutes of the November meeting are in **Appendix V.c**. The International Advisory Council at its November meeting decided to write a letter to SJSU President Don W. Kassing, applauding the School for the accomplishments of the past 18 months and detailing future opportunities to be pursued. A copy of this letter is in **Appendix V.d**. University administrators and faculty also attended the invitational Lazerow dinner with faculty, students, and alumni.

The broadly-based governance structure of the School, with four committees (all with faculty, staff, alumni, and student representation) ensures opportunities for interaction among all these groups. The School Leadership Coordinating Team, which includes committee chairs and student and alumni association presidents, similarly ensures interaction.

The School's culminating experience, the e-Portfolio, is the official bridging exercise between the academy and the profession. The tight advising program, with 15 students assigned to one faculty member, ensures close collaboration and connections with the field.

The Director has provided the initiative for discussions with other units regarding possible new programs in archives and records administration, youth literature, and health informatics.

The Director is in discussion with the ALA and SLA regarding a pilot program to enable all students to join one of those associations automatically when they enroll in LIBR 200, the first foundational course.

**V.4.1 The school's administrative and other staff are adequate to support the executive officer and faculty in the performance of their responsibilities. The staff contributes to the fulfillment of the school's mission and program goals and objectives.**

## **The School's Administrative and Other Staff**

The School's staff is adequate to support the Director and faculty in the performance of their responsibilities. The staff contributes to the fulfillment of the school's mission and program goals and objectives both through their administrative and technical responsibilities and their participation in School decision making. Staff are included on SLISAdmin, an electronic mailing list that keeps them informed about School news, events, and decisions.

Although detail on staff is located elsewhere in this program presentation, it will perhaps be useful to describe the academic administrative positions in the School:

### **The School is led by a Director and an Associate Director**

The Director guides the long-range planning process, coordinating the School's shared-governance activities and communications. The planning process is collaborative, which generates enthusiasm and inspires a commitment to current needs and future opportunities. The Director provides input into the University planning process through the College Executive Council and the Senate's Program Planning Committee.

The Director serves as the School's liaison with the University community, and with professional constituencies in California and across the country. The technological capacity for SLIS to deliver courses via the Internet expands the School's constituencies to include a wider international audience. The Director serves as the primary contact for expanding this network.

The Director represents SLIS in professional associations and encourages active faculty involvement in state, national, and international professional associations. SLIS maintains an active presence at alumni receptions and other associated events.

The Director is responsible to the Dean for leadership and administration, handling student queries, responding to requests for review of academic procedures, providing data needed for internal and external reporting, and communicating with the faculty about administration and policy issues. The Director is also responsible for the management of the academic program, ensuring quality instruction, faculty credentials, overseeing the mix of course offerings, appointing faculty to School committees, and assisting in resolution of academic and policy matters.

The Director is responsible for the process of faculty appointment, promotion, and post-tenure review, as well as for faculty annual reports. The Director assists faculty with development of research proposals for outside funding. The Director ensures that students and faculty are apprised of University policies against harassment and discrimination.

The Associate Director plans schedules for the academic year, selects and hires part-time faculty with input from full-time faculty members, oversees the progress of part-time faculty, assigns part-time faculty members for peer review by full-time faculty, and provides general instructional guidance. The Associate Director, along with the Assistant Director for Distance Learning, leads the technology support staff in the development and delivery of the School's technology infrastructure for instruction and administration. The Associate Director works in tandem with the Director on program oversight and long-term planning. The Associate Director represents the School on College and University committees.

### **Academic Administrative Roles**

In order to achieve the School's mission and continued growth, in Fall 2006, three new academic administrative positions were developed: Assistant Director for Research and Professional Practice, Assistant Director for Communications, and Assistant Director for Distance Learning. These new roles will serve to enhance current capabilities and provide for stable growth of the program into new venues of operation.

- **The Assistant Director for Research and Professional Practice** develops and coordinates linkages and new relationships between the School and the professional field. This leadership role will enhance the internships, practica, professional projects, and continuing educational opportunities available through the School and develop new offerings responsive to evolving professional needs. This enhanced communication between the School and the field will benefit both students and host organizations.
- **The Assistant Director for Communications** designs and implements marketing programs for recruitment of diverse student populations, engages SLIS constituencies such as alumni in School programs, coordinates fund development with College and University Advancement, and provides a communication conduit to enhance the School and its programs with the University, academic, and professional communities.
- **The Assistant Director for Distance Learning** develops and applies quality indicators for the distance learning program, such as the criteria promoted by the WISE (Web-based Information Science) Consortium , which may be viewed at <http://www.wiseeducation.org/images/principles.pdf>. This faculty member conducts required distance-learning training programs for all faculty, develops and coordinates the delivery of basic technological competence modules for students, and, with the Associate Director, coordinates the technology team that supports the infrastructure for a quality distance-education program.
- **The School's Graduate Advisor** oversees applications for admission, adjudicates transfer credit from other institutions, oversees student advising, coordinates and administers student appeals related to the School, prepares notice of satisfactory completion of the culminating experience, and provides support to the Student Admissions and Adjudication Committee as needed.

### **Technology Support Team**

The SLIS technology support team includes three professional (MLIS) positions plus administrative, technical, and student support. The School has also been approved to recruit and hire a fourth technical professional position for Spring 2007 to provide student technical support. The Network Administrator is responsible for SLIS servers, working with the University on the technological backbone necessary to drive a technologically-oriented academic program, and troubleshooting various technical problems for faculty and staff. This position oversees computer lab facilities and technology classrooms. In addition, one full-time position is assigned to Blackboard support, and one to Web technologies and site maintenance. One staff person manages graphic design, and student assistants provide both technical and clerical assistance. These positions are detailed in Section VI of this Program Presentation.

### **Additional Administrative Staff**

All administrative support for the School of Library and Information Sciences is managed from the School's offices at San Jose State University. Most staff is located in San Jose, with some staff at the Fullerton site. The SLIS office support team includes the Manager of Administrative Services, Office Manager, Office Assistant, Student Services Coordinator, Travel Coordinator, and Receptionist. The School has also been approved to recruit and hire two additional administrative staff for Spring 2007. The Manager of Administrative Services oversees all office staff, in addition to the School's budget and other records critical to the management of SLIS. The Student Services Coordinator works with the Graduate Advisor on student admissions to SLIS and culminating experience results, and is the direct support and communication link for students. Five FTE positions provide office support for SLIS. An additional position resides in the Fullerton office to provide assistance for students and faculty at the Fullerton site.

For the past year, SLIS faculty members have had the opportunity to select graduate student assistants from a pool of applicants. While CSU does not provide a line item for student assistants, SLIS has funds for student assistants to support the work of faculty, and these positions also provide additional needed financial support for SJSU student assistants. Faculty utilize graduate student assistants for a variety of projects such as research and report writing, review of manuscripts, formatting course materials, organizing files, etc. Student credentials vary widely; therefore, faculty members review the graduate student assistant applicant pool and select accordingly.

Information about the School's faculty, administration, and office and technical staff is readily available on Slisweb, where individual Web pages provide a photograph, describe responsibilities, and offer contact information. This personalizes the School for prospective and current students, and makes it easy to know whom to contact. Faculty pages may be found at <http://slisweb.sjsu.edu/people/facultylists.php?sortby=a>; staff Web pages at <http://slisweb.sjsu.edu/people/staff.htm>.

**V.4.2 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 current Director began his term in August 2005. At this time, he had the School engage an external consultant to conduct interviews with full- and part-time faculty and staff to ascertain perceived strengths and weaknesses of the School and its program offerings, as well as opportunities and threats for its continued development. His first two official days at SJSU were spent with faculty and staff in strategic planning.

A new governance structure was proposed and accepted by faculty. Broadly-based committees were established: Faculty Development and External Relations; Program and Curriculum Development; School Environment and Resources; Student Admissions and Adjudication. Each committee has broad representation of full- and part-time faculty, staff, alumni, and students. Strategic planning and assessment are the primary responsibility of the School Leadership Coordinating Team, which meets twice each year and includes the four committees chairs, faculty, staff, and alumni and student association presidents. Details of the School's Strategic Plan are offered in Section I of this Program Presentation, and on the School's Web site at: <http://slisweb.sjsu.edu/slisp/plan.htm>.

Discussion and decision items are reviewed first by the appropriate committee before a recommendation comes before the full faculty and staff at one of the quarterly faculty retreats. Blogs (SLISNews), e-mail, and electronic lists are used for discussion and information. A consent agenda for the quarterly faculty retreats ensures that informational and non-controversial items are handled expeditiously, allowing time for dialogue and debate on substantive matters. A sample retreat agenda and sample retreat minutes are included in **Appendices V.e** and **V.f**.

## **Financial Support**

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

### **Support from the Parent Institution**

The SLIS program is unique in the CSU system and at San Jose State University in that it blends regular-session students (who have state support, and pay tuition) and special-session students (who have no state aid, and pay fees). Every effort is made to make the distinction between the two groups invisible to the students, other than for purposes of tuition and fees as explained below. There is one School, one graduate degree program, one faculty, and one overall SLIS student association.

Regular-session students are those who typically live in the greater San Francisco Bay Area of California and apply to be students at San Jose State University as their “local” university. They are regular insofar as they are supported by the state for approximately \$8,000 of the cost of their education; they pay tuition.

Special-session students are typically those who live beyond the geographic boundaries of the University. They choose to attend San Jose State University for their graduate degree, even though it is not a local institution. They could attend another accredited program closer to their home or by distance. When these students are admitted to the School of Library and Information Science at San Jose State University, neither the University nor the School receive any of the normal state support provided for students who live within the University’s service area. Instead, these students are an additional, unfunded cost to the School’s program, and must be self-supporting. Therefore, special-session students pay higher fees, instead of tuition, for their graduate education.

Most special-session programs in the CSU system are “stand-alone,” often run by Extension units instead of campus academic units. The School’s MLIS program, however, is a blended program, where all students (regular and special-session) are taught by both full-time and part-time faculty, and are served by the same administrative and instructional infrastructure.

The University provides a target, not a limit, for the number of regular-session students. This target has increased in each of the past five years. Recently, CSU distinguished between undergraduate and graduate programs for allocations of funding, changing from a graduate FTE/S equivalent divisible by fifteen in a class to twelve in a class. However, no additional funds were provided, meaning that the School’s target for regular session students was “benchmarked” at the higher level.

The regular-session (state-supported) funding provides the School with physical quarters in San Jose, tenure-track faculty positions, and some administrative support (1.5 FTE). Regular-session funding supports the full-time tenure-track faculty. However, tenure-track faculty teach both regular- and special-session students (time and funds are exchanged.) Special-session fees fund the technology and most of the staff who support all students, from student admissions to graduation. Classrooms are funded by regular session (except at the Fullerton hub) while all the technology learning labs are funded by special session.

This “one school” blended approach provides the flexibility necessary for the School to offer a high-quality program to all of our students, using tenure-track and non-tenure-track full-and part-time faculty, cutting-edge technology and infrastructure support, and staff and material resources.

The University provides financial support commensurate with the program’s size, comparable to other units, and allows the School flexibility in the allocation of special-session fees to operating and equipment expenses, full-time and part-time lecturers, professional/technical support staff, and administrative and secretarial staff. The current combination of regular- and special-session funding is sufficient to maintain and forward the School’s mission and program objectives. This could not be done without the use of funds from special-session students. **Table V.1** shows SLIS Income and Expenditures 1999-2006. **Table V.2** shows positions supported by regular- and special-session funds.

**Table V.1 SLIS Income and Expenditures**

SLIS	1999-00	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06
<b>Income: Parent Institution</b>	947,218	967,555	1,215,941	1,439,598	1,655,048	1,716,417	1,857,758
<b>Income: All Other</b>	1,017,540	819,217	1,032,836	1,727,300	1,766,506	2,152,830	2,406,760
<b>Total Income</b>	1,964,758	1,786,772	2,248,777	3,166,898	3,421,554	3,869,247	4,264,518
<b>Total Expenditures</b>	1,766,034	1,637,971	1,909,523	2,709,473	2,901,830	3,104,328	4,250,270

**Table V.2 Positions Supported by Regular- and Special-Session Funds**

<b>Position [PH = pending hire by Fall 2007]</b>	<b>Regular Funds</b>	<b>Special Funds</b>	<b>Total</b>
Full-time Tenure-Track Faculty			
Professor	7.0	0	7.0
Associate	3.0	0	3.0
Assistant	4.0	0	4.0
[PH] Assistant	[2.0]		[2.0]
Full-time Non-Tenure-Track Faculty			
Lecturer		5.0	5.0
[PH] Lecturer		[2.0]	[2.0]
<b>Total Full-Time Faculty [incl. PH]</b>	<b>16.0</b>	<b>7.0</b>	<b>23</b>
Part-time Faculty (FTE) [incl. PH]	5.2	10.3	15.5
<b>Total Faculty [incl. PH]</b>	<b>21.2</b>	<b>17.3</b>	<b>38.5</b>
Professional/Technical Staff [incl. PH]		4.0	<b>4.0</b>
Administrative Staff [incl. PH]	1.5	8.0	<b>9.5</b>
Student Assistants (FTE)	0	11.0	<b>11.0</b>
<b>Total Staff [incl. PH]</b>	<b>1.5</b>	<b>23.0</b>	<b>24.5</b>
<b>TOTAL</b>	<b>22.7</b>	<b>40.3</b>	<b>63.0</b>

In addition, the School raises funds through alumni and corporate giving, an area of recent attention. By December 31, 2006, the School will have five endowments (the first in the School's history) of \$25,000 each, to provide student scholarships. The School also invests an additional \$3,000 a year in awards to graduating students.

**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 operates in a unionized environment. The union contract provides very clear and explicit standards for remuneration and responsibilities. In this context, the School has been given authorization by the Dean and the Office of Faculty Affairs to hire at a level higher than most units on campus due to market forces in LIS.

The California State University System's formula describes the steps for a faculty member's salary and how it is related to rank and years of service. Flexibility exists in the awarding of the first step within a rank for new faculty members. While salary is not a detriment to attracting personnel to SLIS, the high cost of housing in Silicon Valley often is. The CSU system has begun discussing this, but at present, a standard formula is in place. Specific salary information for SLIS faculty will be provided on site.

**V.7.1 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.**

The School operates within the College of Applied Sciences and Arts and is represented on professional development and leave committees. SLIS faculty, staff, and students have access to funds for research and other academic pursuits through CASA, and through the University, on the same basis as comparable University units. In addition, the School provides financial support for faculty travel to conferences and other meetings through special-session funds. The Provost has just announced a stipend of \$750 per faculty member per year for travel, and one course relief for each of 75 faculty per term, both beginning in 2007. SLIS faculty will enjoy these new benefits.

**V.7.2 Student financial aid from the parent institution is available on the same basis as in comparable units of the institution.**

Students are able to obtain financial aid from the University on an equal basis with other comparable units on campus. In the 2006-2007 academic year, 155 regular session and 221 special-session SLIS students received financial aid through the SJSU Financial Aid program (136 males, 240 females). The Financial Aid Department has assigned a Financial Aid counselor to work with SLIS students.

The School has established a program of student scholarships, and publicizes these and 34 other scholarship opportunities for Library and Information Science students on Slisweb (<http://slisweb.sjsu.edu/admissions/scholarabout.htm>).

The California State Library also provides tuition reimbursement for public library employees to earn their MLIS degree; more than 100 SLIS students a year are provided with these funds.

**V.8.1 The school's planning and evaluation process includes review of both its administrative policies and its fiscal policies and financial support.**

The School's shared-governance model ensures regular review of strategic directions and specific administrative and programmatic objectives. This model also ensures faculty, staff, alumni, and student overview of broad areas of responsibility. Details regarding the School's shared-governance model are included in Section I of this Program Presentation.

The School's Manager of Administrative Services has primary responsibility for budget control and management. Meetings are held each month with the Director and Associate Director to review fiscal policies, financial support, and alignment with the strategic plan. Regular reports are also provided to the School Leadership Coordinating Team.

**V.8.2 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.**

The strategic planning process is embedded in the governance structure, and includes a full annual review of goal attainment, analysis of internal and external environments, and plans for the future. These are approved by faculty and staff following systematic input by alumni, students, and professional and industry representatives.

The Director is a tenured full professor on a four-year renewable term. Essentially, he serves at the pleasure of the faculty and the Dean.

## **Summary**

The School has a carefully-crafted model of planning and assessment through shared governance. The Director leads the process, which includes participation by full- and part-time faculty, staff, students, and alumni, as well as representatives of the professional community and industry.

The University's support for innovation has enabled the School to build on institutional strengths through special-session programming and funding. Regular session could not be as large without the infrastructure support of special-session monies, while special session could not be sustained without the faculty and program quality provided by regular-session funds.

## **Future Directions**

Building on this foundation of shared governance and University support, the School will continue to examine carefully the many opportunities available to it and to move selectively and strategically into new areas, such as Archives and Records Administration.



## **Standard VI: Physical and Virtual Resources and Facilities**

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

The School serves students throughout California and beyond. With classrooms, offices, and services located in San Jose and in Fullerton, and through extensive and comprehensive instructional technologies, services, and support available through the Web, all students receive the same curriculum and the same Master's Degree in Library and Information Science.

The School uses distance technologies to some degree in all of its courses, delivering comprehensive, high-quality, equitable, and accessible programs of instruction in library and information science. Students can and do take classes in a variety of delivery modes such as online, hybrid, and onsite. A totally online class enables the student to take the class from home or work. A hybrid class may involve attending two or three intensive sessions during the semester at San Jose or Fullerton or at an off-site location, with the remainder of the class being taught via the Web. Onsite classes meet in a traditional weekly format, and also use distance learning between meetings.

Distance-learning tools and technology are an essential infrastructure of the School. Therefore, this Program Presentation discusses both the physical resources and facilities *and* the virtual resources and facilities that are essential to the achievement of the School's mission and program objectives.

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

Distance-learning tools and technology enable the School to

- offer a richly varied curriculum that is not limited by faculty proximity to San Jose or Fullerton
- facilitate research and scholarship conducted among faculty and students in distant locations
- ensure that students learn to use a wide variety of communication and information software and become adept at functioning within a virtual environment and culture—skills that are highly prized in the 21st-century job market
- provide for traditional student activities in virtual formats. Current SLIS students participate in statewide student groups that have online meetings, sponsor virtual student events, and publish online newsletters.

- enhance communication with email, blogs, wikis, and other forms of online conversation, such as the Director’s Forum. Twice each academic year, the Director of the School holds an online videostreamed forum where he discusses the state of the School and answers questions. Students can submit questions in advance or in real-time during the Forum through the Blackboard or Elluminate software, view the live video, or view the archived video after the Forum. The Fall 2006 Director’s Forum may be viewed by clicking on the “SLIS Audio and Video” button in the upper-right corner of the SLIS home page, then choosing “SLIS Events” and scrolling down to “Fall 2006 Director’s Forum.”

The School also plays a leadership role within San Jose State University, sharing virtual education expertise and guiding other programs just getting started in online instruction.

## **Teaching and Learning Resources and Facilities in San Jose**

In January 2000, the School of Library and Information Science moved from its home in the Wahlquist North building, where it had been for 25 years. The Wahlquist building was demolished in preparation for the building of the new Martin Luther King, Jr. Library. SLIS moved into a temporary facility comprised of modular units on the northeast side of the campus.

In Spring 2006, SLIS moved to its new permanent home in Clark Hall (formerly the campus library building). The administrative office suite, the Director’s office, faculty offices, offices for part-time faculty and student assistants, a conference room, and the server room are on the fourth floor of Clark Hall. Computer teaching labs, classrooms, and the System Administrator’s office are on the third floor. The School also shares use of a large conference room with other academic departments on the fourth floor.

All faculty and staff members are provided with the following computer equipment for their offices:

- Desktop computer (Pentium 4 running Windows XP with Service Pack 2)
- 17” – 19” LCD monitor
- HP Laserjet printer for local printing

Faculty and staff who are heavy computer users also have a second desktop computer in their office, ranging from Powermac G4/G5 systems to Sun Microsystems SunBlade 100 workstations.

In addition to an office desktop computer, each faculty member is given the option of receiving a laptop computer (Pentium 4 or Pentium M, Windows XP SP2) for use at home and for travel.

According to University engineers, facilities managers, and SJSU’s Disability Resource Center, the recently refurbished Clark Hall meets or exceeds all current State of California ADA requirements for restrooms, path-and-travel, and elevator access. Please see **Appendix VI.a** and **Appendix VI.b** for Clark Hall fourth- and third-floor maps. SLIS areas are outlined in heavy black.

### *Classrooms and Computer Labs in San Jose*

SLIS controls and maintains two smart classrooms with a capacity of 25 students per classroom. SLIS also controls and maintains two computer labs, with a capacity of 50 students per lab. The two computer labs have been designed to be highly configurable. When not in use as labs, they can be converted into classrooms, as the laptop tables are configurable and may be rearranged based on specific faculty preferences.

Each classroom and computer lab is equipped with an instructor's computer (Pentium 4 running Windows XP with Service Pack 2) that is connected to a ceiling-mounted LCD projector.

In addition to the single instructor's computer, smart podiums have been set up in each classroom and computer lab, allowing faculty members to bring in and use their personal laptops.

Via the podium, faculty may connect their laptop to the ceiling-mounted LCD projector, and to the campus network if needed, in order to use their personal laptops for presentations and instructional activities.

The classrooms and labs include 802.11b/g wireless connectivity for those students who wish to connect their personal laptops to the campus wireless network. Students who connect their laptops to the campus wireless network are provided with unrestricted access to the Internet. Students must obtain an SJSUOne account in order to connect their personal laptops to the campus wireless network. SJSUOne provides central authentication for a number of services across campus.

In addition, students bringing their personal laptops to class may use the smart podium for class-related presentations if desired.

SLIS maintains 40 laptop computers in each computer lab for onsite use. The laptops may be requested on an as-needed basis by faculty to support classroom instructional activities.

SLIS laptops are connected to the campus network via Ethernet, Fast Ethernet, or 802.11b/g wireless. All laptops have unrestricted access to the Internet (although access to certain on-campus systems and services is restricted).

SLIS laptops are running Windows XP with Service Pack 2. All laptops have the following application software installed:

- SPSS 14.0
- Office 2003 Professional
- Inmagic DB/TextWorks
- Photoshop
- RealPlayer
- Acrobat Reader
- SSH/SFTP Client

All laptops are subjected to a rigorous update process that includes Windows and Office security updates, virus definition updates, and other critical software updates. In addition, whenever critical software updates are released, the updates are applied to all laptops within 48 hours.

Each computer lab has a printing station that students may use to print. The printing station is equipped with an HP 4100 or HP 4200 Laserjet printer.

Additional audio/visual equipment is available to classes upon request. This includes DVD and VHS players, overhead transparency projectors, document cameras, and easel notepads.

All students on the SJSU campus have access to the Academic Success Center located on the ground floor of Clark Hall. The center is a key component of the University's Vision 2010 strategic initiative to enhance student learning and academic quality. It contains a 3,000-square-foot computer-learning stage surrounded by three conference rooms; an incubator classroom and conference rooms; and nine more tech-enriched classrooms. The Center also features six offices for representatives of vital student services including the Writing, Career, Peer Mentor, Academic Advising, Service Learning Centers, and University Library.

SLIS students living in close proximity to the San Jose campus are given SLIS ID cards. These cards allow students library privileges, as well as access to the student health center and parking. All students, regardless of geographical location, have full online access to the King Library and to all restricted databases.

## **Teaching and Learning Resources and Facilities in Fullerton**

SLIS maintains a branch office on the campus of CSU Fullerton, located in the basement of Pollak Library South, with a small administrative office suite and offices for three full-time faculty members. According to Fullerton campus facilities managers, as well as Fullerton's Disabled Students Officer, the Pollak Library's basement floor is in full compliance with current ADA requirements with specific respect to restrooms, path-and-travel, and elevator access criteria. The faculty offices in Fullerton are equipped with the same technology as in San Jose.

In addition, SLIS maintains local control over a smart classroom also located in the basement of Pollak Library South on the CSUF campus.

The SLIS smart classroom on the Fullerton campus includes an instructor's computer connected to an LCD digital projector. The instructor's computer has unrestricted access to the Internet. There is a smart podium that enables faculty members to bring in and use their personal laptops. The room also holds 35 wireless laptop computers that may be set up in the classroom upon request in order to complement classroom instruction. All wireless laptop computers have unrestricted access to the Internet. As in San Jose, students may bring in their personal laptops and connect to a wireless network.

If additional classroom space is required, SLIS office staff in Fullerton reserve classrooms located elsewhere on the CSUF campus, including smart classrooms or computer labs as needed.

SLIS students living in close proximity to the Fullerton campus are given SLIS ID cards. These cards allow students library privileges, access to the student health center, and parking. All students, regardless of geographical location, have full online access to the King Library and to all restricted databases. A floor plan showing SLIS facilities in Fullerton is included in **Appendix VI.c**. In addition, the MLIS Orientation DVD that accompanies this Program Presentation includes a video tour of the Fullerton facilities.

## **Classes at Other Physical Locations**

The School's goal is to use the two main hubs in San Jose and Fullerton for classes that require an onsite physical meetings. However, due to student or instructor needs, one or two classes each semester are held in San Francisco, Berkeley, Sacramento, or San Diego. In Berkeley, the classes are held on the campus of UC Berkeley; in San Francisco, at San Francisco State University; in Sacramento, at CSU Sacramento; and in San Diego, at Scripps Ranch Library. The School always arranges rooms with Internet access. If the room does not have a computer, the School provides the faculty member with a laptop and instructions on how to connect to the Internet. (The Network Administrator contacts the appropriate network people at the host institution to obtain this information.)

**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.**

## **Library Access**

All students enrolled in the SLIS MLIS program are served by the Martin Luther King, Jr., Library on the SJSU campus. The King Library provides the access to online electronic resources and interlibrary loan services to all SLIS students wherever they are, whether in the state of California or beyond. The Pollack Library at California State University Fullerton provides SLIS students with ID cards and borrowing privileges. Students can request similar borrowing privileges at any library in the California State University system, if they choose to do so. Library facilities are discussed in further detail in Section VI.4.

## **Virtual Resources for Teaching, Learning, and Administration**

### **Slisweb: Cornerstone of a Vital Online Community**

The server hosting the School of Library and Information Science Web site, Slisweb, provides students, faculty, staff, and the public with access to the School's vibrant online community. In addition to providing information about school programs and policies, SLISweb helps users connect with employers, colleagues, student and alumni groups, and community resources. The Web site has been designed using a mixture of static and database-driven pages with heavy use of CSS and PHP, and is housed in a Sun V120 server.

## **Blackboard Learning Management System**

SLIS uses the Blackboard Learning System as its primary course-management software. The School's license accommodates up to 3000 users. The Blackboard system runs on tigris.sjsu.edu, which is a Sun280R server.

Blackboard allows instructors to create content areas in which instructors can post and structure course content as they see fit. It also includes an extensive gradebook feature that allows students to submit assignments electronically, and allows instructors to easily manage and grade assignments and provide grades and feedback to students.

The system also provides both synchronous and asynchronous communication tools to support online learning activities and to support interaction between onsite class meetings.

Synchronous tools include a Java-based Virtual Classroom, providing group Web-browsing, whiteboard, text-based chat, and other tools that allow instructors to conduct online lectures in real time. Asynchronous tools include threaded discussion fora and email functions.

All new SLIS faculty enroll in the "Teaching Online" Blackboard course, which features instruction in the use of Blackboard, Elluminate, my.sjsu.edu, and Library databases, as well as sound pedagogical practices for online environments. To view this course, log onto Blackboard using the COA login, and click on "Teaching Online/Faires."

In addition, Blackboard tutorials for students and instructors are available on the SLIS Web site at <http://slisweb.sjsu.edu/blackboard/troubleshooting.htm> and <http://slisweb.sjsu.edu/resources/databases.htm>

## **Elluminate Live! Web-Conferencing Software**

In order to facilitate real-time discussions, SLIS has licensed Elluminate Live! Web-conferencing software. Our current license runs through June 2008 and allows for 75 simultaneous users. Elluminate Live! runs on nexus.sjsu.edu which is a Sun Fire V240 server. Elluminate provides synchronous communication via VoIP (Voice over IP), allowing instructors to conduct online lectures in real time. Instructors and students may participate in virtual class sessions via audio, direct messaging/text chat, and a limited amount of video. Instructors can integrate PowerPoint, multimedia, and guided Web page tours into the Elluminate virtual class sessions.

In addition to real-time, synchronous virtual classes, instructors can also pre-record lectures and record live class sessions with students, making them available for later review or for access by those who were not able to attend the live session.

Elluminate also includes application-sharing features which can be used to

- demonstrate the use of a particular software program
- demonstrate the use of a particular online system
- facilitate collaboration and group work by allowing multiple participants to view and work on group projects

- facilitate faculty and staff training by allowing a trainer to demonstrate the use of a particular application or online system
- facilitate student orientation by allowing staff members to instruct students in the use of the SLIS Learning Management System (Blackboard), the SLIS Content Management System (Plone), and various other online services
- facilitate user support by allowing a support technician to remotely access a user's desktop computer and troubleshoot computing problems

**NOTE:** Prior to remotely accessing a user's computer for Elluminate, SLIS asks the user to explicitly authorize this access.

Elluminate tutorials are available to SLIS users at: <http://slisweb.sjsu.edu/de/tutorials/illuminate>.

### **Plone Content Management System**

All SLIS students and faculty have access to Plone for organizing and sharing Web content. Plone tutorials for faculty and students are offered on the SLIS Web site. Plone is used for LIBR 289, to facilitate the e-Portfolios that students must compile before graduating in order to illustrate their mastery of core competencies. Plone is also used for students who wish to create simple Web sites as part of a SLIS class. Plone supports basic Web site creation via visual WYSIWYG tools. The SLIS Associate Director maintains a Plone troubleshooting Blackboard site. To view this site, log onto Blackboard using the COA login and click on "Plone Technical Questions."

Additional Plone tutorials are available for students and faculty at <http://slisweb.sjsu.edu/plone>.

### **Streaming Video and Streaming Audio**

Streaming video and audio content created by course instructors is made available to students as a component of online instruction. Primary streaming media formats are RealVideo and RealAudio. Our streaming server is called amazon.sjsu.edu. This is a Sun V240 server which is also used for making podcasted video and audio content available to students for download in MP3 and M4V formats.

For samples of streaming video created by SLIS instructors, please see the "SLIS Audio and Video" button in the upper-right corner of the SLISweb home page: <http://slisweb.sjsu.edu>.

Also stored on this server are PresenterOne presentations. Many faculty use this software, which enables a faculty member to create narrated PowerPoint slides that change automatically in synch with an audio presentation.

## Captioning

In compliance with Section 504 of the Rehabilitation Act, which bars discrimination against people with disabilities in federally-funded programs and activities, SLIS takes care to ensure that all students have access to course content. Currently, the School captions all audio and video material and material that is prepared using PresenterOne software. For captioning, the School uses CaptionSynch technology provided by Automatic Sync Technologies (AST):

<http://www.automaticsync.com/caption>.

In March 2006, SLIS was asked to make a presentation, along with AST, for the Community of Academic Technology Staff conference at California State University Monterey Bay. Video of this presentation may be seen at

[http://www.cdl.edu/cats/conf2006/streamingWebVideo\\_kErler\\_dDavid\\_SJSU.ppt](http://www.cdl.edu/cats/conf2006/streamingWebVideo_kErler_dDavid_SJSU.ppt).

## Servers

SLIS maintains local control of and responsibility for 15 production servers, several of which are instrumental to the delivery of online instruction. Others are dedicated to the support of student activities and school administration.

*Slisweb* (slisweb.sjsu.edu):

**Function:** Web server

**Description:** Sun V120 server housing the main SLIS Web site. Slisweb hosts the School's Web site, which provides current information about the School to students, prospective students, faculty, University and SLIS colleagues, and the public. The Web site has been designed using a mixture of static and database-driven pages with heavy use of CSS and PHP.

*Pylea* (pylea.sjsu.edu):

**Function:** Web server

**Description:** MPC Netframe 1720 server running Windows and providing database-driven Web pages, such as class schedules and Dialog usage reports.

*Senna* (senna.sjsu.edu):

**Function:** Web server

**Description:** Sun E250 server used primarily by students in LIBR 240 and LIBR 246 for hosting class projects related to Web site design. Senna also hosts several wikis and blogs used by various instructors to enhance online communication within their classes. Senna is also used for staff and faculty projects that require Web space, as well as for testing new technologies prior to putting them into full production.

*Styx* (styx.sjsu.edu):

**Function:** Web server

**Description:** Sun Netra X1 server used in LIBR 240 classes for hosting student projects in Web site design.

*Aspen* (aspen.sjsu.edu):

**Function:** Java programming support

**Description:** Sun Netra X1 server providing Java development software for use in LIBR 252a and LIBR 252b. As part of their class projects, students compile Java programs.

*Delphi* (delphi.sjsu.edu):

**Function:** Database Server

**Description:** Sun Netra X1 providing Oracle 9i database services for use in LIBR 242.

*Slisprojects* (slisprojects.sjsu.edu):

**Function:** Content Management System

**Description:** MPC Netframe 2720 running the Plone Content Management System. Plone is used for LIBR 289, to facilitate the e-Portfolios that students must compile before graduating in order to illustrate their mastery of core competencies. Plone is also used for students who wish to create simple Web sites as part of a SLIS class. Plone supports basic Web site creation via visual WYSIWYG tools.

*KidsClick* (<http://www.kidsclick.org>):

**Function:** Web server

**Description:** SLIS has recently taken over this portal, which offers a search engine/Web guide for children in grades K-7. As they work with KidsClick!, SLIS students are provided with real-life work experience in designing and maintaining a portal.

**SLIS email server** (slis.sjsu.edu):

**Function:** Email Services

**Description:** Sun 280R server providing email services to faculty, staff, and students. Users access their email via one or more of several available protocols:

- Webmail (Web-based Interface, SSL encryption enforced)
- Secure POP3 (SSL encryption enforced)
- Secure IMAP4 (SSL encryption enforced)
- SSH and Pine

All SLIS students have the option of obtaining an SLIS email account, but are in no way required to do so. Students may choose instead to use outside commercial or private email accounts.

### **Miscellaneous Back-end Servers and Network Appliances**

SLIS maintains several back-end servers and network appliances that support

- console Management
- SDLT Tape Backup Services
- JBOD and RAID Disk Arrays (supporting server backups).
- environmental monitoring
- security alarm services

### **SJSU Network Backbone**

All SLIS servers are connected to the SJSU network backbone via full-duplex Fast Ethernet links, providing data rates up to 100Mbps upstream and 100Mbps downstream for each server.

All connections between IDF and BDF switches operate over Gigabit Ethernet. Likewise, BDF connections back to the campus core switches operate over Gigabit Ethernet.

The SJSU campus network is connected to the CENIC CalREN wide-area backbone via Gigabit Ethernet.

Redundant Internet connectivity for the campus is also maintained via a second Gigabit Ethernet link out to the CENIC CalREN backbone.

The SJSU campus network is located behind an enterprise-class firewall system and Intrusion Detection (IDS) system. Only necessary services are exposed to the Internet through the firewall, in order to reduce the overall attack surface for campus-based servers.

The SJSU Intrusion Detection system monitors all inbound traffic and responds to potential attacks originating from the Internet. In addition, on-campus traffic is monitored for attack patterns. Any computer connected to the campus network that is suspected of being compromised is automatically quarantined off of the network, and the technician responsible for the system is contacted via email.

### **Physical Facilities Housing the SLIS servers**

SLIS maintains local control over and responsibility for the server room in which all SLIS production servers are housed. The SLIS server room is environmentally controlled and maintained at a constant temperature of 68 – 72 degrees. Access to the SLIS server room is limited to key technical and administrative staff. The SLIS server room is alarmed. Security personnel are immediately notified in the event of unauthorized intrusion. In addition to temperature monitoring, humidity, power levels, and water/condensation are also monitored continuously. In the event that an environmental condition exceeds acceptable parameters, technical staff are notified by phone and email immediately.

All SLIS servers are maintained on Uninterruptible Power Source (UPS) equipment. The UPS equipment provides enough runtime to keep all SLIS servers up for two hours in the event of an extended power outage. For power outages exceeding two hours (which are extremely rare), all SLIS servers will be shut down gracefully by technical support staff, and will remain down until building power has been restored and stabilized. Power to the Clark Hall building is provided via a central power plant located on the SJSU campus. Power outages impacting the central plant are rare, and are usually resolved within one hour.

### **Server Backup Procedures**

All critical data is backed up three to six times per week. High-usage production systems, such as Blackboard, are backed up nightly.

Backups are written to an 800GB Sun disk array, and then written off to SDLT tape weekly. The SDLT tapes are then taken offsite and stored at a facility that provides secure tape storage services.

## **Additional Technology Equipment**

### ***Webcasting Equipment***

SLIS maintains a portable cart with Webcasting equipment, allowing SLIS to record, encode, and stream video of live events. All Webcasts are encoded and streamed using RealVideo. Webcasting equipment includes

- one 5-channel mixer
- two wireless tie-clip microphones
- one cardioid studio condenser microphone
- one unidirectional shotgun field microphone
- professional lighting equipment
- one scan converter
- one Webcast-in-a-Box unit used for video encoding
- two DV camcorders.

### ***Video Conferencing***

SLIS maintains two video conferencing carts, one in San Jose and one in Fullerton. Each cart contains a 30" TV and a Polycom V500 for video conferencing. IP-based video conferences between the two sites may be set up on an as-needed basis. The IP-based video conference operates at 512Kbps, using the H.264 CODEC for video compression.

When needed, video conferencing is supplemented via an audio conference call, allowing participants who cannot be present at one of the video conferencing sites to participate via audio only, using a toll-free dial-in number.

### ***Portable Equipment for Conference Booths***

The School regularly hosts booths at conferences such as CLA, CSLA, and ALA. The School maintains a laptop computer, a portable LCD projector, and a portable pull-down projection screen for use in conference booths.

### ***CD/DVD Duplication Towers***

SLIS maintains several CD & DVD duplication towers, used in mass-producing CD or DVD media for distribution to students.

### ***Graphics Design Equipment and Software***

SLIS frequently produces professional-quality brochures and other promotional materials. Equipment used for this purpose includes digital cameras, professional color-calibration software and hardware, and a high-end HP Color Laserjet printer for creating professional-quality documents.

## Miscellaneous Technology

### *Electronic Discussion Lists*

SLIS maintains and supports 11 electronic discussion lists on the SJSU Listproc system:

- **slisadmin:** the official School of Library and Information Science list for administrative information. All students must subscribe to slisadmin in order to receive critical administrative information. Unlike the other lists, students cannot send notes to slisadmin. Only SLIS administration/faculty/staff can post notes to this list.
- **quickslis:** dedicated to practical information-sharing between SLIS students
- **csu\_slis:** dedicated to student, alumni, and faculty discussion
- **alumni:** dedicated to alumni interaction
- **alasc:** for the members of our ALA Student Chapter
- **sacslis:** dedicated to communication among SLIS students in the Central Valley (Bakersfield, Sacramento, etc.)

In addition, the School hosts the following lists for the California Library community:

- **achieve:** dedicated to discussion among members of Professor David Loertscher's Project Achievement. This list facilitates discussion among California school librarians regarding the planning and implementation of measures designed to link school library media programs to achievement.
- **calibpub:** dedicated to discussion among California public librarians
- **calix:** dedicated to discussion and dissemination of information among members of the California Library Association
- **cla\_lhrt:** dedicated to discussion and dissemination of information among members of the CLA Library History Round Table
- **rfid\_lib:** dedicated to discussion of the uses and implications of using RFID technology in libraries

Further information about the above discussion lists can be found at

<http://slisweb.sjsu.edu/ecommunication/electroniclists.htm>.

### *Video iPods*

SLIS uses two video iPods for podcast testing, and also to provide background music at events hosted by SLIS.

## **Student Home Computing Requirements**

All incoming SLIS students are advised as to the computing capabilities required for their coursework. Detailed descriptions of student home computing requirements are available to all students at <http://slisweb.sjsu.edu/ecommunication/homecomputing.htm>.

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

## **Technology Support**

In order to meet the technology needs of students, faculty, and staff, the School provides thorough and accessible technology support not only through its physical and virtual facilities, as detailed above, but also through its knowledgeable technology staff and a strong commitment to ongoing technology education. The Technology Working Group, described below, is responsible for reviewing available technological resources and for planning to meet the current and future needs of the SLIS program. The agenda of the Technology Working Group is largely driven by the concerns of the Curriculum Committee and the School Environment and Resources Committee, both of which involve faculty, staff, students, and alumni in the consideration of the school's technology needs. For more information on the work of these two committees, see <http://slisweb.sjsu.edu/slis/comm/serc.htm> and <http://slisweb.sjsu.edu/slis/comm/cpdc.htm>.

The Technology Working Group operates in a virtual environment and functions at two different levels. First, the group functions on a day-to-day problem-solving level where any problems that arise are discussed via e-mail. These daily issues may be as minor as helping to fix a microphone that is not working. At a higher level, the group discusses technology implementations that become necessary as curriculum changes are adopted by the faculty. The move to e-Portfolios, for example, provided an opportunity for this kind of work. After the decision was made to move to e-Portfolios, the Technology Working Group had extensive online discussions as to an appropriate platform for the e-portfolios. Members of the group conducted research and examined several platforms; they also consulted with faculty members. Several platforms were tested. When one (Plone) was selected, the network administrator set up a test Plone site so that members of the group could test for problems and develop tutorials.

The collaboration between the Technology Working Group and the Curriculum and Program Development Committee is very effective. All members of the group stay abreast of new technologies and new ways of using technology in support of learning, often bringing suggestions to the Curriculum and Program Development Committee for consideration. As a result of this type of collaboration, SLIS was one of the first units on campus to use wikis in its classes.

The Technology Working Group includes the following faculty and staff members:

**Linda Main, Associate Director**, leads regular technology discussions with the group by e-mail, during which new products and directions are considered. She also runs a Plone technical support Blackboard site for students completing their e-Portfolios.

**Debbie Faires, Assistant Director for Distance Learning**, developed and teaches a required online training class for new faculty that includes instruction in the use of Blackboard, Elluminate, my.sjsu.edu, and Library databases as well as sound pedagogical practices for online courses. She has also developed the required online Student Technology Workshop (which all newly-admitted SLIS students are required to take before commencing classes), and leads the distance-learning workshop that is held every two years on the San Jose campus. Both full-time and part-time faculty attend this workshop. She has also been asked by the College of Information at Florida State University to serve on an advisory board for an IMLS research grant proposal on the long-term impact of online education on the LIS profession.

**Stanley Laufer, Network Administrator**, is responsible for continually learning and implementing new technologies. Mr. Laufer, a SLIS graduate, maintains all of the School's 15 servers, which run on a variety of operating systems. The servers include the Blackboard and Elluminate servers, which are the main platforms for online classes; and the Plone server, built on Python, which is used for e-Portfolios. Mr. Laufer is also responsible for the real-audio server, which allows streaming of PresenterOne lectures and video to students. In addition, he maintains the e-mail server, the servers used for hands-on technology classes, a Windows server that enables use of Active Server Pages for schedules, and a CDROM server.

In support of classes and faculty research, the Network Administrator

- maintains Oracle database software
- designs and builds online interactive tutorials
- works with full-time and part-time faculty to solve technology problems using the desktop sharing features of Elluminate
- maintains spam filters and virus protection for all computers and ensures that all campus security requirements are met

Currently, the Network Administrator has student assistants to help with desktop support. In Spring 2007, SLIS will be hiring a full-time technician, who will report to the Assistant Director for Distance Learning and who will handle desktop support for onsite computers in San Jose. The technician will run a virtual help desk on Elluminate and use its desktop sharing features to troubleshoot problems on remote faculty and student computers. (At present, this task is shared by the Network Administrator and the Assistant Director for Distance Learning, above). In addition, the new desktop-support technician will use Browserhawk to check that all students admitted to the program do indeed have the necessary technology at home to be part of SLIS classes. (Browserhawk allows a technician to conduct an analysis of a user's computer.)

**Dale David**, media and audio/video specialist and SLIS graduate, manages the Blackboard Learning Management System for the School, including problem solving and account creation. He also works with faculty to develop Webcasts and podcasts and arranges for Webcasting of SLIS events. To view samples of audio and video Webcasts, please go to the School's home page <http://slisweb.sjsu.edu> and click on the "Audio and Video" link in the upper-right corner of the home page. Mr. David is also responsible for the School's RSS feeds (<http://slisweb.sjsu.edu/rss/slis-news.xml>).

**Gina Lee**, full-time SLIS office manager at the Fullerton campus and SLIS graduate, handles local technology issues for the office in Fullerton and sets up the laptop computers when needed for classes. She also provides desktop support for faculty in Fullerton and supports faculty by helping them set up class syllabi on the Web each semester. She arranges onsite classrooms for all classes physically meeting in Fullerton and at other sites (apart from the San Jose campus). Ms. Lee also establishes student accounts for the databases to which SLIS has access and sets up monthly Dialog usage reports online for faculty to review. These may be viewed at <http://pylea.sjsu.edu/dfaires/dialog>.

Both Mr. David and Ms. Lee work with the Assistant Director for Distance Learning to teach the new-student technology workshop, which is required for all students. To view this course, log into Blackboard using the COA account, and click on "New Student Technology Course."

**Heather Ebey**, Web technologist, IT Consultant, and SLIS graduate, supports the SLIS Web site and develops Web tools to facilitate the work of students, faculty, and staff.

The School's technology staff has developed and maintains a series of short, focused, tutorials on the software used by the School (Blackboard, Elluminate, and Plone.) These tutorials may be viewed by using the following links:

<http://slisweb.sjsu.edu/blackboard/>

<http://slisweb.sjsu.edu/plone/>

<http://slisweb.sjsu.edu/de/tutorials/illuminate/>

<http://slisweb.sjsu.edu/blackboard/troubleshooting.htm>

<http://slisweb.sjsu.edu/resources/databases.htm>

SLIS also maintains membership in several organizations that support online education:

- Alliance for Distance Education in California (ADEC)
- Sloan-C
- Teaching, Learning, and Technology Group (TLT)
- Applied for WISE membership December 2006 (see **Appendix VI.d** WISE Member Checklist and **VI.e** WISE Member Application)

**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.**

### **Library Facilities**

As mentioned in section VI.3, above, all SLIS students are served by the Martin Luther King, Jr. Library on the SJSU campus. For an overview of services offered at the King Library, please visit the library's Web site: <http://sjlibrary.org>.

Among the King Library's many resources, the following are of particular benefit to SLIS students:

- online Library tutorials, such as this one for SLIS Students:  
<http://tutorials.sjLibrary.org/tutorial/slis/index.htm>
- meeting and conference rooms, which ALASC (the ALA student association) has utilized for meetings and speaking events
- distance-learning resources: <http://www.sjLibrary.org/services/distance/index.htm>

Recently, the School and the Library have been working closely together to upgrade Library collections. Faculty members have done collection reviews (for example, in Youth Services), and the Library has significantly upgraded budget allocations for LIS resources. In addition, the Library receives a six-figure grant each year to support special-session students.

<b>Total SJSU King Library SLIS Resources as of Fiscal Year 2004-2005</b>	
Volumes including bound periodicals	1,282,750 volumes
Juvenile works	61,429
Microforms	1,678,706
Government Publications	249,963
Print subscriptions	1031
Electronic – unique titles	48,021
Manuscripts and archives	2812 linear feet
Cartographic materials	10,370
Graphic materials	3001
Sound recordings	22,050
Film and video materials	10,227
Subscription databases (King Library general collection)	233

Financial support from the University to the University Library for SLIS Library materials and resources is beginning to recover after severe budget cuts from the State of California in 2003-2005. To help mitigate University budget problems, SLIS contributed additional funding to the King Library to support the acquisition of LIS titles. The following is a summary of University budget allocations from FY 2000/2001 through 2005/2006:

<b>King Library Budget for Library Science: All Categories</b>	
2005/2006	\$84,082
2004/2005	\$16,911
2003/2004	\$27,323
2002/2003	\$30,729
2001/2002	\$29,027
2000/2001	\$26,379

### **Additional SLIS Database Resources**

In addition to the 233 databases available through the King Library, SLIS has partnerships with ALISE and vendors that enable it to provide complimentary access to many services and databases for SLIS students and faculty. These are in addition to the 233 databases available through the King Library and include the following:

#### ***Bowker's "Books in Print" and "Ulrich's Periodical Directory"***

<http://booksinprint.com>

<http://ulrichsweb.com>

Tutorials and training sessions in streaming video format are available through the "SLIS Audio and Video" button in the upper-right corner of the SLIS Web site.

#### ***CSA Cambridge Scientific Abstracts: Library and Information Science Abstracts and RefWorks***

<http://www.csa.com>

#### ***Dialog***

<http://www.dialogclassic.com>

<http://www.dialogweb.com>

Instructors of LIBR 244, 245 and 220 may request Dialog accounts for their students. Instructors distribute passwords to students who have completed the Terms of Use Agreement.

#### ***EOS International***

A full installation of the EOS cataloging, circulation, serials, and acquisitions modules is available.

### ***Factiva***

Factiva accounts are available to SLIS students during the semester they are enrolled in a class where the instructor chooses to teach the database.

### ***Gale***

All students and faculty can access all of the Gale databases through this program co-sponsored by ALISE. More information is available at <http://slisweb.sjsu.edu/de/paperless/galedatabases.htm>.

### ***LexisNexis***

Students generally receive a LexisNexis account when they take LIBR 244. Student accounts are valid until graduation: <http://slisweb.sjsu.edu/courses/244/lexisnexis.htm>.

### ***Normative Data Project (NDP)***

The Normative Data Project (NDP) for Libraries, an initiative involving hundreds of public libraries throughout the United States and Canada, is available for access.

### ***OCLC – First Search***

<http://firstsearch.oclc.org>

The FirstSearch databases that OCLC produces (WorldCat in particular) are available without restriction, but the third-party content (H.W. Wilson, for example) is not.

### ***RLG***

<http://www.rlg.org>

### ***Web of Knowledge***

<http://access.isiproducts.com/educate>

### ***Westlaw***

WestLaw is available to students in classes where the instructor is teaching the use of Westlaw.

## **Other Online Resources**

### ***Adobe Acrobat PDF Conversion***

SLIS subscribes to this online service to enable faculty and students to easily convert documents to PDF format.

### ***Cataloging Resources***

SLIS subscribes to Cataloger's Desktop, OCLC/WebDewey, and LCSH, LCC.

### ***Turnitin.com***

San Jose State University maintains a subscription to [www.turnitin.com](http://www.turnitin.com) for any faculty who wish to use this plagiarism detection service.

## **Other SJSU Facilities**

**Appendix VI.f** offers an overview of additional SJSU resources and facilities available to SLIS students, faculty, and staff.

## **Summary**

The School's physical and virtual resources and facilities are state of the art and sufficient to the accomplishment of its mission and program objectives. For students who do not attend classes in person, learning and collaboration take place in virtual classrooms that are as smart and as highly configurable as the physical classrooms. The School has adequate technology staff and administrative staff to support its physical facilities and technology infrastructure. All students, whether they attend class in person or online, have access to high-quality library and database resources.

## **Future Directions**

The School plans to continue to infuse every part of its curriculum with technology and to increasingly use the technologies of Web 2.0, including new tools that enable tagging and mashups. The School also intends to utilize the social networking technologies of Web 2.0 in order to develop a more social online SLIS community. This will be a priority in the next year. The Associate Director and the Assistant Director for Distance Learning have begun the process of reviewing appropriate platforms. In Spring 2007 the virtual social network will be set up. This will be a place for students to provide personal information, have their own blogs, and make connections. Students will be involved with the design, particularly the LISSTEN group.

In addition, the School has already begun to explore the new potential for online learning offered by virtual worlds. The School currently "owns" an island on Second Life and is designing an experimental virtual SLIS campus. A Second Life instructional developer has been recruited to work on this project. SLIS has also partnered with the Alliance Library to move the SLIS island to the Info Archipelago on Second Life, and is part of an Alliance Library grant to the to IMLS. Starting in Summer 2007, the School will experiment with offering a few SLIS courses on Second Life.

## Conclusion

The faculty of the School of Library and Information Science at San Jose State University has undertaken a comprehensive review of its MLIS program in preparation for this report, and believes the program to be in full compliance with the ALA Standards for Accreditation.

The School's mission, goals, and objectives are clearly defined and widely disseminated, and a comprehensive strategic planning process is in place. Within this planning process, strategic directions and goals are reviewed and evaluated quarterly, and new directions and goals are set annually for the future two-year period. The School's planning and assessment process includes participation by full- and part-time faculty, staff, students, and alumni, as well as representatives of the professional community and industry.

The School's curriculum is grounded in the core competencies identified by the faculty as being of vital importance to the field. The School requires all students to take three foundational core courses at the start of their program, a course in research methodology, and a culminating course in which they demonstrate mastery of fifteen core competencies. In between, they are free to build their areas of specialization by choosing from an array of courses ranging from more traditional offerings to courses focusing closely on the most recent developments in the field. Throughout their studies, students have the opportunity to take practical and theoretical courses in a variety of formats from strongly qualified faculty; to learn and to use leading-edge technology; and to apply and extend classroom knowledge through practica and special projects.

While there is planned flexibility for innovation in the curriculum process, there are also careful checks and balances, as well as mechanisms for gathering feedback from students, alumni, and colleagues in the field. Processes are in place for the review of new course offerings, the guidance of new faculty as they develop and teach courses, and the coordination of different sections of courses. Data from student and alumni surveys are used to guide course offerings and the development of specializations, and program advisory committees help ensure that the courses and specializations offered are in line with the expectations of the profession. A combination of ongoing and regularly-scheduled systematic course and curriculum reviews further ensures that courses remain current and responsive to changes in the field.

The School recruits a diverse faculty and maintains high standards for teaching, research, and service. Faculty members are active in professional associations and consulting at the state, national, and international levels. With regard to part-time faculty, the School specifically recruits instructors who hold positions at other universities and schools, or who hold a doctorate as well as a professional position. Part-time faculty are appointed and reviewed using the same processes as full-time faculty and take part in decision-making processes with full-time faculty, alumni, and students. Overall, the School has 19 full-time faculty (with four searches underway) and 15.5 FTE part-time faculty for a total (by Fall 2007) of 38.5 FTE faculty.

The School serves students throughout the state of California and beyond, offering courses in a variety of formats and employing distance-learning technologies to some degree in all courses.

All students complete a mandatory technology course before beginning their program. Throughout their studies, students are supported by faculty advisors and are offered opportunities to participate in a variety of student associations and on School decision-making bodies. Through a unique partnership with the SJSU Career Center, students are provided with employment advice, workshops, placement counseling, and access to employment opportunities. In addition, the School makes a number of awards each year to graduating students.

Students, faculty, and staff at the School of Library and Information Science make use of state-of-the-art physical and virtual resources that support teaching, learning, and program administration. All students and faculty use a variety of learning and teaching technologies (such as Blackboard, Elluminate, and Plone) and have access to extensive library and database resources.

As the School moves forward, it will continue to explore new technologies for teaching and learning, including those offered by virtual worlds. Currently, SLIS owns an island on Second Life and is designing an experimental virtual SLIS campus.

The School will continue its efforts to recruit a diverse faculty, and to prepare its students to meet the needs of the diverse communities they will serve. At present, the School is investigating a partnership with professional associations and journals to provide students with memberships and subscriptions free or at below cost. Internship and practicum opportunities are also being upgraded and enhanced to develop “teaching library” partnerships.

In addition, the School will continue to move selectively and strategically into new areas, such as Archives and Records Administration. It will also continue to pursue interdisciplinary projects with partners in the College of Applied Sciences and Arts and in the greater University.

Finally, the School will continue to vigorously pursue endowed scholarships, building on the five new endowments established in 2006.

**Appendix I.a**  
**Shared Governance Coordinating Team**  
**and Committees (2006-2007)**  
(\* Chairs)

*Faculty service is reviewed annually. Appointments of representatives of alumni, students, and part-time faculty are made annually.*

**School Leadership Coordinating Team**

Comprises the committee chairs, the Director and Assistant Director, Manager of Administrative Services, student association president, and alumni association president.

Debbie Faires, Chair, School Environment and Resources

Bill Fisher, Chair, Faculty Development and External Relations

Charlotte Ford, Co-Chair, Curriculum and Program Development

Debbie Hansen, Co-Chair, Curriculum and Program Development

Ken Haycock, Director\*

Annie Knight, Co-coordinator, LISSTEN (Library and Information Science Students to Encourage Networking)

Brenda Lamb, Administrative Services Manager

Geoff Liu, Chair, Student Admissions and Adjudication

Linda Main, Associate Director

Penny Scott, President, Alumni Association

*Responsibilities: to coordinate the administrative and programmatic activities of the School; to manage the academic and professional reviews of the School; to develop programs and priorities for revenue enhancement.*

**Curriculum and Program Development Committee (Committee of the Whole)**

Jane Fisher, Faculty

Charlotte Ford, Faculty\*

Paige Fujisue, LISSTEN Representative

Debbie Hansen, Faculty\*

Danis Kreimeier, SLIS Alumni Representative

Mengxiong Liu, Part-time Faculty Representative

Linda Main, Faculty

*Responsibilities: To monitor and review the development, implementation, and delivery of SLIS programs; to propose new programs and recommend approval of new courses; to bring recommendations for change to the faculty.*

### **Faculty Development and External Relations Committee**

Susan Berg, Staff  
Joni Bodart, Faculty  
Jill Cody, Faculty  
Bill Fisher, Faculty\*  
Andreanne Gaerlan, LISSTEN Representative  
Ziming Liu, Faculty  
David Loertscher, Faculty  
Laurie Putnam, Part-time Faculty Representative  
Judy Weedman, Faculty  
Melody Frances, SLIS Alumni Representative

*Responsibilities: To ensure standards and appropriate procedures for retention, promotion, and tenure of faculty; to ensure the integration of part-time faculty; to review proposals for Visiting Scholars; to review procedures for appointment of new faculty; to review procedures for peer review, research funding, and sabbatical leaves; to bring recommendations for change to the faculty.*

### **School Environment and Resources Committee**

Committee Members:

Connie Costantino, Part-time Faculty Representative  
Dale David, Staff  
Heather Ebey, Staff  
Debbie Faires, Faculty\*  
Suzanne Harris, Staff  
Deb Karpuk, Faculty  
Stanley Laufer, Staff  
Lori Lindberg, Faculty  
Ben Lundholm, Student Representative  
Linda Meiss, SLIS Alumni Representative

*Responsibilities: To ensure a safe and secure physical environment; to make recommendations for a continuing education program; to enhance and ensure support for student associations; to plan the colloquia series; to recommend priorities for purchase of equipment; to recommend priorities for upgrading current facilities; to plan for new facilities; to review records management policies and procedures; to bring recommendations for change to the faculty.*

**Student Admissions and Adjudication Committee**

Lucy Bellamy, LISSTEN Representative

Anthony Bernier, Faculty

Dan Fuller, Faculty

Marcia Laughrey, Staff

Geoffrey Liu, Faculty\*

Scharlee Phillips, Staff

Gina Lee, Staff

Jim Schmidt, Faculty

Scott Walter, Part-time Faculty Representative

Jennifer Tsai, SLIS Alumni Representative

*Responsibilities: To recruit high-quality students reflective of the communities served; to select students of high caliber; to develop criteria for awards and scholarships; to recommend students for awards and scholarships; to adjudicate student appeals and disputes; to bring recommendations for change to the faculty.*



## Appendix II.a

### Diversity in the SLIS Curriculum

SLIS has a broad definition of “diversity,” which includes ethnic, religious, regional, and socioeconomic differences, as well as differences in sexual orientation, age, and ability.

The SLIS curriculum addresses issues of diversity in the following ways:

- I. Issues of diversity are addressed in the “core” courses, particularly LIBR 200 and LIBR 204.
- II. The SLIS curriculum offers a number of courses that are devoted to the examination of particular issues of diversity.
- III. Issues of diversity are integrated into other classes throughout the SLIS curriculum.

#### I. The core courses

**LIBR 200: Information and Society** includes discussion of the mission and values of information professionals (e.g., the Library Bill of Rights, the meaning of service to “all people of the community,” the ethical responsibility to provide equitable service and access) as an integral part of the course. The required text (Rubin, *Foundations of Library & Information Science*) addresses issues of services to diverse populations, and instructors also require additional readings and devote class time to discussion of diversity.

**LIBR 204: Information Organizations and Management** discusses diversity from a number of management/supervisory perspectives, including recruitment for a diverse workforce, intercultural communication, working with diverse user groups, and effective management and leadership in diverse organizational environments.

#### II. Courses that examine issues of diversity in greater depth

**LIBR 275: Library Services for Racially and Ethnically Diverse Communities** focuses on developing skills for planning, implementing, and evaluating programs for addressing the information needs of racially, ethnically, and linguistically diverse communities. The course also reviews the major national, state, and local studies.

**LIBR 220: Resources and Information Services in Professions and Discipline**, includes sections focusing on different user groups, examining methods of communication, characteristics of users, and methods of meeting their needs. Examples of such sections from recent semesters include:

- Library Services to Latinos
- Library Services to Gay, Lesbian, Bisexual, and Transgendered Patrons
- Prison Librarianship
- Library Services to Native Americans
- Library Services to Older Adults

**LIBR 281: Seminar in Contemporary Issues**

**LIBR 287: Seminar in Information Science**

Topics for these courses vary; some of these seminars are specifically developed around topics of diversity. For instance, a LIBR 287 seminar on Designing Information Products for a Global Audience was offered in Fall 2005; a LIBR 281 seminar focusing on International Librarianship was offered in Fall 2006.

### **III. Diversity across the curriculum**

Issues of diversity are integrated into many other courses throughout the SLIS curriculum. SLIS instructors were invited to share examples of the ways in which they address issues of diversity in their classes. Among the responses:

**LIBR 210: Reference and Information Services** includes readings, lectures, and discussions on serving special populations, including users of different ages, different cultures, limited English abilities, and disabilities. Some instructors have specific assignments (e.g., researching services to particular groups, creating a library orientation exercise for a particular group of users).

**LIBR 228: Advanced Information Resources and Services** requires students to develop a pathfinder to support the needs of a particular user community, and to prepare a bibliographic instruction session for the same user group.

**LIBR 240: Information Technology Tools and Applications** includes a unit on cultural issues in Web content, and a section on accessibility (the degree to which a site allows access to people with various types of disabilities).

**LIBR 246: Advanced Information Technology Tools and Applications** includes a component on using XML and XSLT for multilingual databases.

**LIBR 248: Beginning Cataloging and Classification** addresses Dewey Decimal and Library of Congress classifications, and how they are U.S.-centric in some areas and can embody the beliefs or situation of a particular group at a particular time. The course also includes discussion of how changes are made in LCSH in response to issues of diversity (e.g., the change of “Negroes” to “Afro-Americans” to “African Americans”; the change of “Aged” to “Older people”).

**LIBR 260: Resources for Children 0-6** encourages students to read a diverse selection of materials for very young children, and several of the assignments encourage or require students to address issues of diversity.

**LIBR 261: Resources for Children 6-12** includes readings, lecture, and discussion on multiculturalism and diversity in children’s books, and several of the assignments encourage students to choose a topic that addresses issues of diversity.

**LIBR 262: Resources for Young Adults** requires students to read, discuss, and write about service to people from different ethnicities and economic backgrounds. One instructor requires students to create a database of youth-produced literature (which reflects current state-wide demographics).

**LIBR 264: Seminar in Services to Children and Youth** includes readings on economic and cultural diversity and study of the demographics of youth in the state of California.

**LIBR 266: Collection Management** includes one instructor who builds this course around the central question of how to develop collections for special populations, including “new immigrants and migrants, the ethnically and linguistically diverse, the homeless, the elderly, and other ‘non-users.’ ”

**LIBR 281 [Seminar]: Information Secrecy and Freedom of Information** uses a text (Sissela Bok’s *Secrets*) with a distinctly cross-cultural and historical approach to the discussion of secrecy and related practices.

**LIBR 287 [Seminar]: Information Competence** has two different sections that have collaborated with library schools in other countries: one with a library school in Australia, another with a school in Sweden.



## **Appendix II.b**

### **Selected List of SLIS Practicum and Internship Sites**

ACTERRA Environmental Library  
Alemany Library, Dominican University of California  
Alameda County Library, Castro Valley Branch  
American Foundation for the Blind  
American River College  
Asian Art Museum, Chong-Moon Lee Center for Asian Art and Culture  
Biblioteca Latinoamericana  
Billy DeFrank LGBT Community Center  
California Coalition Against Sexual Assault  
California College of the Arts  
California Department of Housing & Community Development  
California State Library  
California State University, California Maritime Academy  
California State University, Fresno (Madden Library)  
California State University, Hayward, Library  
Canada College Library  
Center for Steinbeck Studies  
Children's Hospital Oakland, Family Resource & Information Center  
Chinese Historical Society of America  
Clerk of the Board of Supervisors, Santa Clara County  
Computer History Museum  
Contra Costa College Library  
Crocker Art Museum  
Daly City Public Library  
Fremont Main Library  
Gavilan Community College  
Golden Gate University Law Library  
Hastings College of the Law Library  
Holt Labor Library

Kaiser Permanente, San Francisco, Medical Center Library  
Librarians' Internet Index  
Life Chiropractic College West  
Lucasfilm Research Library  
Mechanics' Institute Library  
Mission College Library  
Morgan Hill Community Library  
Morgan Hill Community Library, Children's Services  
NASA Ames Research Center  
National Center for Youth Law  
National Hispanic University  
National Park Service Regional Office, Oakland  
National Service-Learning Clearinghouse  
Oakland Public Library, Children's Services  
Petaluma Center of Santa Rosa Junior College  
Petaluma Valley Hospital Medical Library, Redwood Health Library  
Point Reyes National Seashore  
Sacramento City College  
San Francisco Airport Commission, Lou Turpen Aviation Library and Museum  
San Francisco Art Institute  
San Francisco Museum of Modern Art, Koret Visitor Education Center and Research Library  
San Francisco Planning and Urban Research Association  
San Francisco Public Library  
San Jose Medical Center  
San Jose Public Library, Dr. Roberto Cruz-Alum Rock Branch, Family Learning Center  
San Jose Public Library, Dr. Roberto Cruz-Alum Rock Branch, Family Storytime  
San Jose Public Library, Dr. Roberto Cruz-Alum Rock Branch, Internet Trainer  
San Jose Public Library, Educational Park Branch  
San Jose Public Library, Santa Teresa Branch  
San Jose Public Library/SJSU Martin Luther King, Jr. Library  
San Jose Public Library, Youth Services

San Mateo Public Library, Business  
San Mateo Public Library, Latino Outreach  
San Mateo Public Library, Young Adult Programming and Outreach  
Santa Clara County Library, Bookmobile  
Seneb Consulting (Information Architecture)  
Sonoma State University  
Sunnyvale Public Library  
South Bay Regional Library of the University of San Francisco  
Stanford Music Library  
Stanford University, Green Library, Access Services  
Stanford University, Green Library, Digital Media Project  
Stanford University, Green Library, Film & Media Studies  
Stanford University News Service Library  
Sutter Resource Library  
Touro University  
Trinity Baptist Church Library  
University of California, Berkeley, Ethnic Studies Library  
University of California, Berkeley, Giannini Foundation of Agricultural Economics Library  
University of California, Berkeley, Institute of Transportation Studies Library  
University of California, San Francisco, Archives and Special Collections  
University of California, San Francisco, Fresno Medical library  
University of San Francisco  
U.S. Fish & Wildlife Service, Sacramento Field Office



## **Appendix II.c**

### **Class-format/Delivery Mode Surveys**

Each spring, the Associate Director conducts a survey of student format preferences and Internet connectivity. The survey consists of 40 multiple choice questions, which can be analyzed to determine student preferences for class format (online, hybrid, and in-person) and how these preferences may be influenced by students' available bandwidth. The survey also asks students to give format preferences for each course SLIS offers.

The most recent survey was conducted in April-May 2006. Viewing the results course by course, there was a clear preference for online courses, followed by hybrid courses. Totally onsite courses were consistently less popular.

For 26 of the 36 courses listed, 50% of students (or more) preferred online to any other format. Overall, the average preference for the class formats was 15% onsite, 33% hybrid, and 52% totally online. In fact, even when format preferences were correlated with the speed of a student's Internet connection, online was still the preferred format, with hybrid classes following closely behind.

Finally, the survey revealed some exceptions. For core courses, especially LIBR 200 and LIBR 204, the hybrid formats proved most popular. Students taking the archives courses also preferred a hybrid class (rather than totally online), while students interested in systems analysis and online searching were overwhelmingly interested in an online version. Particularly interesting were student preferences for the children's literature courses, which showed that the online version was the most in demand.

This format survey has proved invaluable for curriculum development and policy making. When the survey was first conducted in 2004, 52% of the students preferred the hybrid mode; 32% preferred totally online; and 16% preferred in-person, onsite classes. Two years later, the preferences for online and hybrid classes had reversed: now 52% of the students preferred totally online courses; 33% preferred the hybrid format; while the students desiring onsite classes remained consistent at 15%. Tracking students' format preferences, even as they evolve, has guided the School in building its class schedules and encouraging faculty to develop courses in particular formats.

The clear trend is toward more online and hybrid courses, with fully-online courses becoming increasingly popular as students' Internet connectivity improves. To make sure that all students have and maintain optimal access as more and more classes move online in response to student demand, SLIS now requires that all students have access to high-speed Internet connection upon admission.



## **Appendix II.d**

### **Core-course and Course-cluster Coordinator Policy**

#### **Core-course Coordinators are appointed by the Director. The Core-course Coordinator**

- establishes standards and expectations for a required course which forms the foundation for the curriculum
- ensures consistency in standards and expectations for required courses
- determines common student learning outcomes for the required course
- determines common textbook(s) and supplementary readings for the required course, if recommended
- determines common core assignment(s) for the required course to support the intended learning outcomes
- coordinates key elements with other course coordinators to ensure achievement by all students, (e.g., graduate-level writing of a research paper; conducting a literature review; working in teams; effective presentations; critically assessing published research; searching, querying and evaluating information retrieval systems; developing an e-portfolio)
- ensures that required courses are reviewed on a regular cycle in consultation with the affected full- and part-time faculty and are reviewed with the entire faculty according to the curriculum review cycle
- communicates faculty decisions to all faculty teaching the course
- reviews course delivery and ensures compliance

#### **Course-cluster Coordinators are appointed by the Director. The Course-cluster Coordinator**

- reviews courses offered in common areas and program tracks for consistency, congruence and completeness, (e.g., academic librarianship, reference and information services, management, youth services)
- recommends new and revised courses to complete program offerings
- ensures consistency in standards and expectations for courses offered by several instructors
- determines common student learning outcomes for courses offered by several instructors
- determines common textbook(s) and supplementary readings for the required course, if recommended
- determines common core assignment(s) for courses offered by several instructors to support the intended learning outcomes
- ensures that course clusters are reviewed on a regular cycle in consultation with the affected full- and part-time faculty and are reviewed with the entire faculty according to the curriculum review cycle
- communicates faculty decisions to all faculty teaching the course;
- reviews course delivery and ensures compliance



## **Appendix II.e**

### **Course and Cluster Coordinators**

#### **(2006-2007)**

#### **Core-course Coordinators**

LIBR 200: Information and Society (Ziming Liu)

LIBR 202: Information Retrieval (Judy Weedman)

LIBR 204: Management of Information Organizations and Agencies (Ken Haycock)

LIBR 285: Research Methods (Geoff Liu)

LIBR 298: Advanced Topics in Library and Information Science (Jane Fisher)

LIBR 299: Thesis (Geoff Liu)

#### **Course-cluster Coordinators**

Reference and Information Services (Charlotte Ford)

LIBR 210

LIBR 220

LIBR 228

LIBR 244

Archives and Records Management (Debbie Hansen)

LIBR 221

LIBR 256

LIBR 257

LIBR 259

LIBR 284

LIBR 298

Academic Libraries/Intellectual Freedom/Contemporary Issues (Jim Schmidt)

LIBR 230

LIBR 234

LIBR 281

Special Libraries (Bill Fisher)

LIBR 231

Management/Public Libraries (Ken Haycock)

LIBR 232

LIBR 282

LIBR 283

LIBR 286

Young Adult Services (Anthony Bernier)

LIBR 262

Youth Services (Joni Bodart)

LIBR 260

LIBR 261

LIBR 264

School Library Media Centers/Automated Systems (Dan Fuller)

LIBR 233

LIBR 241

Information Technology/History of Books (Linda Main)

LIBR 240

LIBR 246

LIBR 280

LIBR 287

Information Systems/Research Methods (Geoff Liu)

LIBR 242

LIBR 243

LIBR 252

LIBR 285

LIBR 293

LIBR 299

Information Retrieval/Vocabulary Design (Judy Weedman)

LIBR 247

Information Organization (Deb Karpuk)

LIBR 248

LIBR 249

Professional Experience (Jane Fisher)

LIBR 289

LIBR 292

LIBR 294

LIBR 295

Collection Management/Instructional Design (David Loertscher)

LIBR 250

LIBR 266

Digital Libraries/Multicultural Services (Ziming Liu)

LIBR 251

LIBR 275



## Appendix II.f

### Core Competencies in SLIS Courses

Core Competency	SLIS Course Number
A. Articulate the ethics, values, and foundational principles of library and information professionals and their role in the promotion of intellectual freedom	200, 232, 233, 234, 256, 264, 266
B. Compare the environments and organizational settings in which library and information professionals practice	200, 221, 230, 231, 256, 257, 266, 294, 295
C. Recognize the social, cultural, and economic dimensions of information use	200, 221, 230, 231, 232, 233, 234, 256, 257, 275
D. Apply the fundamental principles of planning, management, and marketing/advocacy	202, 204, 241, 243, 247, 257, 259, 264, 280, 282, 283
E. Design, query, and evaluate information retrieval systems	202, 240, 242, 244, 245, 246, 251
F. Use the basic concepts and principles related to the creation, evaluation, selection, acquisition, preservation, and organization of specific items or collections of information	247, 256, 257, 259, 260, 261, 266, 275, 280
G. Understand the system of standards and methods used to control and create information structures and apply basic principles involved in the organization and representation of knowledge	202, 240, 246, 247, 248, 249, 256, 257
H. Demonstrate proficiency in the use of current information and communication technologies, and other related technologies, as they affect the resources and uses of libraries and other types of information providing entities	240, 244, 245, 246, 251, 252a, 252b, 293
I. Use service concepts, principles and techniques that facilitate information access, relevance, and accuracy for individuals or groups of users	210, 228, 230, 231, 232, 233, 260, 261, 264, 275, 283
J. Describe the fundamental concepts of information-seeking behaviors	202, 264, 275
K. Design training programs based on appropriate learning principles and theories	204, 228, 250, 264
L. Understand the nature of research, research methods and research findings; retrieve, evaluate, and synthesize scholarly and professional literature for informed decision-making by specific client groups	200, 282, 285, 298, 299
M. Demonstrate oral and written communication skills necessary for group work, collaborations, and professional level presentations	204, 228, 250, 260, 261, 282, 283, 286
N. Evaluate programs and services based on specified criteria	204, 228, 233, 241, 259, 260, 261, 264, 266, 275, 283, 286
O. Contribute to the cultural, economic, educational, and social well-being of our communities [This competency constitutes the overarching purpose of the School and the profession, and thus informs all SLIS courses, from foundations to management to specific areas of expertise and different environments.]	



## Appendix II.g

### SLIS Program Advisory Committees

#### **Archives and Records Administration**

*Program advisory committee for program track and for proposed new graduate degree*

*Faculty Leads: Debbie Hansen, Lori Lindberg*

##### **Jane Glicksman**

Digital Archivist  
Margaret Herrick Library  
Fairbanks Center for Motion Picture Study  
Beverly Hills, California

##### **Richard Pearce-Moses**

Director of Government Information  
Arizona State Library  
Phoenix, Arizona

##### **Richard Marciano**

Specialist  
San Diego Supercomputer Center  
University of California, San Diego  
La Jolla, California

##### **Claude Zachary**

University Archivist  
University of Southern California  
Los Angeles, California

##### **Larry Medina**

Records Management Specialist  
Lawrence Livermore National  
Laboratories  
Livermore, California

#### **Executive MLIS**

*Faculty Lead: Ken Haycock*

##### **Greg Buss**

Chief Librarian  
Richmond Public Library  
Richmond, British Columbia

##### **Molly Raphael**

Director of Libraries  
Multnomah County Library  
Portland, Oregon

##### **Ernie Ingles**

Vice-Provost for Learning Services  
University of Alberta  
Edmonton, Alberta

##### **Libby Trudell**

Senior Vice President  
Information Professional Development  
Thomson Dialog  
Sunnyvale, California

## **Management and Leadership**

*Faculty Lead: Ken Haycock*

### **Anne-Marie Gold**

Director  
Sacramento Public Library  
Sacramento, California

### **Luis Herrera**

City Librarian  
San Francisco Public Library  
San Francisco, California

### **Mary Manning**

Library Director  
The National Hispanic University  
San Jose, California

### **Peter Meyer**

Regional Library Coordinator  
Physician Education and Development  
Kaiser Permanente  
Oakland, California

## **Organization of Knowledge**

*Faculty Lead: Deb Karpuk*

### **Charles Fosselman**

Operations Manager  
East Asia Library  
Stanford University Libraries  
Palo Alto, California

### **Edward O'Neill**

Consulting Research Scientist  
OCLC, Inc.  
Dublin, Ohio

### **Katherine Kott**

Director, Aquifer DLF  
Digital Library Federation  
Stanford University Libraries and  
Academic Resources  
Palo Alto, California

## **Teacher-Librarianship**

*Program advisory committee for program track and state credential*

*Faculty Leads: Dan Fuller, David Loertscher*

### **Darlene Bates**

Program Manager, Instructional Media Services  
San Diego Unified School District  
San Diego, California

### **Esther Sinofsky**

Director, Instructional Media Services  
Los Angeles Unified School District  
Los Angeles, California

### **Susan Martimo**

Administrator  
Curriculum Frameworks Unit  
California Department of Education  
Sacramento, California

### **Connie Williams**

Librarian/Project Director  
Kenilworth Junior High School  
Petaluma, California

### **Crystal Miranda**

Library Media Teacher/Library Coach  
Newcomb Academy  
Long Beach, California

## **Technology**

*Faculty Leads: Debbie Faires, Linda Main*

### **Dinah Sanders**

Product Manager (WebPAC, Encore)  
Innovative Interfaces, Inc.  
Emeryville, California

### **Joan Starr**

Manager, Project Planning &  
Resource Allocation  
California Digital Library  
Oakland, California

### **Francine Snyder**

Manager of Library and Archives  
Guggenheim Museum Offices  
New York, New York

### **Ellee Wilson**

Product Manager  
McClatchy Interactive  
San Jose, California

## **Youth Services**

*Faculty Leads: Anthony Bernier; Joni Bodart*

### **Toni Bernardi**

Office of Children and Youth Services  
San Francisco Public Library  
San Francisco, California

### **Nick Buron**

Coordinator, Young Adult Services  
Queens Library  
Jamaica, New York

### **Linda Perkins**

Coordinator of Children's Services  
Central Library, Berkeley  
Berkeley, California

### **Alison Steinberg**

Library Media Teacher  
Mar Vista Middle School  
San Diego, California

### **Kelley Worman**

Young Adult Services Coordinator  
Fresno County Public Library  
Fresno, California

## **Appendix II.h**

### **Experimental Courses and Seminars**

#### **2003-2007**

#### **LIBR 220**

Business Resources  
Ethnic Collections  
Gay, Lesbian, Bisexual, Transgendered Resources and Services  
Health Sciences Librarianship  
Judaica Librarianship  
Law  
Library Services for Hispanic Patrons  
Library Services for Older Adults  
Map Librarianship  
Medical Librarianship  
Native American Resources  
Patents  
Performing Arts  
Prison Librarianship  
Representations of Youth in Local Media  
Science and Technology  
Service Learning and Volunteering for Young Adults

#### **LIBR 281, 282, 284, 287**

Adult Literacy  
Alternative Careers for Librarians and Information Professionals  
Booktalking  
Classification Systems  
Competitive Intelligence  
Designing Information Products for a Global Audience  
Digital Assets Management  
Digital Copyright

Digitization  
Electronic Records  
Encoded Archival Description (EAD)  
Finance and Human Performance  
Funding and Grant Proposal Development  
Genealogy in Libraries  
History of the Information Industry  
Information Architecture  
Information Competence  
Information Literacy  
Information Organization  
Information Policy and Cultural Perspectives  
Information Secrecy and Freedom of Information  
Knowledge Management  
Library Buildings  
Library Cooperation  
Library Instruction for Information Literacy  
Library Web Site Analysis  
Managing Vendor Relations  
Manuscripts and Incunabula  
Metadata  
National Information Policy  
Oral History  
Organization Development for Change  
Public Library Issues  
Publishing for the Profession  
School Libraries—Preparing for National Board Certification  
Social Studies of Science & Technology  
Storytelling  
Unity of Knowledge  
Visual Literacy

## **Appendix II.i**

### **Review of Core Courses (Fall 2006 – Spring 2007)**

SLIS core courses (LIBR 200, LIBR 202, LIBR 204) are required classes that all students take within their first 15 units. These courses cover broad themes in both the profession and the discipline and are prerequisite for most of the advanced classes.

The regular evaluation of the core courses occurs on two levels: the course level and the program level. Similar to the course-cluster method of coordinating classes, each core course is overseen by a faculty coordinator. The core-course coordinator facilitates ongoing communication and discussion among faculty teaching that course, using email and a separate Blackboard site to disseminate information and share course materials.

The faculty teaching the core courses also meet biennially at SJSU to review the course content and requirements and to reassess its learning goals. This in-person meeting serves two purposes. First, the faculty review the course's required topics, texts, and assignments to ensure effectiveness and currency, and agree on changes that will be made. Second, the meeting socializes new and part-time faculty into that class's working group, allowing them to clarify expectations, get guidance on various approaches, and contribute to the course content. At the last core-faculty workshop, held in May 2005, faculty established formal learning goals and measurement tools for each course.

Core-course evaluation, coordination, and development among core coordinators and faculty is an ongoing activity and not dependent on the review cycle. For example, during spring semester 2006, the LIBR 200 course coordinator collected data to determine how well the course's articulated learning goals were met. The coordinator analyzed the syllabi and grades for all LIBR 200 sections to see if full- and part-time faculty were compliant. Although all classes did meet course goals in terms of content and assignments, two faculty were asked to make more explicit statements as to course learning objectives on their class syllabi. As of fall semester 2006, LIBR 200 assessment continues. The course coordinator has distributed a survey to faculty asking them to comment on student success rates in achieving the course's learning outcomes. This data will be used to evaluate the effectiveness of various assignments in achieving course goals. Other core-course coordinators are pursuing similar strategies of involvement and assessment.

At the program level, the core-course concept was reviewed in February 2006. This review was not conducted on the regular three-year cycle, but done as part of an overall curriculum review (as described below). LIBR 202 was given the most scrutiny, to determine whether its broad coverage of information organization and information retrieval was still the most effective means to introduce students to these key areas of the discipline. At the same time, faculty considered expanding the required courses by dividing LIBR 202 into its component parts. After thorough review, the faculty voted to keep the current structure of LIBR 202, feeling that this integrated approach to the study of information organization and information retrieval was an effective way to show their interconnectedness and the influence of one on the other. For LIBR 202, faculty discussed the competencies and agreed on which competencies the 202 course should be

responsible for addressing. They also created an online resource for students, which reinforces and extends topics covered in the class. All LIBR 202 faculty contribute to revising and updating shared handouts. The 202 faculty are in the process of revising the supplemental readings list.

The February 2006 curriculum review did make one significant change to the core: the addition of research methods (LIBR 285) as a required course. The faculty agreed that research methods were a defining component of any graduate program. They also felt that understanding research—the conceptualization and design of a project, data collection, and evaluation of findings—was a core competency within the information professions and that all students should possess these skills. As a result, LIBR 285 will become a required course in Spring 2007. It is also being redesigned to better reflect the variety of basic and evaluative research conducted within the discipline and profession. This redesign will continue as part of the core-course review cycle during the 2006-2007 academic year.

The regularly scheduled core-course review is taking place this academic year. Core courses are being reviewed by their coordinators, who will submit a formal report to the Curriculum and Program Development Committee chair(s) by the end of the Fall semester. The report findings will be discussed, and recommendations voted on, at a two-day faculty meeting scheduled for December 2006.

## Appendix II.j

### Overall Curriculum Review and Actions

#### Spring 2002 – Fall 2006

*Note: This reflects the overall curriculum review conducted for 2002-2006.*

*The next overall review is slated for 2008-2009.*

Semester	Core	Specializations	CE	Mode of Delivery
Spring 2002	LIBR 202 work group established	LIBR 242 modified: Oracle adopted as database taught; LIBR 240 made prerequisite for LIBR 242; xSQL incorporated as Web-front component	LIBR 285 Research methods course required for culminating project	Presenter used for narrated online lectures
Fall 2002	LIBR 202 Web site created	Cataloging sequence (LIBR 248/249) reviewed and revised		LIBR 204 delivered online
Spring 2003	LIBR 200 & LIBR 204 work groups created  Two-day meeting of 200 and 204 work groups in April to discuss course goals and teaching styles  One-day meeting in July of LIBR 200 work group to review course content, assignments, and texts. Preliminary discussion of joint LIBR 200 Web site	Archival studies track revised in light of new SAA educational guidelines; Archives and Records Management Track renamed "Archival Studies"  Two-day meeting in April of full- and part-time faculty teaching in reference, preservation, and management tracks to review and coordinate course content  Experimental Courses: LIBR 281 in Metadata		
Fall 2003		Archival studies track implements new dedicated practicum Web site.  Second archives faculty hired  Descriptions of LIBR 298 and 299 revised to better reflect expectations and requirements  Experimental Courses:  LIBR 220 in Judaica Librarianship  LIBR 220 in GLBT Resources & Services  LIBR 247 Creating Digital Media Presentations	APA required for all CE papers and theses  Thesis and project options merged so that they have the same academic and administrative requirements	Cohorts introduced for core

Semester	Core	Specializations	CE	Mode of Delivery
Spring 2004		<p>Task forces formed to review program tracks and develop new ones. At May curriculum committee meeting, tracks revised to reflect changes in the profession. Tracks will focus on core functions rather than type of library. New track designations: Information Services and Collections; Information Organization; Information Management and Policy; Children's Services and Collections; Information Systems and Design. Tracks in Digital Libraries and Biotech Informatics were explored and rejected.</p> <p>Two-day meeting in April of faculty teaching reference and children's services courses</p> <p>Experimental Courses: LIBR 281 Funding &amp; Grant Proposal Development LIBR 287 Social Studies of Science &amp; Technology</p>		<p>Survey of students regarding online classes conducted</p> <p>Survey of students regarding preferred class formats conducted</p>
Fall 2004		<p>Descriptions of new SLIS specializations written and approved: Information Systems and Design; Library Management &amp; Policy; Information Organization &amp; Description.</p> <p>Executive MLIS approved</p> <p>CC approves students taking seminars (LIBR 246 &amp; 284) for a maximum of 12 units</p> <p>Archives course rotation revised</p> <p>Experimental Courses: LIBR 220 African American Resources LIBR 281 Publishing for the Profession LIBR 287 Designing Information Products for a Global Audience</p>	<p>Alternatives to current CE discussed and tabled; CE subcommittee (Loertscher, Schmidt, Karpuk) formed to draft new CE proposal</p>	

Semester	Core	Specializations	CE	Mode of Delivery
Spring 2005	<p>LIBR 200 approved to meet University writing requirement; all LIBR 200 courses must have a research paper assignment worth 30% of the grade</p> <p>Two-day meeting of full- and part-time faculty teaching the core classes.</p> <p>Learning outcomes for core classes established and submitted to graduate advisor; approved learning outcomes for LIBR 200 submitted to CASA</p>	<p>New or Amended Permanent Courses:</p> <p>JSP added to LIBR 246 Technology Track</p> <p>Experimental Courses:</p> <p>LIBR 281 Library Buildings;</p> <p>LIBR 284 Oral History</p>	LIBR 280 offered in live and videostreamed formats	
Summer 2005		<p>Executive MLIS begins its first cohort</p> <p>Experimental Courses:</p> <p>LIBR 281 Storytelling</p> <p>LIBR 287 Alternative Careers for Librarians and Information Professionals</p>		
Fall 2005	<p>Learning outcomes for LIBR 200 monitored and reported on to CASA; recommendations made based on outcomes</p>	<p>New faculty in reference and young-adult services hired</p> <p>Concept of a new Master's of Archives and Records Administration (MARA) approved by faculty</p> <p>Experimental Courses:</p> <p>LIBR 287 Illuminated Manuscripts and Incunabula</p>	CE Committee reconstituted with commission to develop proposal for new CE plan	

Semester	Core	Specializations	CE	Mode of Delivery
Spring 2006	<p>SLIS core competencies approved</p> <p>Course coordinators appointed for LIBR 200, 202,204</p> <p>More data collected to assess LIBR 200 learning outcomes</p> <p>LIBR 285 Research Methods approved as required course</p>	<p>Specialization in Reference and Instruction Approved</p> <p>New form and process for faculty approval of experimental courses submitted and approved</p> <p>MARA proposal submitted to CASA and provost. Approved to submit full proposal, including curriculum</p> <p>Developed model for LMT cohort group</p> <p>LMT credential program revised and approved to take effect Spring 2007</p> <p>New Permanent Courses approved by faculty:</p> <p>LIBR 292 Professional Experience</p> <p>LIBR 296 Internship</p> <p>LIBR 297 Collaborative Research</p> <p>LIBR 292 (Professional Experience) approved by CASA</p> <p>Experimental Courses:</p> <p>LIBR 246 JSP</p> <p>LIBR 281 Library Cooperation</p> <p>LIBR 281 Information Secrecy</p> <p>LIBR 282 Finance and Human Performance</p> <p>LIBR 282 Organization Development for Change</p> <p>LIBR 287 in Information Competence</p>		
Summer 2006		<p>Experimental Courses:</p> <p>LIBR 284 Genealogy in Libraries</p>		

Semester	Core	Specializations	CE	Mode of Delivery
Fall 2006	<p>First LIBR 200 course offered online. All core now available online</p> <p>Core competencies for core established</p> <p>Core Course Coordinators appointed</p> <p>Core Course Review, Nov. 30-Dec. 1</p>	<p>New faculty in youth services and materials hired</p> <p>Experimental Courses:</p> <p>LIBR 220 Services to Latinos</p> <p>LIBR 220 Library Services for Older Adult</p> <p>LIBR 246 Making Information Available</p> <p>LIBR 246 Text/Data/Web Mining</p> <p>LIBR 281 Digital Copyright</p> <p>281 Seminar in Classification Systems</p> <p>Course coordinators appointed and responsibilities approved</p> <p>Core competencies established</p>	Electronic portfolio now required as CE	MLIS now available entirely online



## **Appendix III.a**

### **Faculty Highlights**

#### **Anthony Bernier**

- Developed the original service and space plan for the Los Angeles Public Library's acclaimed TeenSpace department, the first public library space designed exclusively for young adults, sparking a national movement to consider young adults in library space planning
- Chaired YALSA's New Directions Task Force (facilitating an association-wide paradigm and discourse shift from "at risk" assumptions about youth to viewing young adults as positive "community assets")
- Awarded Urban Library Council's "Outstanding Leader in Library Youth Development"

#### **Joni Bodart**

- Conducts lectures and workshops on young adult literature and services in schools and libraries in the United States and Canada, and gives booktalking presentations to middle and high school students in school libraries and classrooms. Her Web site ([thebooktalker.com](http://thebooktalker.com)) gets hundreds of visitors each month from all over the world
- Writes approximately 60 booktalks per year for Scholastic Books for Young Readers
- Researches, writes, and presents on controversial literature for youth

#### **Jill Cody**

- Organized and facilitated focus groups for San Jose's Dr. Martin Luther King Library during its construction
- Coordinated and facilitated meetings in Egypt and Prague for Unesco on Information Literacy and Lifelong Learning
- Licensed facilitator with the Franklin Covey Company

#### **Connie Costantino**

- Teaches management, instructional strategies, and international librarianship
- Chair of California Library Association's Library Education, Recruitment, and Mentoring Committee
- Experience in school librarianship, academic librarianship/administration, public librarianship, and LIS education

### **Debbie Faires**

- Teaches Web site design
- Creator of Blackboard presentations for visiting Thai scholars from Chulalongkorn University's English as an International Language department.
- Presenter of demonstrations on emerging technologies (i.e. Skype, blogs, and wikis) for the SJSU Learning Innovations group

### **Jane Fisher**

- Continuing education manager at UC Berkeley Extension
- Director of an NSF-funded science curriculum development project at the SETI Institute, Mountain View, California
- Literacy programs manager for an educational curriculum development and production company

### **Bill Fisher**

- Special Libraries Association, President 2003
- Consultant, American Council of Education, Military Installation Voluntary Education Review (MIVER) program
- Presentation on the use of competency statements by LIS programs at the Association of Library and Information Science Educators conference in 2005

### **Charlotte Ford**

- Reference services expertise
- Liaison activities with the King Library
- Interest in and experience with Spanish language and Latin American culture

### **Dan Fuller**

- Annual School Library Automation Surveys
- Investigations of statewide digital libraries
- Use and integration of technology into LIS education

### **Debbie Hansen**

- One of the leading experts in California Library History (currently the chair of the CLA Library History Round Table)
- Designed the archival studies specialization for SLIS
- Teaches the only class in a library science program on curating oral history

### **Ken Haycock**

- Immediate past president of ALISE, past president of the Canadian Library Association, former executive board member of ALA
- Former Director of the University of British Columbia School of Library, Archival and Information Studies
- Consultant in effective governance and executive searches for senior library managers
- Internationally recognized educator, researcher, writer, and speaker

### **Deb Karpuk**

- Teaches cataloging and classification as decision science
- Experienced in Web-based teaching and synchronous online lecture and discussion sessions
- Includes online simulation exercises that promote collaborative problem-solving in all courses

### **Lori Lindberg**

- Researcher with InterPARES2
- Immediate past chair of the Archival Educators' Roundtable of the Society of American Archivists
- Lead architect of the new Master's degree in Archives and Records Administration

### **Ziming Liu**

- Published numerous papers in top-tier scholarly journals such as *Annual Review of Information Science and Technology*, *Communications of the ACM*, *Information Processing and Management*, *Journal of the American Society for Information Science & Technology*, and *Journal of Documentation*
- Recent papers published in *Information Processing & Management* are among the top 25 hottest articles within that journal.
- Several student papers derived from his classes were published in refereed journals.

### **Geoffrey Liu**

- Key member of The Evergreen Education Foundation, which won the Bill & Melinda Gates Foundation's "Access to Learning" Award for its outstanding work in bringing information resources to rural China
- Technical advisor for the Yunnan Provincial Library, Kunming, China
- Reviewer for IEEE Transactions on Knowledge and Data Engineering

**David Loertscher**

- Presented in 45 of the 50 states, in Europe, Australia, and in Asia
- Past President of the American Association of School Librarians
- Co-editor of *Teacher Librarian*

**Linda Main**

- Worked with students and representatives of the African Libraries Project to develop statistical measurements and surveys for the libraries that are part of the project
- Member of various consultancy teams in Europe working on digitization and virtual community projects
- Developing a prototype virtual library school in Second Life

**Jim Schmidt**

- Past Editor of *College and Research Libraries*
- Past Chair of the ALA Intellectual Freedom Committee and spokesperson for ALA on the FBI's Library Awareness Program.
- Chair of the ALA Committee on Accreditation 1992-93; architect of revisions in the accreditation process

**Judy Weedman**

- REFORMA Orange County Chapter META (Mentoring, Educating, Training, Advising) Committee
- Reviewer for *Journal of the American Society for Information Science* and *Journal of Computer-Mediated Communication*
- Thesaurus design and indexing consultant for Survivors of the Shoah Visual History Foundation (Los Angeles, CA)

**Appendix III.b**  
**SLIS Part-Time Faculty Currently or Previously on Faculty**  
**of ALA-accredited Programs**

Sue Alman—University of Pittsburgh

Christopher Brown-Syed—SUNY Buffalo

Evelyn Daniel—University of North Carolina at Chapel Hill

Adele Fasick—University of Toronto

Arglenda Friday—Texas Woman's University

Carrie Gardner—Catholic University of America

John Gathegi—Florida State University

Ravonne Green—Valdosta State University

Sylvia Hall-Ellis—University of Denver

Nancy Jaehde—Emporia State and San Jose State University

Christie Koontz—Florida State University

Janice Krueger—Clarion University

James Maccaferri—Clarion University

Brooke Sheldon—University of Arizona and Texas Woman's University

Debra Slone—University of South Florida

Ben Speller—North Carolina Central University

Arlene Taylor—University of Pittsburgh

Judy Tessier—San Jose State University

Robert Wagers—San Jose State University

Blanche Woolls—University of Pittsburgh and San Jose State University



## **Appendix III.c**

### **SLIS Part-time Faculty Eligible for Tenure-track Appointments**

**Dr. Kevin Bontenbal**

Instructional Technology Librarian, Cuesta College in San Luis Obispo, California

**Dr. Gabrielle Carey**

Director, Western Area Office, History Associates Incorporated

**Dr. Daniel Duran**

Associate Professor, Whittier College and Principal, Energized Solutions, Whittier, CA

**Dr. Robert Ellett**

Catalog Librarian, Joint Forces Staff College, Norfolk, Virginia

**Dr. Meredith Evans**

Curator of Printed Materials, Robert W. Woodruff Library (Atlanta University Center)

**Dr. Pat Franks**

Records Analyst, Access Systems

**Dr. Todd Gilman**

Librarian for Literature in English, Yale University and Instructor, Wayne State LIS program

**Dr. Penny Grant**

Executive Director, Vancouver Island Regional Library

**Dr. Ann Hotta**

Head of Reference, Graduate Theological Union Library in Berkeley

**Dr. Renee Jefferson**

Associate Professor, School of Education, The Citadel

**Dr. Sara Layne**

Principal Cataloger, UCLA Library Cataloging & Metadata Center

**Dr. Mengxiong Liu**

Engineering Librarian, King Library, San Jose State University

**Dr. Susan Maret**

Working on a postdoctoral research project (environmental information and human rights)  
HURIDOCS, Geneva, Switzerland

**Dr. Gillian Oliver**

Senior Advisor, Digital Preservation at Archives New Zealand

**Dr. Edward Pai**

College Researcher and Supervisor of the Office of Institutional Effectiveness,  
West Los Angeles College

**Dr. Edna Reid**

Senior research scientist and project manager in the Artificial Intelligence Laboratory,  
University of Arizona, Tucson

**Dr. Kathryn Sullivan**

Distance Learning Librarian, Winona State University

**Dr. Susan Tschabrun**

Associate Librarian in the areas of Instruction and Information Services and Systems  
at the Pollak Library, California State University, Fullerton

**Dr. Joanne Twining**

Independent consultant

**Dr. Scott Walter**

Associate University Librarian for Services and Professor of Library Administration,  
University of Illinois at Urbana-Champaign

**Dr. James Walther**

Director of Research, Greenberg Traurig

**Dr. Jo Bell Whitlatch**

Retired Associate Library Dean, King Library, San Jose State University

## Appendix III.d

### SJSU FIVE-YEAR PLAN FOR FACULTY RECRUITMENT

School/Department \_\_\_\_\_

College \_\_\_\_\_

Inclusive Years \_\_\_\_\_

This form is designed to facilitate the program planning process and the request for authorization to conduct searches for tenure-track faculty. Initially you must complete the entire form. Subsequent requests to conduct searches (up to five years after initially completing this form) require that you update only the position announcement and sections III.2.a, III.2.b, III.3 and IV. Please continue, however, to submit a complete five-year plan with each request.

#### **Curricular Responsibilities/Faculty Competencies**

The objective of this section is to develop a profile of faculty competencies required to meet current curricular responsibilities. You should assume that the number of equivalent full-time faculty will remain approximately the same over the next five years. Please reference or attach any documents explaining anticipated changes in curricular responsibilities, and describe responsibilities at the level of specificity required to identify faculty competencies (i.e., by major, concentration, or course level).

1. Identify current curricular responsibilities and the number of full-time equivalent faculty required for each.
2. Identify regular faculty currently performing these responsibilities, noting by year any retirements anticipated in the next five years.

<b>Curricular Responsibilities</b>	<b>Equivalent Full-Time Faculty</b>	<b>Names of Faculty</b>	<b>Retirement Date</b>



## **Appendix III.e**

### **SLIS Advertisement for Part-time Faculty**

The School of Library and Information Science at San Jose State University is seeking applications for positions as part-time faculty members. Our classes are taught in different formats: onsite “traditional” weekly courses; distance-education courses with a single face-to-face meeting with the remainder online; and totally online. Please look at our Web site: <http://slisweb.sjsu.edu> for course offerings and our class schedules. If you are interested in this position, please send a resume, and indicate which courses you would be available to teach and your preferred format. PhD is preferred but not required. San Jose State University, School of Library and Information Science, One Washington Square, San Jose, CA 95192-0029, Attn: Linda Main ([lmain@slis.sjsu.edu](mailto:lmain@slis.sjsu.edu)). Electronic letters and resumes are welcome.

SJSU is an Equal Opportunity/Affirmative Action Employer committed to nondiscrimination on the bases of race, color, religion, national origin, sex, sexual orientation, gender status, marital status, pregnancy, age, disability, or covered veteran status consistent with applicable federal and state laws. This policy applies to all SJSU students, faculty, and staff as well as University programs and activities. Questions regarding this policy should be directed to the Office for Equity and Diversity, One Washington Square, BB Building, San Jose, CA 95192-0003, (408) 924-1115. Reasonable accommodations are made for applicants with disabilities who self-disclose.

The latest San Jose State University Safety 101 Uniform Campus Crime and Security Report is available. You may request a copy of San Jose State University’s annual safety report by contacting the University Police Department at (408) 924-2222 or by visiting the Web site at [www.sjsu.edu/safetyreport](http://www.sjsu.edu/safetyreport).



## **Appendix III.f**

### **San Jose State University**

### **School of Library & Information Science**

## **Guidelines for Retention, Tenure, and Promotion**

The School is guided in its RTP considerations by S98-8, Appointment, Retention, Tenure and Promotion Criteria, Standards and Procedures for Regular Faculty Employees. This document describes the application of those standards within the School.

Retention, tenure, and promotion decisions are based on an overall evaluation of the faculty member's effectiveness in academic assignment and in scholarly and professional achievement. A faculty member must demonstrate excellence in both areas over time, though not necessarily in equal proportion. The goal is a well-rounded faculty member who contributes both to the teaching mission of the School at a high level and to the discipline and profession through a significant research agenda.

### **I. Effectiveness in Academic Assignment**

There are two performance areas in the academic assignment: teaching effectiveness and service to students and the University. Teaching is paramount, but faculty are expected to be productive and effective in service to students and the University.

#### **A. Effectiveness in Teaching**

**Effectiveness in teaching is the primary but not the only consideration in evaluating overall performance. The normal semester teaching load in the SLIS is three classes, plus supervision of student projects and theses. Teaching effectiveness is measured by SOTE scores, peer evaluations, and other evidence of commitment to teaching excellence, as detailed below.**

##### 1) SOTEs

Tenured and tenure-track faculty are expected to have at least one SOTE evaluation each semester in the range of courses taught. Qualitative evaluations can be included in addition to statistical data, provided they are on standardized forms. If qualitative evaluations are added, all evaluations done in that class must be given. SOTE scores are expected to be comparable to University-wide norms. In no case will statistical data be the sole basis for evaluating teaching effectiveness. Various factors commonly influence student scoring, particularly mode of instruction (Web-based, interactive video, etc.), format (weekly, intensive, mixed mode, etc.), and class size. When scores for certain classes or different semesters are weak or fluctuate, the candidate is encouraged to provide a written analysis of the class context and, if appropriate, a plan for improvement. Dossiers in subsequent years should show evidence of attention to the problem and consequent improvement.

## 2) Peer Reviews

Non-tenured faculty and tenured faculty seeking promotion are expected to have at least one peer review each semester covering the range of courses taught. Additional evaluations may be requested by the faculty member or, based upon evidence that a performance problem exists, by the SLIS Director or the Personnel Committee chair.

Peer reviews include evaluations of teaching strategies, course materials, course content, and mode of delivery. They are intended to assist a candidate's pedagogical development, and critical comments should not be automatically construed as a negative review. Nevertheless, a candidate should include evidence that peer-review suggestions for improvement are being addressed and that strategies to improve teaching effectiveness have been successfully implemented.

## 3) Other Evidence of Teaching Effectiveness

Although student and peer evaluations provide the primary evidence of teaching effectiveness, additional factors will be considered. Depending upon the candidate's academic assignment, particular strengths, and area of expertise, teaching effectiveness might also encompass one or more of the following:

- initiation of new specializations or courses
- revision of existing courses to reflect changes in professional theory and practice
- involvement in developing SLIS core courses
- use of new and innovative pedagogical techniques or instructional technology
- significant contributions to SLIS's distance education program
- involvement in interdisciplinary courses

## **B. Service to Students and the University**

Faculty members will be evaluated for their contributions to the School's instructional programs and for significant service to the School, College, and University. Significant service should be systematically evaluated and, when judged to be exceptional in its quality or extent, recognized and rewarded appropriately.

### 1) Service to Students

All faculty are assigned student advisees and are expected to provide timely and informed academic and professional advising. Other evidence of student service includes supervising student research, advising student organizations, spearheading student-oriented events, participating in educational equity activities, and other related activities.

## 2) Service to the University

Faculty shall demonstrate leadership and a commitment to SLIS, CASA, and SJSU through active participation on committees, special assignments, task force groups, and other voluntary or elected activities. All tenure-track faculty are expected to attend and participate in regular SLIS faculty and curriculum committee meetings. They are also expected to participate in and contribute to College and University committees. Community outreach activities related to the faculty member's professional or scholarly expertise may also be considered within this category.

## II. Scholarly or Professional Achievement

Tenure-track and tenured faculty members are expected to demonstrate scholarly and professional achievement. Scholarship is the more important of the two. Scholarly and professional achievements will be evaluated both as to their quality and their quantity.

### A. Scholarly Achievement

Library and Information Science is a broad discipline that draws on many related disciplines. Some LIS research is technical and involves design of information systems; some is social and addresses such topics as information use; and some is historical. The expectations vary depending on the area of expertise of the faculty member. It is the responsibility of the faculty member, and to a lesser extent of the first-level RTP committee, to make clear in the dossier and recommendation any norms that may be unique to the area in which the scholar is working. For instance, a historian may write monographs and relatively few refereed articles, whereas a researcher in information retrieval may write only journal articles and never publish a monograph. Similarly, book reviews in history can be relatively substantial intellectual contributions, whereas for a researcher in information retrieval, book reviews have far less significance. Another difference within the field of LIS is between single-authored and co-authored works. History and information retrieval work well as contrasting examples here, too: most works taking a historical approach to the field will have a single author, whereas it is not uncommon in information retrieval research to have much larger teams of experimenters. With collaborative works, it is wise for the faculty member to explain in the dossier his or her contribution to the work.

In general, monographs undergoing a standard editorial selection process, chapters in books undergoing a standard editorial selection process, and refereed journal articles (print or online) carry the greatest weight. Conference papers that are both refereed and published in proceedings are also important. The award of a grant by an agency or organization such as the National Science Foundation, OCLC, or a scholarly association, is also an indication of the high quality of a scholar's work. As noted above, in this discipline, research includes design projects of various kinds; presentation at a refereed conference, publication in a scholarly journal, or independent peer evaluation are needed for the work to be included as a "scholarly achievement." Those works which have been through the most competitive refereeing process or published by the most prestigious journals or presses will carry the greatest weight in the RTP process.

Other achievements that indicate that the faculty member is a contributing member of the discipline include book reviews, unpublished conference presentations, and in some cases, newspaper, magazine, or Web publications. These will be evaluated on an individual basis. To be important in the tenure or promotion decision, any such publications must be substantive, original contributions to knowledge.

It is the faculty member's responsibility to provide evidence of the significance of any works which have not been refereed. This may take the form of explanation in the text of the dossier; it may also, but need not necessarily, take the form of review or assessment by other scholars in the field. Such outside review is not needed for publications which have been refereed.

Some scholarly activities are undertaken because they are valuable to the disciplinary community. Examples include refereeing manuscripts submitted for journal publication, serving on committees of scholarly associations, serving as judges for awards given by a scholarly association, and so on. These provide evidence that the faculty member is contributing to the discipline, but do not substitute for publication of original scholarship and research.

Faculty members are expected to be productive scholars throughout their careers. Non-tenured faculty are expected to have several refereed publications of acceptable quality before being considered for promotion or tenure. These publications should show evidence of a research trajectory which will continue to develop over the course of the scholar's career; in most cases, they should not be all drawn from the same data set. As noted above, expectations will vary depending on the nature of the faculty member's research. An average of one refereed article-length publication or the equivalent for each year of service can be considered a guideline to the minimum expectations by the time of the sixth-year review, but achieving this number does not guarantee promotion or tenure, nor does failing to achieve it guarantee failure in the promotion and tenure decision. For promotion to the rank of professor, there must be a substantial record of high-quality scholarship over an extended period of time.

Works in progress should be included in the dossier; they are evidence of ongoing productivity. The School recognizes that in different review years, there will be different mixes of completed and in-progress work.

## **B. Professional Achievement**

Because the School is closely tied to the information professions, professional achievement is highly valued. Such achievements cannot take the place of scholarly achievements; instead, they are a healthy supplement to them. Not all professional activities are "achievements." Those important for retention, tenure, and promotion are those which comprise substantial and original professional work, including, but not limited to, serving in a leadership position as an elected or appointed officer, substantive presentations at conferences or workshops, contributions to professional journals or Web sites, coordinating conferences, editing professional publications, lectures or speeches to professional or community organizations, and so on. Consulting often falls under the category of professional achievement.

Some activities are valuable because they promote healthy communication between the School and the profession, but do not weigh heavily in retention, tenure, or promotion decisions. It is expected, for instance, that faculty members will belong to professional organizations and attend conferences as appropriate. Such activities should not, however, take time from more substantial professional and scholarly commitments.



## Appendix III.g

### Selected Faculty Publications 2000-2006

#### Books 2000-2006

- Bodart, J. (2002). *Radical Reads: 101 YA Novels on the Edge*. Scarecrow Press.
- Bodart, J. R. (2000). *World's Best Thin Books, or What to Read when Your Book Report is Due Tomorrow!* Revised edition. Scarecrow Press.
- Champlin, C., Lowe, K., & Loertscher, D.V. (2006). *Massachusetts power! A parent's guide to school libraries*. Salt Lake City, UT: Hi Willow.
- Champlain, C., Loertscher, D.V., & Miller, A. S. (2005). *Raise a reader at any age: A librarian's and teacher's toolkit for working with parents*. Salt Lake City, UT: Hi Willow.
- Champlin, C., Loertscher, D.V., & Miller, N.A.S. (2004). *Indiana power! A parent's guide to school libraries*. Salt Lake City, UT: Hi Willow.
- Costantino, C. E. (2003). Stakeholders' perceptions of the importance of information literacy competencies within undergraduate education (Doctoral dissertation, Alliant International University, 2003). *Dissertation Abstracts*, 64(4), 1164.
- Fuller, D. (Ed.). (2004) *The Digital School Library, emerging electronic learning communities*. Salt Lake City, UT: Hi Willow Research and Publishing.
- Haycock, K. (2006). *The effective board member: A handbook for public library trustees in British Columbia*. BC Library Trustees Association.
- Haycock, K. (2003). With Dober, M. & Edwards, B. *The Neal-Schuman authoritative guide to kids' search engines, subject directories and portals*. New York: Neal Schuman.
- Hanson, A., Johnson, D., & Loertscher, D.V. (2004). *Minnesota power! A parent's guide to school libraries*. Salt Lake City, UT: Hi Willow.
- Koechlin, C., Loertscher, D.V., & Zwaan, S. (2004). *Ban those bird units: 15 models for teaching and learning in information-rich and technology-rich environments*. Salt Lake City, UT: Hi Willow.
- Lance, K.C., & Loertscher, D.V. (2005). *Powering achievement: School library media programs make a difference: The evidence (3rd ed)*. Salt Lake City, UT: Hi Willow
- Lance, K.C., & Loertscher, D.V. (2003). *Powering achievement: School library media programs make a difference: The evidence (2nd ed)*. Salt Lake City, UT: Hi Willow.
- Lance, K.C., & Loertscher, D.V. (2001). *Powering achievement: School library media programs make a difference: The evidence*. San Jose, CA: Hi Willow.
- LaPlante, D., Roof, S., & Loertscher, D.V. (2006). *Arizona power! A parent's guide to school libraries*. Salt Lake City, UT: Hi Willow.

- Loertscher, D.V. (2006). *Super teaching: 15 THINK! models for instructional improvement in college courses, online learning, and professional development*. Salt Lake City, UT: Hi Willow.
- Loertscher, D.V., & Christensen, P.M. (2005). *Washington power! A parent's guide to school libraries*. Salt Lake City, UT: Hi Willow.
- Loertscher, D.V., & McElmeel, S. L. (2006). *Young adult literature and multimedia: A quick guide (2nd ed)*. Salt Lake City, UT: Hi Willow.
- Loertscher, D.V., & McElmeel, S. L. (2005). *Young adult literature and multimedia: A quick guide*. Salt Lake City, UT: Hi Willow.
- Loertscher, D.V., & Valenza, J.K. (2005). *Pennsylvania power! A parent's guide to school libraries*. Salt Lake City, UT: Hi Willow.
- Loertscher, D.V., & Baumbach, D.J. (2004). *Florida power! A parent's guide to school library media centers*. Salt Lake City, UT: Hi Willow.
- Loertscher, D.V., & Lance, K.C. (2004). *Texas power! A parent's guide to school libraries*. Salt Lake City, UT: Hi Willow.
- Loertscher, D.V., & McElmeel, S. (2004). *Iowa power! A parent's guide to school libraries*. Salt Lake City, UT: Hi Willow.
- Loertscher, D.V., & Misakian, J.E.P. (2004). *California power! A parent's guide to school libraries*. Salt Lake City, UT: Hi Willow.
- Loertscher, D.V., & Actherman, D. (2002). *Increasing academic achievement through the library media center: A handbook for teachers (2nd edition)*. San Jose, CA: Hi Willow.
- Loertscher, D.V. (2001). *Reinventing school library media programs in the age of technology 2002: A guide for superintendents and principals (2nd ed)*. San Jose, CA: Hi Willow.
- Loertscher, D.V. (2000). *Increasing academic achievement through the library media center: A handbook for teachers*. San Jose, CA: Hi Willow.
- Loertscher, D.V. (2000). *Taxonomies of the school library media program (2nd ed)*. San Jose, CA: Hi Willow.
- Main, L. (2002) *Building Web Sites for a Multinational Audience*. Scarecrow Press.
- Morris, B.J., Serritella, J., & Loertscher, D.V. (2005). *Georgia power! A parent's guide to school media centers*. Salt Lake City, UT: Hi Willow.
- McMullin, D., & Loertscher, D.V. (2005). *New Jersey power! A parent's guide to school libraries*. Salt Lake City, UT: Hi Willow.
- Shannon, D., Alewine, M., & Loertscher, D.V. (2005). *South Carolina power! A parent's guide to school libraries*. Salt Lake City, UT: Hi Willow.
- Todd, R., & Loertscher, D.V. (2003). *We boost achievement: Evidence-based practice for school library media specialists*. Salt Lake City, UT: Hi Willow.

Woolls, B., & Loertscher, D.V. (2002). *Information literacy: A review of the research: A guide for researchers and practitioners (2nd ed)*. San Jose, CA: Hi Willow.

Woolls, B., & Loertscher, D.V. (2000). *Information literacy: A review of the research: A guide for researchers and practitioners*. San Jose, CA: Hi Willow.

### **Book Chapters/Conference Proceedings 2000-2006**

Bernier, A. (2003). YA Space: the final frontier. In K. Worman (Ed.), *Young adult services institute: serving San Joaquin valley teens in the 21st century*, San Joaquin Valley Library System.

Bodart, J. (2002). The Quartzsite Trip: The Week that Changed All their Lives (And May Change Yours!). In C. Zitlow (Ed.), *Lost Masterpieces of YA Literature*. Scarecrow Young Adult Literature Series, Scarecrow Publications.

Fuller D. (2004). Statewide Efforts to Support Digital School Libraries in K-12 Schools. In D. Fuller (Ed.), *The Digital School Library, emerging electronic learning communities*. Salt Lake City, UT: Hi Willow.

Fuller, D. (2005). State Level Digital Libraries Supporting K-12 in 2005: Politics and Policy. In D. Loertscher (Ed.) *Papers of the Treasure Mountain Research Retreat #12, Understanding in the Library*. Salt Lake City, UT: Hi Willow.

Fuller, D. (2004). Information Technology in Education: Learning from a Digital School District. In G. Liu (Ed.) *Proceedings of ITIE 2004, Information Technology in Education: Learning from Different Cultures*. Beijing, China: Evergreen Education Foundation.

Fuller, D. (2003) Statewide Efforts to Support Digital Libraries in K-12 Schools. In D. Loertscher (Ed.), *Treasure Mountain Research Retreat #11, Evidence-based Practice and School Library Media Programs*. Salt Lake City, UT: Hi Willow.

Hansen, D. (2006). Libraries and the Immigrant in the American West. In G. M. Bakken & A. Kindell, *Encyclopedia of Immigration and Migration in the American West*. Thousand Oaks, CA: Sage Publications.

Hansen, D. (2003). Clubs (Women's) in the West. In G.M. Bakken & B. Farrington (Eds.), *Encyclopedia of Women in the American West*. Thousand Oaks, CA: Sage Publications.

Haycock, K. (2006). Association for Library and Information Science Education. In D. Bogart (Ed.), *The Bowker annual: Library and book trade almanac* (pp. 208-212). 51st edition. New York: R. R. Bowker.

Haycock, K. (2005). From the administrator's perspective. In J. Valenza, *Super Searchers Go To School: Sharing Online Strategies with K-12 Students, Teachers, and Librarians* (pp. 161-175). Medford, NJ: Information Today

Haycock, K. (2005). In Brockmeyer-Klebaum, D., *Sibyl's shoulders: Seeking soul in library leadership*. Lanham, MD: Scarecrow Press. Interviewed for chapter profile as an "established and celebrated library leader."

- Haycock, K. (2005). Librarianship: Intersecting perspectives from the academy and from the field. In N. Horrocks (Ed.), *Perspectives, insights and priorities: 17 leaders speak freely of librarianship* (pp. 63-72). Lanham, MD: Scarecrow Press. Shorter version appeared as: (2005). Education for librarianship: Intersecting perspectives from the academy and from the field. *Feliciter* 51(1), 18-22.
- Haycock, K. (2005). Systems and information literate school communities. In J. Henri and M. Asselin (Eds.), *Leadership issues in the information literate school community* (pp. 177-186). Libraries Unlimited. Also published by Charles Sturt University Center for Information Studies, Wagga Wagga, Australia.
- Haycock, K. (2003). Research in school library programs: Linking teacher-librarians, school libraries and student achievement. In Asselin, M., Branch, J., & Oberg, D. (Eds.), *Achieving information standards for school library programs in Canada* (pp. 63-73). Ottawa: Canadian School Library Association and the Association for Teacher-librarianship in Canada.
- Haycock, K. (2002). With Mallette, M. & Olsen, A. Applying the principles of intellectual freedom: A cross-cultural perspective. In D. Bogart, (Ed.), *The Bowker annual: Library and book trade almanac* (pp. 257-267). 47th edition. New York: R. R. Bowker.
- Haycock, K. (2002). Strategic directions and newer dilemmas for teacher-librarians and school library resource centres. In D. Singh et al (Ed.), *School libraries for a knowledge society: Proceedings of the 31st annual conference of the International Association of School Librarianship and the sixth international forum on research in school librarianship* (pp. 141-152), August 05-09, 2002, Petaling Jaya, Malaysia. Seattle, WA: International Association of School Librarianship. Refereed. Reprinted: (2002). *School Libraries in Canada* 22(2), 14-18.
- Haycock, K. (2001). Continuing professional education: Towards evidence-based practice. In Woolls, B. & Sheldon, B. (Eds.) *Developing lifelong continuing professional education across space and time: The fourth world conference on Continuing Professional Education for the Library and Information Science Professions* (pp. 1-8). Munchen: K. G. Saur. Refereed.
- Haycock, K. (2001). Blocking access to information and ideas: The use of Internet filtering software and levels of satisfaction in North America. In E. Howe (Ed.), *Information literacy: The key to success*. Paper presented to the annual international research forum of the International Association of School Librarianship, pp. 121-132, August 04-11, 2000, Malmo, Sweden. Refereed.
- Haycock, K. (2001). Blocking access: A report on the use of Internet filters in North American schools. In D. Bogart, (Ed.), *The Bowker annual: Library and book trade almanac* (pp. 233-244). 46th edition. New York: R. R. Bowker.
- Haycock, K. (2001). & Horodyski, J. Innovation and issues in Canadian libraries, 2000. In D. Bogart, (Ed.), *The Bowker annual: Library and book trade almanac* (pp. 190-199). 46th edition. New York: R. R. Bowker.

- Haycock, K. (2000). Information literacy as a key connector for all libraries: What all librarians can learn from teacher librarians. In D. Booker (Ed.), *Concept, challenge, conundrum: From library skills to information literacy; Proceedings of the fourth national information literacy conference conducted by the University of South Australia Library and the Australian Library and Information Association Information Literacy and Special Interest Group, 3-5 December, 1999* (pp. 25-34). Adelaide, SA: University of South Australia Library. Refereed.
- Haycock, K. (2000). The Congress on Professional Education in North America. Paper presented to the annual conference of the International Federation of Library Associations and Institutions, August 13-18, 2000, Jerusalem, Israel. 12 pp. Paper Code: 146-156-E. Refereed. Also: (2000). Le congrès sur l'enseignement professionnel en Amérique du Nord. Paper Code: 146-156-F. (translation)
- Haycock, K. (2000). & Moore, H. Trends and issues in library and information services in Canada, 1994-1999. In D. Bogart, (Ed.), *The Bowker annual: Library and book trade almanac* (pp. 240-247). 45th edition. New York: R. R. Bowker. Précis: (2000). & Moore, H. Trends in library and information services in Canada, 1994-1999: A précis. *Feliciter* 46(5), (pp. 252-255).
- Karpuk, D.J. (2004). Access to resources for the school library media center. In *The Digital School Library* (pp. 113-131). Salt Lake City, UT: Hi Willow.
- Lindberg, L. & Munn, N. (2006). Internships in Public Library Archives and Local History Collections. In C. Mediavilla (Ed.), *Public Library Internships: Advice from the Field* (pp.123-130). Methuen, NJ: Scarecrow Press.
- Lindberg, L. & Evans, J. (2004). *Describing and analyzing the recordkeeping capabilities of metadata sets*. Paper presented at DC2004: International Conference on Dublin Core and Metadata Applications (October 12, 2004), Shanghai, China. Available online: <http://www.siderean.com/dcconf/search.jsp?tn=0texturl&tv=Lori+Lindberg&ss=1>
- Liu, G. Z. (2002). Automatic relevance learning in web-based information retrieval. *Proceedings of the International Conference on Digital Library: IT opportunities and challenges in the New Millennium* (pp.141-158). Beijing, China: The Beijing Library Press. (Refereed).
- Marrone, J., Chapman, K. & Fuller, D. (2004). A Community of Learning: The Digital School District. In D. Fuller (Ed.) *The Digital School Library, emerging electronic learning communities* (pp. 133-147). Salt Lake City, UT: Hi Willow Research and Publishing
- Weedman, Judith (forthcoming). The professional practice of design: Local vocabularies. In Mikel Breitenstein (Ed.), *Advances in Classification Research* 15. Medford, NJ: Learned Information.

- Weedman, Judith (2002). Thinking with images: an exploration into information retrieval and knowledge generation. In Elaine G. Toms (Ed.), *Proceedings of the 65th Annual Meeting of the American Society for Information Science & Technology* 39 (pp. 376-382). Medford, NJ: Learned Information.
- Woolls, B., & Loertscher, D.V. (2005). Competencia em informacao: Ajudando bibliotecarios a aplicar a pesquisa no ensino da habilitacao basica em obtencao de informacao pelos usuarios-a importancia da interface humana. In M. Carmo Fortuna (Ed). *Compentencia em Informacao na Sociedade da Aprendizagem* (pp 55-68). Bauru, Kairos, Brazil: Kayros.

### **Scholarly/Professional Journals 2000-2006**

- Bernier, A., with M. K. Chelton, C. A. Jenkins, & J. B. Pierce. (2005). Two hundred years of young adult library services: A chronology. *Voice of Youth Advocates*, 28, 106-111. Also published electronically at [http://www.voya.com/whatsinvoya/web\\_only\\_articles/Chronology\\_200506.shtml](http://www.voya.com/whatsinvoya/web_only_articles/Chronology_200506.shtml)
- Bernier, A. (2003 August). The case against libraries as 'safe places'. *Voice of Youth Advocates*.
- Bernier, A. (2000). A library 'TeenS'cape' against the new callousness. *Voice of Youth Advocates*, 23, 180-181.
- Bernier, A. (2000). Young adults, rituals, and library space. *Voice of Youth Advocates*, 22, 391.
- Bodart, J.R. (Fall 2006). Books that Help, Books that Heal. *Young Adult Library Services*.
- Bodart, J.R. (Spring, 2002). Time Travel Has its Rewards, or Five of the Very Best. JOYS Remembered, Shared Thoughts from former JOYS Editors. *Journal of Youth Services in Libraries*.
- Champlin, C., Loertscher, D.V., & Eib, B.J. (2004). Creating a digital age school library. *Principal Leadership*, 4(8), 53-56.
- Champlin, C., & Loertscher, D.V. (2003). Reinvent your school library and watch school academic achievement increase. *Principal Leadership* (High School Edition), 3(7), 67-70.
- Evans, J., Gilliland-Swetland, A., Lindberg, L., & Rouche, N. (2005). Towards a twenty-first century metadata infrastructure supporting the creation, preservation and use of trustworthy records: developing the InterPARES 2 Metadata Schema Registry. *Archival Science*, 5(1) 43-78.
- Fisher, B. (2004). (with Eric Berlin). Two Thumbs Up: A Survey of Librarian-Book Reviewers. *Library Collections, Acquisitions, and Technical Services*, 28(3), 312-34.
- Fisher, B (2003). Now You See It; Now You Don't: The Elusive Nature of Electronic Information. *Library Collections, Acquisitions, and Technical Services*, 27(4), 463-72.
- Fisher, B., & Edwards, Eli (2003). Trust, Teamwork, and Tokenism: Another Perspective on Diversity in Libraries. *Library Administration & Management*, 17(1), 21-27.
- Fisher, B. (2003). The Electronic Resources Librarian Position: A Public Services Phenomenon? *Library Collections, Acquisitions, and Technical Services*, 27(1), 3-17.

- Fisher, B. (2001). Impact of Organizational Structure on Acquisitions and Collection Development. *Library Collections, Acquisitions, and Technical Services*, 25(4), 409-14.
- Fisher, B. (2001). Core Competencies for the Acquisition Librarian. *Library Collections, Acquisitions, and Technical Services*, 25(2), 179-90.
- Fuller, D. (2006). Sustaining Digital Libraries for a Second Decade. *Teacher Librarian*, 33(6).
- Fuller, D. (2006). Blue Prints and Linkages: Using data to make a difference. *CSLA Journal*, 29(2), 46-48.
- Fuller, D. (2006). Understanding in the Library, Treasure Mountain 12. *Learning and Media*, 34(1), 24.
- Fuller, D. (2005). State-Level Support of K-12 Virtual Libraries. *Knowledge Quest*, 33(3), 25-28.
- Hansen, D. (2004, Spring). Professionalizing library education, the California connection: James Gillis, Everett Perry and Joseph Daniels. *Library Trends*, 52(4), 963-987.
- Hansen, D. (2000, Spring). A lion in the hennery: Charles F. Lummis and the Los Angeles Public Library, 1905-1910. *Vitae Scholasticae*, 10, 311-46.
- Hart, P. E. & Liu, Z. (2003). Trust in the preservation of digital information. *Communications of the ACM*, 46(6), 93-97.
- Haycock, K. (2006). Dual use libraries: Guidelines for success. *Library Trends*, 54(4), 488-500. Invited.
- Haycock, K. (2005). California dreamin'. *CSLA Journal*, 29(1), 35. Invited.
- Haycock, K. (2003). Literacy, learning and libraries: Common issues and common concerns. *Feliciter*, 49(1), 36-37, 43. Invited.
- Haycock, K. (2003). Role definition and education for teacher-librarianship. *Impact*, 12(3), 16-17. Association for Teacher-librarianship in Canada. Excerpt from *The crisis in Canada's school libraries: The case for reform and reinvestment*. Association of Canadian Publishers. 2003.
- Haycock, K. (2003). Collaboration: Because student achievement is the bottom line. *Knowledge Quest*, 32(1), 50.
- Haycock, K. (2002). Collaboration, leadership, technology: Extending the partnerships beyond the school, now more than ever... *The Bookmark*, 43(4), 13-15. Invited.
- Haycock, K. (2002). If you want my 2c worth. *The Bottom Line: Managing Library Finances*, 15(1), 44-47.
- Haycock, K. (2002). Role clarification and role dilemmas: New challenges for teacher-librarians? *School Libraries in Canada: The Journal of the Canadian School Library Association*, 21(2), 3-4. Invited.

- Haycock, K. (2001). Filtered or unfiltered? *School Library Journal*, 47(1), pp. 42-47. With A. Curry. Invited. Adapted: (2005). Filtered or unfiltered (pp. 345-355). In B. Woolls & D. Loertscher (Eds.), *Whole school library handbook*. Chicago: American Library Association.
- Haycock, K. (2001). Looking back, reaching forward: Trends affecting libraries, librarians and their associations. *Access: The magazine of the Ontario Library Association*, 7(3), 19-23. Invited.
- Haycock, K. (2000). Roots and routes: Finding pathways to the future. *The Teaching Librarian: The magazine of the Ontario School Library Association*, 7(3), 6-8. Invited.
- Haycock, K. (2000). Celebrating excellence: The challenge continues. *BCLA Reporter*, 44(8), 1-6. Invited.
- Haycock, K. (2000). Exemplary public library branch managers: Who are they? Are they different from you and me? *BCLA Reporter*, 44(6), 1-2. Invited.
- Huang, X., Zhu, T., & Liu, Z. (2006). A comparative study of credibility perceptions of scholarly information on the web between university students in China and the United States (in Chinese). *Books, Information, and Knowledge*, 109, 89-93
- Karpuk, D. (2004). The Human dimension of online instruction. *Academic Exchange Quarterly*, 8: 106-110.
- Karpuk, D. (2002). Peterson, L. & Karpuk, D. Careers in publishing. *Encyclopedia of Communication and Information*. Macmillan. (Editorial review.)
- Liu, Z. (2006). Print vs. electronic resources: A study of user perceptions, preferences, and use. *Information Processing and Management*, 42(2), 583-592.
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- Loertscher, D.V. (2005). Keeping up with the research linking school library programs to achievement. *Teacher Librarian*, 33(1), 30-34.
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- Loertscher, D.V. (2002). Digital & elastic collections in school libraries: A challenge for school library media centers. *School Libraries in Canada*, 21(4), 3.
- Loertscher, D.V. (2002). On the road to student success. *School Libraries in Canada*, 22(2), 3-43.
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- Rosenfeld, E., & Loertscher, D.V. (2006). Improving literacy through school libraries: Evaluation report. *Teacher Librarian*, 33(4), 6-7.
- Weedman, Judith (under review). Images and knowledge production, tools and work: Connections between document retrieval and use. *Journal of the American Society for Information Science*.
- Weedman, Judith (2005). Designers, clients, and knowledge production. *D-Lib* 11 [Special section: Khoo, Mick and Ribes, David (Eds.), Studying digital library users in the wild, JCDL Workshop Report]. Retrieved August 14, 2005, from [http://www.dlib.org/dlib/july05/khoo/10\\_weedman.pdf](http://www.dlib.org/dlib/july05/khoo/10_weedman.pdf)
- Woolfs, B., Dowlin, K., & Loertscher, D.V. (2002). Distance education: Changing formats. *Electronic Library*, 20(5), 420-424.

### **Other Publications 2000-2006**

- Costantino, C. E. (1993-2002). *Check it out!* [Library column.] The Envoy. (United States International University student newspaper).
- Fuller, D. (2005) *A Digital Library for California K-12 Public Schools, The Power of Providing Online Databases to All Schools*, A White Paper. San Jose: San Jose State University.
- Fuller, D. (2005) State-Level Support of K-12 Virtual Libraries. *Knowledge Quest*. 33(3), 25-28.
- Fuller, D. (2006) School Library Journal & San Jose State University 2006 Automation Survey *School Library Journal* 52(10), 48-52.
- Fuller, D. (2006) Blue Prints and Linkages: Using data to make a difference. *CSLA Journal*. 29(2), 46-48.
- Fuller, D. (2006) Understanding in the Library, Treasure Mountain 12. *Learning and Media*. 34(1), 24.
- Hansen, D. (2004). Virginia Haviland: librarian, author, critic. In S. Ware (Ed.), *Notable American Women: Completing the 20th Century, 1976-2000*. Cambridge: Harvard University Press.
- Hansen, D. (2006, September). Review of the book *Sister societies: Women's antislavery organizations in antebellum America* in *Journal of American History*, 93(2), 44.
- Hansen, D. (2001, January). Review of the book *Women and reform in a New England community* on H-SHEAR [Society for the History of the Early Republic].
- Haycock, K. (2006). *The TOP (Trustee Orientation Program) workbook; An orientation for public library trustees in British Columbia*. Vancouver: BC Library Trustees Association. 48 pp.

- Haycock, K. (2006). *Trustee Orientation Program (TOP): The trainer of trainers workbook; An orientation for public library trustees in British Columbia*. Vancouver: BC Library Trustees Association. 172 pp.
- Haycock, K. (2004). Review of youth services. Victoria, BC: Greater Victoria Public Library. 180 pp.
- Haycock, K. (2004). Library services: Alternative models and cost implications. White Rock, BC: City of White Rock. 162 pp.
- Haycock, K. (2004). Personnel policies and procedures. Saskatoon, SK: Wheatland Regional Library Board. 84 pp.
- Haycock, K. (2004). Management review and recommendations. Saskatoon, SK: Wheatland Regional Library Board. 130 pp.
- Haycock, K. (2004). Executive search: A case study in public library leadership. Organizational Consulting Project. 12 credits. Royal Roads University.
- Haycock, K. (2003). The crisis in Canada's school libraries: The case for reform and re-investment. Toronto: Association of Canadian Publishers. 56 pp. [Over 10,000 copies in print; now in fourth printing.]
- Haycock, K. (2003 Fall). Role definition and education for teacher-librarianship. *Impact* 12(3), 16-17. Association for Teacher-librarianship in Canada.
- Haycock, K. (2003). Compensation review for senior exempt management: Analysis and recommendations. Abbotsford, BC: Fraser Valley Regional Library. 40 pp.
- Haycock, K. & Horodyski, J. (2003). Eleanor Ahlers. In D. Davis (Ed.), *Dictionary of American Library Biography* (pp. 1-2). Second supplement. Libraries Unlimited. Also: (2003). In M. Miller (Ed.), *Pioneers and leaders in library services to youth: A biographical dictionary* (pp. 1-2). Westport, CN: Libraries Unlimited.
- Haycock, K. (2003). Moving the Fraser Valley Regional Library to high performance: Analysis and recommendations. Abbotsford, BC: Fraser Valley Regional Library. 58 pp.
- Haycock, K. (2003). Succession management: A strategic plan for the Fraser Valley Regional Library. Abbotsford, BC: Fraser Valley Regional Library. 66 pp.
- Haycock, K. (2003). Redefining the library board for dynamic communities; Part 1: A library board's visioning process. Toronto: OLA Education Institute. CD-ROM.
- Haycock, K. (2003). Redefining the library board for dynamic communities; Part 2: Boards looking outward into the community. Toronto: OLA Education Institute. CD-ROM.
- Haycock, K. (2001). Reconceptualization and reconfiguration of expectations and service delivery models: A review of the role of the teacher-librarian and school resource centre in School District #39 (Vancouver). Vancouver School Board. 256 pp.
- Haycock, K. (2000). COPE Report. International Federation of Library Associations and Institutions Section on Education and Training, *SET Bulletin*, 1(2), 17-34.

- Haycock, K. (2000-2005). What Works. (research column). *Teacher Librarian*. 5/year.
- Haycock, K. (2000-2005). Professional Reading (reviews). *Teacher Librarian*. 5/year.
- Liu, G. Z. (2005). Virtual reference technology and service in modern libraries (in Chinese). *Journal of Library in Yunnan*, 97, 2-6.
- Liu, G. Z. (2005). *Evergreen: bringing information resources to rural China*. Washington, D.C. : Council on Library and Information Resources (CLIR).
- Lindberg, L. (2004). Review: Owing Memory: How a Caribbean Community Lost its Archives and Found its History [Book review]. *The Library Quarterly*, 74(3), 379-82. Retrieved from <http://www.journals.uchicago.edu/LQ/journal/issues/v74n3/740308/740308.html>
- Loertscher, D., Achterman, D. & Faires, D. (2006). *Wiki templates for super teaching*. Salt Lake City, UT: Hi Willow.

## **Appendix III.h**

### **Faculty Grant Activity**

#### **2000 - 2006**

#### **Bernier, Anthony**

- 2006. Teen Space Redesign Plan, San Jose Public Library. \$5,000
- 2006. Youth Truth Institute, Junior Faculty Career Development Grant (SJSU). Funded: Release time, Fall 2006.
- 2006. Representations of youth in media, Sybil Weir/John Galm Endowment Award (SJSU). Not funded.
- 2004-2007. Teen Space Design for new 81st St. Branch Library, Group 4 Architects and Planners. Not funded.

#### **Ford, Charlotte**

- 2005. Exploration of a specialized track in Library Services to the Spanish Speaking community, San Jose State University. Not funded.

#### **Fuller, Dan**

- 2005. The Expanded Classroom project, ITQ: California Department of Education. Not funded.
- 2005. New School Librarians for the Tech Generation, IMLS. Not funded.
- 2004. School Librarians for the 21st Century, IMLS. Not funded.

#### **Hansen, Debbie**

- Removing Politics from the California State Library: The Political Transformation of James Louis Gillis [Research for presentation at California Library Association Conference]. SLIS Summer Research Grant. \$5,000
- Shelf Lives: Women Library Workers in Victorian Los Angeles (Chapter 4 and 5 for book manuscript in progress). SLIS Summer Research Grant. \$7,118
- 2004. Library Services to Immigrants in the West (article for the Encyclopedia of Immigration and Migration in the American West. Sage, 2005). SLIS Summer Research Grant. \$7,203
- 2003. Library Training in California before the Williamson Report: The Role of Everett Perry, Joseph Daniels and James Gillis in Professionalizing Professorial Education (article for the Spring 2004 issue of Library Trends), SLIS Summer Research Grant. \$7,853

**Haycock, Ken**

- 2006. KidsClick! Web Directory for Young People. San Jose State University. \$4,700
- 2006. College Library Review. Camosun College (British Columbia). \$20,000
- 2006. Library Legislation Review. Fraser Valley (British Columbia) Regional Library Board. \$15,000
- 2005. Effective Board Governance. British Columbia Library Trustees' Association. \$15,000
- 2005. Review of Youth Services. Greater Victoria (British Columbia) Public Library. \$10,000
- 2004. Financial Review of Library Services. City of White Rock (British Columbia). \$17,000
- 2004. Board Governance and Community Development. Ontario Library Association. \$10,000
- 2003. Human Resources Development. Fraser Valley (British Columbia) Regional Library Board. \$30,000
- 2003. Board Governance and Leadership. British Columbia Library Trustees' Association. \$12,600
- 2002. Teacher-librarian Impact. Association of Canadian Publishers. \$17,000
- 2001. School District and Public Library Collaboration. Stanford University/California State Library. \$17,300
- 2001. Role Clarification and Service Delivery. School District No. 39 (Vancouver, British Columbia). \$10,000
- 2000. Internet Filtering. Cahners. \$8,500

**Liu, Geoffrey**

- 2003. Book bags for better reading, NSF (Co-PI with B. Woolls). Not funded.
- 2001. Natural language IR interface for K-12 children, NSF (Co-PI with J. Weedman and L. Main). Not funded.

**Liu, Ziming**

- 2005. Factors affecting the choice of digital libraries and traditional libraries: A comparative study of three user groups, ALA/Ingenta Research Award. Not funded.
- 2002. Factors influencing the credibility of scholarly information on the web, OCLC/ALISE LISRG Program. Not funded.

**Main, Linda**

- 2006. Second Life: developing a virtual world library school, SOROS Foundation. \$10,000
- 2006. SLIS Virtual World, IMLS. Not funded.
- 2001. Natural language IR interface for K-12 children, NSF. Not funded.

## **Appendix III.i**

### **Faculty Consultancies**

#### **2000 - 2006**

- Bernier, A. Young Adult Space Consultant  
(2006-). San Jose Public Library  
(2004-). Group 4 Architects and Planners, South San Francisco  
(2005-). Oakland Public Library  
(2002-2003). Boys and Girls Club, Oakland  
(2002-2003). Esherick Homsey Dodge and Davis Architects  
(2002-). County of Alameda  
(2000-2001). Kern County Public Library System, Beale Memorial Library
- Bernier, A. (2001-2002). Training Consultant, Young Adult Services Institute, San Joaquin Valley Library System (SJVLS). Assess physical plant for sixteen SJVLS branch libraries, develop strategies and space programs to improve service to young adults, conduct training sessions for administrative and line staff, develop and write training manual, organize panels for California Library Association.
- Bernier, A. (1998-2001). In-House Staff Development Consultant, Young Adult Services, Los Angeles Public Library. Originate, develop, and execute award-winning teen volunteer library programming, including teaching 24-hour training seminar of seven Young Adult Specialists; write and edit 35-page training *Flip-Book*, write 75-page companion manual, organize and deliver conference presentations.
- Costantino, C. (1993-2003). Consultant for academic libraries in Nairobi, Kenya and Mexico City, Mexico.
- Faires, D. (2001-2002). Diablo Valley College. Co-development of online version of LS121.
- Faires, D. (2002). LS121 WRCA BayFund. Consulted with Water Resources Center Archives, University of California at Berkeley, regarding BayFund Web site development.
- Fisher, B. (1996-). Consultant to the American Council of Education, Military Installation Voluntary Education Review (MIVER) program. Since 1996 has participated on 15 review teams, visiting Army, Navy, Air Force and Marine Corps installations.
- Hansen, D. (2005-2006) Orange Public Library. Cypress Street Barrio Oral History Project.
- Hansen, D. (1999-2002). California Civil Liberties Public Education Program Grant for the James M. Omura Memoir Project. Funded by the California State Library.
- Hansen, D. (1999-). Orange County School District Learning Technology Grant. Awarded by the California State Library.
- Hansen, D. (1998-). Anaheim City School District. Learning Technology Grant. Awarded by the California State Library.
- Hansen, D. (1998-). California State University, San Marcos. Archives and Records Management Project.

- Hansen, D. (1992-). Oral History Program, California State University, Fullerton
- Haycock, K. (2006). Unesco. Information literacy: Building capacity for universities. Organized by the World Bank. Sponsored by the Hanoi University of Foreign Studies. Hanoi, Vietnam. Funded by Unesco.
- Haycock, K. (2006). Greater Victoria (British Columbia) Public Library Board. Search Consultant for Chief Executive Officer.
- Haycock, K. (2006). Fort McMurray (Alberta) Public Library Board. Search Consultant for Library Director.
- Haycock, K. (2006). Ontario Library Boards Association. Consultant for Leadership Development programs and services for Effective Governance.
- Haycock, K. (2005). Calgary (Alberta) Public Library. Search consultant for Assistant Director.
- Haycock, K. (2005). Government of Manitoba. Search consultant for Director of the Public Library Services Branch.
- Haycock, K. (2005). Fraser Valley (British Columbia) Public Library. Search Consultant for Senior Manager, Information Technology.
- Haycock, K. (2005). Ottawa (Ontario) Public Library Board. Consultant and facilitator for Strategic Panning.
- Haycock, K. (2005-). Neal Schuman Publishers, New York. Chair, Advisory Committee in Trends and Issues in Graduate Library and Information Science Education.
- Haycock, K. (2004). Borden Ladner Gervais (Vancouver, BC) LLP. Search consultant for Law Library Manager.
- Haycock, K. (2004). Wheatland (Saskatchewan) Regional Library Board. Interim Chief Executive Officer.
- Haycock, K. (2004). Fraser Valley (British Columbia) Regional Library. Search consultant for Chief Administrative Officer.
- Haycock, K. (2004). Wheatland (Saskatchewan) Regional Library Board. Search consultant for Chief Executive Officer.
- Haycock, K. (2004). Kitchener (Ontario) Public Library Board. Search consultant for Chief Executive Officer.
- Haycock, K. (2004). Fraser Valley (British Columbia) Regional Library. Search consultant for Deputy Library Manager, City and Township of Langley.
- Haycock, K. (2004). Fraser Valley (British Columbia) Regional Library. Search consultant for Deputy Library Manager, communities of the Upper Fraser Valley.
- Haycock, K. (2004). Kitchener (Ontario) Public Library Board. Search consultant for Chief Executive Officer.

- Haycock, K. (2004). Fraser Valley (British Columbia) Regional Library. Search consultant for Library Manager, District of Mission.
- Haycock, K. (2004). Greater Victoria Public Library Board. Lead and facilitator for full-day session on effective board governance through community development.
- Haycock, K. (2004). City of North Vancouver (British Columbia) Library Board, Lead and facilitator for weekend program on strategic planning.
- Haycock, K. (2003). Brantford (Ontario) Public Library Board. Search consultant for Chief Executive Officer.
- Haycock, K. (2003). Fraser Valley (British Columbia) Regional Library. Search consultant for Library Manager, Corporation of Delta.
- Haycock, K. (2003). Regina (Saskatchewan) Public Library. Search consultant for Deputy Director.
- Haycock, K. (2003). British Columbia Library Trustees Association. Parliamentarian for the annual general meeting. Harrison Hot Springs.
- Haycock, K. (2003). Ohio Educational Library Media Association. "Student learning through Ohio school libraries" project (funded through the (U.S.) Institute of Museum and Library Services), International Advisory Panel.
- Haycock, K. (2003). Regina (SK) Public Library, Search consultant for Deputy Director.
- Haycock, K. (2002). Fraser Valley (BC) Regional Library. Search consultant for Library Manager for Corporation of Delta.
- Haycock, K. (2002). McGill University, Search consultant for Head of McLennan Library (Associate University Librarian rank), Secondary consultant for Gossage Sager, Chicago.
- Haycock, K. (2002). Fraser Valley (BC) Regional Library Columbia. Search consultant for Library Manager for City of Abbotsford.
- Haycock, K. (2001). Lethbridge Public Library, Search consultant for Director.
- Haycock, K. (2000). Public Education Foundation, Washington, DC.
- Karpuk, D.J (2004). Fish & Neave (Law Firm), Palo Alto, CA.
- Liu, Z. (2005). RICOH Innovations Inc., Menlo Park, CA. Investigating trends in paper consumption and storage.
- Liu, Z. (2003). RICOH Innovations Inc., Menlo Park, CA. Investigating trends in the use of paper for printing and copying.
- Liu, Z. (2003). China Mingyi Information Technologies Corporation, Guangzhou, China.
- Liu, Z. (2002). RICOH Innovations Inc., Menlo Park, CA. Studying paper usage trends and statistics and analysis relating to RII G/W platform proposal.
- Liu G.Z. (2005-). Yunnan Provincial Library, Kunming, China. Technical advisor.
- Liu G.Z. (2004-). East Asia Library, Stanford University. Technical advisor.

- Loertscher, D. Has served both as a paid and volunteer consultant to many schools, school districts, regional organizations, state departments, and national organizations across the United States. Example: Served as Assistant Chair of the 20-member panel that created, over a period of three years, the document: NBPTS library media standards (2001) National Board for Professional Teaching Standards used by all library media specialists in the country who wish to become national-board certified.
- Main, L. (2005-). Highlands and Islands Board (Scotland). Developing Web content for remote communities scattered through the Hebrides. This is part of the development of the University of the Highlands and Islands.
- Main, L. (2004). Hawaiian Dept. of Education and Hale Halona. Developing culturally sensitive Web pages.
- Main, L. (2004). Subcontracted to ISIS (Information Strategy and Information Management) consultants based in Sweden.
- Main, L. (2004). Subcontracted to HEDS based in the UK, to Ceangal based in Ireland, and to Relais Culture Europe based in France; and worked with Volunteers in Technical Assistance
- Main, L. (2003- ). Consultant to the National Library of the Czech Republic (Prague). Manuscriptorium Project and database involved with the conversion of electronic records to XML and the development of XSLT stylesheets for transformation. This was part of the EU MASTER project (Manuscript Access through Standards for Electronic Records)—now MINERVA—that aims to make historical collections available via the Web. All work and collaboration is completed virtually.
- Main, L. (2003- ). Udaras Na Gaeltachta. Developing Web content for Gaeltacht projects.
- Main, L. (2003- 2004). National Diet Library of Japan. Incunabula: Dawn of Western Printing (virtual exhibit).
- Main, L. (2003-2005 ). University of Greenland Library. Digitisation project.
- Main, L. (2003-2005 ). Árni Magnússon Institute Iceland. Digitisation project.
- Main, L. (2003-2005 ). African Virtual University Project. Library digitization

## **Appendix III.j**

### **Faculty Presentations**

#### **2000 - 2006**

- Bernier, A. (2006 November). Seeking their voices: Exploring service to foster teens. California Library Association, Sacramento, CA.
- Bernier, A. (2006 November). Making space for teens in libraries: An Oakland case study. California Library Association, Sacramento, CA.
- Bernier, A. (2006 June). And the pursuit of happiness: New young adult literacies. American Library Association Annual Conference. New Orleans, LA.
- Bernier, A. (2006 January). The emerging YA literacy landscape of joy. American Library Association Mid-Winter Pre-conference, San Antonio, TX. [keynote]
- Bernier, A. (2005 March). Making a place for youth with youth. California and Pacific Southwest Recreational and Park Training Conference, Sacramento, CA.
- Bernier, A. (2004 February). New directions for serving young adults in libraries. 10th National Public Library Association, (National organizer), Seattle, WA.
- Bernier, A. (2003 November). Municipal material culture and historical constructions of public space: Los Angeles, California, in the twentieth century. Society for American City and Regional Planning, Tenth National Conference on Planning History, St. Louis, Missouri.
- Bernier, A. (2002 November). YA space comes of age in the San Joaquin Valley. Annual Meeting of the California Library Association, Sacramento, CA.
- Bernier, A. (2002 May). Designing 'A landscape of yes.' Making space for teens in public libraries. Designing Modern Childhoods: Landscapes, Buildings, and Material Culture, University of California, Berkeley.
- Bodart, J. (2006). Reading Motivation Techniques: The Effects of Repeated Booktalking Presentations on the Attitude toward Reading of Sixth and Tenth Grade Students and on the Circulation of the Titles Used. College of Applied Sciences and Arts Third Annual Faculty Research Panel, San Jose (CA) State University.
- Bodart, J. (2006). The Value of Controversial Literature for Teens. SLIS Brown Bag Lunch Lecture Series. San Jose (CA) State University.
- Bodart, J. (2005). Booktalking Banned Books: What Are They and Why Were They Banned? Denver (CO) Academy.
- Bodart, J. (2005). Booktalking the Best of YA Novels, 2005. Denver (CO) Public Schools.
- Bodart, J. (2005). Booktalking the 2005 ALAN Authors. ALAN Workshop, NCTE Annual Convention.
- Bodart, J. (2004). Brushing up on Booktalking. Denver (CO) Public Library.

- Bodart, J. (2004). Booktalking for Teachers: How and Why. Guest lecture for Children's Materials class, Metropolitan State College, Denver, Colorado.
- Bodart, J. (2004). Booktalking the Best of YA Fiction, 2004. Denver (CO) Public Schools.
- Bodart, J. (2003). Radical Reads: What They Are and How to Use Them. Youth Division, New York Library Association Annual Convention.
- Bodart, J. (2003). Using Booktalking to Create Avid Readers. Youth Division, New York Library Association Annual Convention.
- Bodart, J. (2003). The Value of Young Adult Literature and How to Use it in the Secondary Classroom. Denver (CO) Public Schools. (Presented five times to all middle and high school English teachers as part of the fall training week.)
- Bodart, J. (2003). Booktalking for Teachers: How and Why. Guest lecture for Children's Materials class, Metropolitan State College, Denver, Colorado.
- Bodart, J. (2002). What's the Computer Doing to our Children? The Effects of Technology on Brain and Social Development of Today's Youth. British Columbia Library Association Annual Convention.
- Bodart, J. (2002 ). Radical Reads: Don't Shy Away from Today's Controversial YA Literature. British Columbia Library Association Annual Convention.
- Bodart, J. (2002). Booktalking: Tips, Techniques, and Training, for School Librarians. Denver (CO) Public Schools.
- Bodart, J. (2002). Booktalking for Teachers: How and Why. Guest lecture for Children's Materials class, Metropolitan State College, Denver, Colorado.
- Bodart, J. (2001). Booktalking for School and Public Librarians. Prince George (Canada) District Teacher-Librarians Association Annual Conference.
- Bodart, J. (2001). Current Trends in Young Adult Literature. Prince George (Canada) District Teacher-Librarians Association Annual Conference.
- Bodart, J. (2001). Selecting the Best for Teens, a Workshop for School Librarians. Denver (CO) Public Schools.
- Bodart, J. (2000). Today's Teenagers, Tomorrow's Scholars: Comparing the Information Needs of Adolescents and Adults. Oregon Library Association Annual Conference.
- Bodart, J. (2000). Rad Reads: The Best, the Edgiest, the Most Controversial. Gallup-McKinley County (NM) Public Schools.
- Bodart, J. (2000). What's New in the World of YA Lit? Gallup-McKinley County (NM) Public Schools.
- Bodart, J. (2000). Ideas for Summer Reading. Tohatchi Middle and High Schools, Gallup-McKinley County (NM) Public Schools.
- Bodart, J. (2000). Booktalking the Newest and the Best for Middle and High School Libraries. Denver (CO) Public Schools.

- Faires, D. (2006 May). Using Blackboard for online courses. Presentation for visiting Thai scholars from Chulalongkorn University's English as an International Language department.
- Faires, D. (2006 March). Introduction to Skype. Demonstration for the SJSU Learning Innovations group.
- Faires, D. (2005 November). Using blogs and wikis in the academic world. Presentation for the SJSU Learning Innovations group.
- Fisher, B. (2005). Presentation on the use of competency statements by LIS programs at the Association of Library and Information Science Educators conference.
- Fisher, B. (2004). Presentation on professional education issues at the American Library Association conference.
- Fisher, B. (2004). Presentation dealing with "Determining Return-on-Investment" made at the 2004 Betty Burrows Memorial Lecture sponsored by the Cleveland Chapter of SLA.
- Fisher, B. (2004). Presentation dealing with "Negotiating Skills for Career Management" made in January 2004 at a professional development workshop co-sponsored by the San Francisco Bay Region Chapter of SLA and BAYNET.
- Fisher, B. (2001). Presentation dealing with "Valuing Intangible Assets" made at the 2001 Stanford/NLM Consumer Health Symposium – Bringing e-Content to the Consumer.
- Fuller, D. (2006). A Digital Library for California K-12 Public Schools. Applications Coordination Committee (ACC), K12 High Speed Network (K12HSN). Sacramento, CA.
- Fuller, D. (2005). Measuring Achievement Using a Balanced Scorecard Approach. Nevada Library Association, Reno, NV.
- Fuller, D. (2004). Learning from a Digital School District (Keynote). Information Technology in Education, Beijing, China.
- Fuller, D. (2006). Academic Impact of a Cohort Program. Association for Library and Information Science Education Work-in-Progress Poster Session, San Antonio, TX.
- Fuller, D. (2005). The Alphabet Soup of Student Achievement. American Association of School Librarians, Pittsburgh, PA (co-presenter with Cathy McLeod).
- Fuller, D. (2005). Ban the Bird Unit. Fresno Pacific Library Media Program Leadership Day.
- Fuller, D. (2005). ALISE Convener of Continuing Education Special Interest Group. Boston, MA.
- Fuller, D. (2004). Measuring Achievement Using a Balanced Scorecard Approach. California School Library Association, Sacramento, CA.
- Fuller, D. (2004). All That Googles Is Not Gold. California School Library Association. Sacramento, CA (co-presenter with Doug Achterman).
- Fuller, D. (2004). Results of SLIS Alumni Survey. ALISE Continuing Education Special Interest Group, San Diego, CA.
- Fuller, D. (2003). Online Instructional Programs and their Support. Northern California Consortium of Psychological Libraries, San Jose, CA.

- Fuller, D. (2003). Knowledge Rich Environments and the Student Information Workspace. Digital California Project Program Steering Committee, Sacramento, CA (co-presenter with David Loertscher).
- Fuller, D. (2002). Leading From the Middle, the art of getting things done. Pennsylvania Association for Educational Communication and Technology, Hershey, PA.
- Fuller, D. (2001). Library Without Walls, Information Anytime, Anywhere. National School Boards Association Teaching and Learning Conference, Atlanta, GA.
- Haycock, K. (2006 June). Graduate Education for Library and Information Science Education in Canada. Paper presented at the President's Forum in Education for Librarianship in Europe and North America at the annual conference of the American Library Association, New Orleans.
- Haycock, K. (2006 June). Family literacy. Paper presented to the annual conference of the Canadian Library Association, Ottawa.
- Haycock, K. (2006 June). Exceptional board governance. Paper presented to the annual conference of the Canadian Library Association, Ottawa.
- Haycock, K. ((2006 June). Developing leaders. Paper presented to the annual conference of the Special Libraries Association, Baltimore.
- Haycock, K. (2006 May). Community development: The leadership role of the library board (audioconference, offered twice). Presentation for the Education Institute/The Partnership, Toronto.
- Haycock, K. (2006 May). Information literacy: Building capacity among academic librarians. Keynote speaker and facilitator for five-day institute funded by Unesco and sponsored by the World Bank, Hanoi, Vietnam.
- Haycock, K. (2006 April). Strategic planning (audioconference, offered twice). Presentation for the Education Institute/The Partnership, Toronto.
- Haycock, K. (2006 April). Lonely at the top: The chair as a community and board leader. Paper presented to the annual conference of the Alberta Library Trustees' Association, Jasper, Alberta.
- Haycock, K. (2006 April). Strategic planning. Paper presented to the annual conference of the Alberta Library Association, Jasper, Alberta.
- Haycock, K. (2006 April). Board effectiveness. Presentation to the annual conference of the British Columbia Library Trustees' Association, Burnaby.
- Haycock, K. (2006 April). Lonely at the top: The chair as a community and board leader. Presentation to the annual conference of the British Columbia Library Trustees' Association, Burnaby.
- Haycock, K. (2006 April). Collaboration: Connecting research and practice. Presentation to the annual conference of the British Columbia Library Association, Burnaby.

- Haycock, K. (2006 April). What works: Best practices to ensure achievement. A one-day workshop for teachers and teacher-librarians in Washington state. Port Townsend, Washington.
- Haycock, K. (2006 March). Effective meetings (audioconference, offered twice). Presentation for the Education Institute/The Partnership, Toronto.
- Haycock, K. (2006 March). Lonely at the top? The board chair as community and board leader (audioconference, offered twice). Presentation for the Education Institute/The Partnership, Toronto.
- Haycock, K. (2006 March). Behind the politics: Knowing what makes your legislators tick helps your talk. Presentation to the pre-conference workshop of the Council of California County Law Librarians, Sacramento.
- Haycock, K. (2006 February). Trustee Orientation Program (TOP): A one-day institute for public library trustees in British Columbia. Richmond, British Columbia.
- Haycock, K. (2006 February). Trustee Orientation Program (TOP): A three-day institute for trainers in board governance for public library trustees in British Columbia. Richmond, British Columbia.
- Haycock, K. (2006 February). Effective board governance: Overview. (audioconference, offered twice). Presentation for the Education Institute/The Partnership, Toronto.
- Haycock, K. (2006 February). Advocacy: New views for developing a powerful advocacy program. Spotlight speaker for the Ontario Library Boards' Association; presentation to the annual conference of the Ontario Library Association, Toronto.
- Haycock, K. (2006 February). Lonely at the Top? The board chair as community and board leader. Presentation to the annual conference of the Ontario Library Association, Toronto.
- Haycock, K. (2006 January). Facilitator. Forum on Education. The President's Program at the annual Midwinter meetings of the American Library Association, San Antonio.
- Haycock, K. (2006 January). Marketing a professional association. Presentation to the Part-time and Adjunct Faculty Special Interest Group of the Association for Library and Information Science Education, San Antonio.
- Haycock, K. (2005 December). Annual reports: How to do them right. (audioconference, offered twice). Presentation for the Education Institute/The Partnership, Toronto.
- Haycock, K. (2005 November). Effective board governance: Overview. (audioconference, offered twice). Presentation for the Education Institute/The Partnership, Toronto.
- Haycock, K. (2005 November). The future of children's librarianship and the implications for graduate education. Presentation to the annual retreat of the youth services coordinators of the Silicon Valley Library System. Mountain View, CA.
- Haycock, K. (2005 November). School libraries and student achievement: The evidence, the issues, the dilemmas. Presentation to the annual conference of the California School Library Association, Ontario.

- Haycock, K. (2005 October). Leadership and leadership styles. Full-day workshop for emerging library leaders and mentors, Northern Exposure to Leadership, Emerald Lake, British Columbia.
- Haycock, K. (2005 October). Ethics. Half-day workshop for emerging library leaders and mentors, Northern Exposure to Leadership, Emerald Lake, British Columbia.
- Haycock, K. (2005 October). Advocacy. Half-day workshop for emerging library leaders and mentors, Northern Exposure to Leadership, Emerald Lake, British Columbia.
- Haycock, K. (2005 September). Teacher-librarians: Connecting student achievement, literacy and culture. Speech to the annual professional development conference of the Okanagan-Skaha School District, Penticton, British Columbia.
- Haycock, K. (2005 September). Collaboration: Developing school culture and instructional partnerships. Presentation to the annual professional development conference of the Okanagan-Skaha School District, Penticton, British Columbia.
- Haycock, K. (2005 September). Translating research into practice: Best practice and effective advocacy. Presentation and workshop (half-day) for the annual professional development conference of the Okanagan-Skaha School District, Penticton, British Columbia.
- Haycock, K. (2005 June). So you want to be/hire a chief librarian. Panel presentation to the annual conference of the Canadian Library Association, Edmonton, Alberta.
- Haycock, K. (2005 April). Beyond Hope: Strengthening Libraries in Northern British Columbia. Keynote address to the Beyond Hope: Strengthening Libraries in Northern British Columbia biennial conference. Prince George, British Columbia.
- Haycock, K. (2005 April). Effective board governance. Presentation to the annual joint conference of the Alberta Library Trustees' Association and the Library Association of Alberta. Jasper, AB.
- Haycock, K. (2005 April). Community development: What business is your library in? Paper presented to the Beyond Hope: Strengthening Libraries in Northern British Columbia biennial conference. Prince George, British Columbia.
- Haycock, K. (2005 April). Libraries and community development. Presentation to the annual joint conference of the Alberta Library Trustees' Association and the Library Association of Alberta. Jasper, AB.
- Haycock, K. (2005 April). Library leadership: Practical suggestions. Panel presentation at the Beyond Hope: Strengthening Libraries in Northern British Columbia biennial conference. Prince George, British Columbia.
- Haycock, K. (2005 April). Trustee Orientation Program (TOP). One-day presentation to trustees in northern British Columbia. British Columbia Library Trustees' Association. Prince George, British Columbia.
- Haycock, K. (2005 April). Trustee Orientation Program (TOP). One-day presentation to library trustees at the annual conference of the British Columbia Library Trustees' Association. Burnaby, British Columbia.

- Haycock, K. (2005 April). Selecting the CEO. National teleconference for the Education Institute, a partnership of five provincial library associations.
- Haycock, K. (2005. April). Community development through board effectiveness. One-day presentation for the Edmonton Public Library Board. Edmonton, AB.
- Haycock, K. (2005. April). Community development through board effectiveness. One-day presentation for the Fort McMurray Public Library Board. Fort McMurray, AB.
- Haycock, K. (2005 March). Community development through board effectiveness. One-day presentation for the Coquitlam Public Library Board. Coquitlam, British Columbia.
- Haycock, K. (2005 March). Trustee Orientation Program (TOP). One-day presentation to library trustees in the Lower Mainland. North Vancouver
- Haycock, K. (2005 March). Board effectiveness. National teleconference for the Education Institute, a partnership of five provincial library associations.
- Haycock, K. (2005 February). Trustee effectiveness: A case study. Presentation to the annual conference of the Ontario Library Association. Toronto, Ontario.
- Haycock, K. (2005 February). Selecting professional and support staff. Paper presented to the annual conference of the Ontario Library Association. Toronto, Ontario.
- Haycock, K. (2005 February). Overdue: The Executive MLIS Program. Presentation to the annual conference of the Ontario Library Association. Toronto, Ontario.
- Haycock, K. (2005 February). Trustee Orientation Program (TOP). One-day presentation to library trustees at the Powell River Public Library. Powell River, British Columbia.
- Haycock, K. (2004 November). Managing your career path. Panel presentation for the BC Library Association. Vancouver, British Columbia.
- Haycock, K. (2004 October). Connecting literacy, learning and student achievement. Keynote address to the annual conference of the BC Teacher-librarians' Association. Vancouver, British Columbia.
- Haycock, K. (2004 July). Connecting best practice with literacy and student achievement: The case of, and for, school libraries and "teacher-librarians." Sponsored by Greece Central School District. Fourth annual standards institute, Rochester, NY.
- Haycock, K. (2004 July). Collaboration: Because student achievement is the bottom line. Sponsored by Greece Central School District. Fourth annual standards institute, Rochester, NY.
- Haycock, K. (2004 June). Information literacy. Panel presentation for the annual conference of the Canadian Library Association, Victoria, British Columbia.
- Haycock, K. (2004 June). Trustee Orientation Program (TOP). One-day presentation to the annual conference of the BC Library Trustees' Association, Victoria, British Columbia.
- Haycock, K. (2004 June). Library Directors and Trustees: Partners. One-day workshop (with Marty Hale) sponsored by the American Library Association, Association of Library Trustees and Advocates and the Public Library Association. Orlando, FL.

- Haycock, K. (2004 May). Trustee Orientation Program (TOP). One-day presentation to library trustees at the Pouce Coupe Public Library. Pouce Coupe, British Columbia.
- Haycock, K. (2004 May). Trustee Orientation Program (TOP). One- presentation to library trustees in the Kootenays. Fernie, British Columbia.
- Haycock, K. (2004 May). Best practices for improved student learning. Presentations over five days to the annual school library media conferences of five New York Boards of Cooperative Education Services: Franklin Essex Hamilton, Lake Placid, NY; Jefferson Lewis, Watertown, NY; Schuyler Chemung Tioga, Elmira, NY; Oneida Herkimer, Utica, NY.
- Haycock, K. (2004 May). Community Development. Part 1: Redefining Library Boards for Dynamic Communities. Part 2: Redefining Library Boards: Becoming a Player. Presentations to the Alberta Library Conference. Jasper, Alberta.
- Haycock, K. (2004 May). Selecting Your CEO: Your Most Expensive Decision. Presentation to the Alberta Library Conference. Jasper, Alberta.
- Haycock, K. (2004 May). Improving student achievement: The case for school libraries and teacher-librarians. Presentation to four Boards of Cooperative Education Services administrators and librarians over five days. Utica, New York.
- Haycock, K. (2004 May). Connecting literacy, learning and student achievement. Keynote address to the annual administrators' conferences of five New York Boards of Cooperative Education Services: Franklin Essex Hamilton, Lake Placid, NY; Jefferson Lewis, Watertown, NY; Schuyler Chemung Tioga, Elmira, NY; Oneida Herkimer, Utica, NY.
- Haycock, K. (2004 April). Community development: Part II: Redefining library boards— becoming a player. Presentation to the annual joint conference of the Alberta Library Trustees' Association and the Library Association of Alberta. Jasper, AB.
- Haycock, K. (2004 March). Developing literacy in Vancouver's inner city. Presentation to the Rotary Club for Vancouver Quadra, Vancouver, British Columbia.
- Haycock, K. (2004 March). Strategic planning: Key factors for Board success. Presentation to the Fraser Valley Regional Library Board, Abbotsford, British Columbia.
- Haycock, K. (2004 March). Library and information science education in North America: Bridging the gap between education and practice. Paper presented to the Luminary Lecture @ Your Library international videoconference sponsored by the Library of Congress. Western site: San Jose, California.
- Haycock, K. (2004 February). New designs for effective board governance. Presentation to the Executive Board of the British Columbia Library Trustees Association, North Vancouver, British Columbia.
- Haycock, K. (2004 February). Marketing British Columbia's school libraries. Paper presented to association presidents and representatives and senior library and community leaders, Vancouver, British Columbia. With three graduate students.

- Haycock, K. (2004 February). School libraries, supporting learning—moving the agenda forward. Two presentations to the provincial invitational conference of the B.C. Teachers' Federation and the B.C. Federation of Labour, Richmond, British Columbia.
- Haycock, K. (2004 February). Building inclusive education. Panel presentation to the provincial invitational conference of the B.C. Teachers' Federation and the B.C. Federation of Labour, Richmond, British Columbia.
- Haycock, K. (2004 January). The crisis in Canada's school libraries: The case for reform and re-investment. Presentation to the Vancouver Public Library Literacy Day program, with National Librarian Roch Carrier. Vancouver, British Columbia.
- Haycock, K. (2004 January). New views on advocacy: Moving the agenda forward. Paper presented to the annual conference of the Ontario Library Association, Toronto, Ontario.
- Haycock, K. (2004 January). School libraries: The case for reform and re-investment. Paper presented to the annual conference of the Ontario Library Association, Toronto, Ontario.
- Haycock, K. (2004 January). Selecting the CEO: Your million dollar responsibility. Paper presented to the annual conference of the Ontario Library Association, Toronto, Ontario.
- Haycock, K. (2004 January). Library board development: What every CEO should know. Paper presented to the annual conference of the Ontario Library Association, Toronto, Ontario.
- Haycock, K. (2004 January). Redefining library boards for community development: Becoming a player. Presentation to the annual conference of the Ontario Library Association, Toronto, Ontario.
- Haycock, K. (2004 January). Redefining library boards for community development: Community development. Presentation to the annual conference of the Ontario Library Association, Toronto, Ontario.
- Haycock, K. (2004 January). Redefining library boards for community development: Effective board governance. Presentation to the annual conference of the Ontario Library Association, Toronto, Ontario.
- Haycock, K. (2003 November). Designs for effective advocacy for British Columbia's school libraries. Presentation to association presidents and representatives and senior library and community leaders, Vancouver, British Columbia.
- Haycock, K. (2003 November). From outputs to outcomes: Evaluating public library impact on community. Teleconference presentation to several sites in Ontario and other provinces for the Ontario Library Boards Association.
- Haycock, K. (2003 November) Community development: Roles and responsibilities. Presentation to the Rotary Club for West Vancouver Sunrise. West Vancouver, British Columbia.
- Haycock, K. (2003 October). Student achievement: It just doesn't cut it. Paper presented at the biennial conference of the American Association of School Librarians, Kansas City, Missouri.

- Haycock, K. (2003 October/November). Executive team building. Two-day workshop for the senior exempt leadership team of the Fraser Valley (British Columbia) Regional Library. Abbotsford, British Columbia.
- Haycock, K. (2003 October). The Trustee Orientation Program (TOP). Full-day workshop sponsored by the British Columbia Library Trustees Association for the Prince George Public Library Board and trustees in the interior of British Columbia, Prince George, British Columbia.
- Haycock, K. (2003 October). Community development: What it is and how to make it happen. Teleconference presentation to several sites in Ontario and other provinces for the Ontario Library Boards Association.
- Haycock, K. (2003 October). Collaboration: Because student achievement is the bottom line. Half-day workshop presented at the biennial conference of the American Association of School Librarians, Kansas City, Missouri.
- Haycock, K. (2003 September). Effective board governance: Roles and relationships. Teleconference presentation to several sites in Ontario and other provinces for the Ontario Library Boards Association.
- Haycock, K. (2003 August). The case for a coalition for BC school libraries. Presentation to association presidents and representatives and senior library and community leaders. Vancouver, British Columbia.
- Haycock, K. (2003 July). University of Victoria. School libraries: The case for reform and re-investment. Paper presented to the summer institute sponsored by the University of Victoria and Canadian School Library Association. Victoria, British Columbia.
- Haycock, K. (2003 June). What they didn't teach you in library school: How to be politically savvy. Panel presentation to the joint annual conference of the American and Canadian Library Associations, Toronto, Ontario.
- Haycock, K. (2003 June). Redefining the library board for dynamic communities. Full-day presentation to the joint annual conference of the American and Canadian Library Associations, Toronto, Ontario.
- Haycock, K. (2003 June). The potent connection: School libraries and student achievement. Paper presented to the National School Library Summit sponsored by the National Library, Ottawa, Ontario.
- Haycock, K. (2003 May). Leaders for today and tomorrow: Valuing the past, acknowledging the present, poised for the future. Keynote addresses to the graduating classes of the San Jose State University School of Library and Information Science at San Jose and Fullerton, California.
- Haycock, K. (2003 May). Community development. Paper presented to the annual conference of the British Columbia Library Association, Harrison Hot Springs, British Columbia.

- Haycock, K. (2003 May). Trustee Orientation Program (TOP). Full-day training session at the annual conference of the British Columbia Library Trustees' Association, Harrison Hot Springs, British Columbia.
- Haycock, K. (2003 April). Redefining library boards for community development. Teleconference presentation to several sites in Ontario and other provinces for the Ontario Library Boards Association.
- Haycock, K. (2003 April). School library advocacy. Paper presented to the annual conference of the Texas Library Association, Houston, Texas.
- Haycock, K. (2003 March). Teacher-librarians: Connecting student achievement, literacy and culture, Keynote address to the annual conference of the Association for Teacher-librarianship in Canada and Saskatchewan School Library Association, Saskatoon.
- Haycock, K. (2003 March). Reconfiguring school libraries and teacher-librarians for maximum impact: How to get more for your dollar. Special presentation for educational decision-makers at the annual conference of the Association for Teacher-librarianship in Canada and Saskatchewan School Library Association, Saskatoon.
- Haycock, K. (2003 February). Trustee Orientation Program. BC Library Trustees' Association, Vancouver.
- Haycock, K. (2003 January) Redefining the Library Board for Dynamic Communities. Preconference program for the annual conference of the Ontario Library Association.
- Haycock, K. (2002 December). Collaboration for Student Achievement. One-day institute. East Baton Rouge (LA) Parish Schools.
- Haycock, K. (2002 December). Redefining the Library Board for Dynamic Communities. Full-day presentation for the Louisiana State Library. Cedar Creek, Louisiana.
- Haycock, K. (2002 December). Redefining the Library Board for Dynamic Communities. Full day presentation for the Louisiana State Library. Baton Rouge, Louisiana.—  
 “Professionally, your work is outstanding. Personally, I thoroughly enjoyed your sense of humor, your charm and your candor. Your presentations were our best ever!” Gretchen Fairbanks, Library Consultant, State Library of Louisiana.
- Haycock, K. (2002 November) Trends and issues in public library leadership and services Presentation to the staff of the Fraser Valley (British Columbia) Regional Library. [Two Presentations]
- Haycock, K. (2002 November). The library board in community development. Two-day Leadership Forum for the Ontario Library Trustees' Association.—“I can't thank you enough for a truly exceptional presentation.” Peter Rogers, President, Ontario Library Trustees' Association.
- Haycock, K. (2002 October). Research in teacher-librarianship: Implications for evidenced-based practice and future research. Guest lecture to the UBC Faculty of Education Department of Language and Literacy Education LLED 508: Review of Educational Research class.

- Haycock, K. (2002 June). Public library branch managers: Perceptions of exemplary characteristics. Presentation to the annual conference of the B.C. Library Trustees' Association, Nelson, British Columbia.
- Haycock, K. (2002 June). Selecting your director: Working in partnership with an executive search firm. Presentation to the annual conference of the B.C. Library Trustees' Association, Nelson, British Columbia.
- Haycock, K. (2002 May). Teambuilding: Principles and practices for effectiveness. Presentation to the annual conference of the B.C. Library Trustees' Association, Nelson, British Columbia.
- Haycock, K. (2002 April). Open your eyes: Board leadership in your library's future. Half-day presentation for the Ontario Library Trustees' Association. Videoconference from UBC with sites in eight Ontario cities.
- Haycock, K. (2002 April). Open your eyes: Board leadership in your library's future. Half-day presentation for the Ontario Library Trustees' Association. Videoconference from UBC with sites in 12 Ontario cities.
- Haycock, K. (2002 March). School libraries and teacher-librarians: Past performance and future promise. Presentation to the Vancouver (British Columbia) Friends of the Library, Vancouver.
- Haycock, K. (2002 March). Exemplary public library branch managers: Their characteristics and effectiveness. Paper presented to the biennial conference of the Public Library Association, Phoenix, AZ.
- Haycock, K. (2002 February). Leadership styles. Workshops for Northern Exposure to Leadership, a national invitational library leadership institute for emerging leaders. Emerald Lake, British Columbia.
- Haycock, K. (2002 January). Collaborative program planning and teaching. Three-day institute for the Houston/Clear Lake (Texas) Regional Education Service Centre.
- Haycock, K. (2001 October). Building collaborative learning communities in information technology. Alberta Learning Edmonton Regional Consortium and the University of Alberta. Edmonton.
- Haycock, K. (2001 October). Reinventing your library: Meeting information and communications technologies outcomes. Alberta Learning Edmonton Regional Consortium and the University of Alberta. Edmonton.
- Haycock, K. (2001 October). Connecting teacher-librarians to student achievement: Lessons for senior education officials. Presentation to the Sri Lankan delegation of senior officials of the Ministry of Education, Burnaby, British Columbia.
- Haycock, K. (2001 September). Public library and school district cooperation, collaboration and collocation. Half-day presentation for the California State Library. Videoconference from UBC with sites in Nevada City, Sacramento, Salinas, and San Luis Obispo, California. Videotaped for future use by the California State Library.

- Haycock, K. (2001 July). Inspiring connections: Learning, libraries and literacy. Keynote address to the annual conference of the International Association of School Librarianship, Auckland, New Zealand. (Presentation sponsored by the National Library of New Zealand).
- Haycock, K. (2001 June). Collaboration revisited: Enablers and impairments. Workshop for the annual conference of the Western Australia School Library Association/Association of Independent Schools of Western Australia. Perth, Australia.
- Haycock, K. (2001 June). Leading from the center: Connecting research to best practice. Keynote address to the annual conference of the Western Australia School Library Association/Association of Independent Schools of Western Australia. Perth, Australia.
- Haycock, K. (2001 June). Learning environments: Planning, changing and remodeling to achieve and enhance student outcomes (panel). Presentation to the annual conference of the Western Australia School Library Association/Association of Independent Schools of Western Australia. Perth, Australia.
- Haycock, K. (2001 March). Advocacy, action, results. Full-day pre-conference institute for the Texas Library Association, San Antonio.
- Haycock, K. (2001 March). Collaboration, leadership and technology: Intersections of best practice for student achievement. Keynote presentation to the annual conference of the Iowa Educational Media Association, Des Moines.
- Haycock, K. (2001 March). Collaboration: Leading from the center. Workshop for the annual conference of the Iowa Educational Media Association, Des Moines.
- Haycock, K. (2001 March). Issues and trends: A conversation with Ken Haycock. Presentation to the annual conference of the Iowa Educational Media Association, Des Moines.
- Haycock, K. (2001 March). & Freedman, M. Battle of the ALA-mo. Debate for candidates for president of the American Library Association. Session at the annual conference of the Texas Library Association, San Antonio.
- Haycock, K. (2001 March). Towards quality customer service. Keynote address to From Papyrus to Paperless: An international conference for students in the information professions, sponsored by the graduate students of the School of Library, Archival and Information Studies, University of British Columbia, Vancouver.
- Haycock, K. (2001 March). Public library and school district cooperation, collaboration and collocation. Full-day presentation for the Stanford University-California State Library Institute for 21st Century Librarianship, Oakland, CA.
- Haycock, K. (2001 March). Public library and school district cooperation, collaboration and collocation. Full-day presentation for the Stanford University-California State Library Institute for 21st Century Librarianship, Sacramento, CA.
- Haycock, K. (2001 February). Public library and school district cooperation, collaboration and collocation. Full-day presentation for the Stanford University-California State Library Institute for 21st Century Librarianship, Pasadena, CA.

- Haycock, K. (2001 February). Public library and school district cooperation, collaboration and collocation. Full-day presentation for the Stanford University-California State Library Institute for 21st Century Librarianship, San Diego, CA.
- Haycock, K. (2001 February). Public library leadership: Leading from the middle. Paper presented at the 100th annual conference of the Ontario Library Association, Toronto.
- Haycock, K. (2001 February). Leadership and innovation. 100th Anniversary Spotlight Speaker at the 100th annual conference of the Ontario Library Association, Toronto.
- Haycock, K. (2001 January). Collaborative program planning and teaching. Two day workshop for the Greater Victoria School District #61, Victoria.
- Haycock, K. (2000 November). Professional issues in continuing education. Panel chair and moderator for the Second (North American) Congress on Professional Education, Chicago.
- Haycock, K. (2000 November). Professional issues in continuing education. Panel chair and moderator for the Second Congress on Professional Education, Chicago.
- Haycock, K. (2000 August). Guidelines for Library and Information Studies Education. Panel chair for the IFLA Section on Education and Training at the annual conference of the International Federation of Library Associations and Institutions.
- Haycock, K. (2000 August). Assessing Outcomes for Professionals in University and Research Libraries. Panel presentation to the IFLA Section on University Libraries and Other Research Libraries at the annual conference of the International Federation of Library Associations and Institutions.
- Haycock, K. (2000 August). Blocking access to information and ideas: The use of Internet filtering software and levels of satisfaction in North America. Paper presented to the annual research forum of the International Association of School Librarianship, August 04-11, 2000, Malmo, Sweden. 30 pp.
- Haycock, K. (2000 June). Principles and practices for effective school library media programs. Invited lecture to the Southern Connecticut State University School of Library Science and Instructional Technology, New Haven, CT.
- Haycock, K. (2000 June). Information literacy. Invited lecture to the Southern Connecticut State University School of Library Science and Instructional Technology, New Haven, CT.
- Haycock, K. (2000 June). Leadership, technology and flexible learning environments. Invited lecture to the Southern Connecticut State University School of Library Science and Instructional Technology, New Haven, CT.
- Haycock, K. (2000 June). Collaborative planning and teaching: The key to affecting student achievement. Invited lecture to the Southern Connecticut State University School of Library Science and Instructional Technology, New Haven, CT.
- Haycock, K. (2000 June). Public library leadership: Competencies, attributes and succession planning. Panel presentation to the annual conference of the Canadian Library Association/Canadian Association of Public Libraries, Edmonton.

- Haycock, K. (2000 June). Issues and trends in library and information services in Canada, 1995-1999. Panel presentation to the annual conference of the Canadian Library Association/Canadian Library Trustees' Association, Edmonton.
- Haycock, K. (2000 May). Assisting students: A dialogue on the role of school and public libraries. Panel presentation at the 2nd annual Vancouver Public Library all staff conference.
- Haycock, K. (2000 May). Celebrating excellence: The challenge continues. Keynote speech to the first joint conference of the British Columbia Library Association, British Columbia Library Trustees' Association, Pacific Northwest Library Association, Kelowna.
- Haycock, K. (2000 April). Collaboration: Leading from the middle. Presentation to the annual conference of the Texas Library Association, Houston.
- Haycock, K. (2000 March). Criteria for effective school library media programs. Half day workshop for the Calgary Board of Education Collaborative Learning Community.
- Haycock, K. (2000 March). Leading from the centre: Redefining and Refocusing support for student learning. Keynote address to the annual conference of the Alberta Computer Council and the Alberta Learning Resources Council.
- Haycock, K. (2000 March). Advocacy and program development: Lessons learned. Presentation to the annual conference of the Alberta Computer Council and the Alberta Learning Resources Council.
- Haycock, K. (2000 March). Leading from the centre: Redefining and Refocusing support for student learning. Keynote address to the annual conference of the Alberta Computer Council and the Alberta Learning Resources Council.
- Haycock, K. (2000 March). Advocacy and program development: Lessons learned. Presentation to the annual conference of the Alberta Computer Council and the Alberta Learning Resources Council.
- Haycock, K. (2000 February). Exemplary public library branch managers: Who are they? How are they different from you and me? Paper presented at the annual conference of the Ontario Library Association, Toronto.
- Haycock, K. (2000 February). Future leadership in public libraries. Panel plenary presentation at the annual conference of the Ontario Library Association, Toronto.
- Haycock, K. (2000 February). Exemplary public library branch managers: Who are they? How are they different from you and me? Paper presented at the annual conference of the Ontario Library Association, Toronto.
- Haycock, K. (2000 February). Future leadership in public libraries. Panel plenary presentation at the annual conference of the Ontario Library Association, Toronto.
- Lindberg, L. (2005). DACS: Describing Archives a Content Standard. SAA Workshop with Bill Landis.
- Lindberg, L. (2002). Stylesheets for EAD. SAA Workshop with Michael Fox and Kris Kiesling.

- Lindberg, L. (2002). Beyond the Static Finding Aid: Delivering EAD with Open Source XML Tools. SAA pre-conference workshop.
- Lindberg, L. (2001). Introduction to Bookbinding, Basic Structures. San Francisco Center for the Book.
- Liu, G. (2006). Current development of digital libraries. Presentation at Yunan Provincial Library, Kunming, China.
- Liu, G. (2006). Digital libraries and virtual reference services. Presentation at Zhongshan University and South-China Normal University, Guangzhou, China.
- Liu, G. (2005). Virtual reference technology and service in modern libraries. Presentation at Yunnan Provincial Library, Kunming, China.
- Liu, G. (2001). Current situation of school library automation in America. Hua Xia Library Automation System Training Workshop in Changzhou, China.
- Liu, G. (2000). Developments and emerging trends of IR technologies. Workshop presentation at the Systems & Automation Department, Beijing National Library.
- Liu, G. (2000). Parallel computing and large-scale information retrieval. Presentation at the National Internet & Information Technologies Conference, July 31- August 4, Beijing, China.
- Liu, G. (2000). Virtual communities & eCommerce. Presentation at the National Internet & Information Technologies Conference, July 31- August 4, Beijing, China.
- Liu, G. (2000). Scalability and infrastructure of digital library systems. Workshop presentation at Sichuan University, Chengdu, P.R. China, July 16-20. Sponsored by the United Board for Christian Higher Education in Asia.
- Loertscher, D. (2006 October). Linking school libraries to literacy and academic achievement. Professional development sessions taught at the Hereford Independent School District, Hereford, TX.
- Loertscher, D. (2006 August). Ban those bird units. Two full-day professional development sessions taught at the San Antonio Public Schools, San Antonio, TX.
- Loertscher, D. (2006 July). Ban those bird units. Professional development sessions taught at the Michigan Association of School Librarians Summer Leadership Conference, Lansing, MI.
- Loertscher, D. (2006 June). Action research: Linking school libraries with achievement. Concurrent session taught at the American Library Association (ALA) Research Forum Annual Conference, New Orleans, LA.
- Loertscher, D. (2006 June). Professional learning community: Integrating differentiated instruction and understanding by design. Professional development session at the Treasure Mountain Research Retreat No.13, New Orleans, LA.
- Loertscher, D. (2006 April). Ban those bird units. Professional development sessions taught to the school principals attending the Texas Library Association, Houston, TX.

- Loertscher, D. (2006 April). Ban those bird units. Concurrent session taught at the Wyoming Library Association Spring Conference, Casper, WY.
- Loertscher, D. (2006 March). The 21st century school librarian. Keynote address presented at the annual conference of the South Carolina School Library Association, Charleston, SC. Two other concurrent sessions were presented in addition to the keynote address.
- Loertscher, D. (2006 March). Ban those bird units. Concurrent session taught at the California Association of Independent Schools, Burbank, CA.
- Loertscher, D. (2006 March). 21st century school libraries. Concurrent session taught at the California Association of Independent Schools, Burbank, CA.
- Loertscher, D. (2006 March). Ban those bird units. Professional development sessions taught at the De Kalb County School District Professional Development, Atlanta, GA.
- Loertscher, D. (2006 March). Ban those bird units II. Concurrent Professional development sessions taught at the 21st Century School Librarian of South Carolina School Library Association, Charleston, SC.
- Loertscher, D. (2006 March). Ban those bird units I. Concurrent Professional development sessions taught at the 21st Century School Librarian of South Carolina School Library Association Conference, Charleston, SC.
- Loertscher, D. (2006 February). Ban those bird units. Professional development sessions taught at the Oklahoma City Public School Professional Development Seminar, Oklahoma City, OK.
- Loertscher, D. (2006 February). Ban those bird units. Professional development sessions taught at the Wyoming Library Association, Jackson, WY.
- Loertscher, D. (2006 January). Ban those bird units. Professional development sessions taught at the Fort Worth Texas School District Professional Development Day, Fort Worth, TX.
- Loertscher, D. (2006 January). Ban those bird units. Professional development sessions taught at the Southwest Georgia Library Consortium, Cairo, GA.
- Loertscher, D. (2005 December). Ban those bird units. Professional development sessions taught at the Naussau School Librarians Seminar, Long Island, NY.
- Loertscher, D. (2005 November). Staying alive in 05: Update on the research of school library media programs. Concurrent session presented at the California School Library Association Annual Conference, Ontario, CA.
- Loertscher, D. (2005 October). Ban those bird units. Professional development sessions taught at the Teacher Professional Development Class, Jackson Hole, WY.
- Loertscher, D. (2005 October). Ban those bird units II. Concurrent session taught at the American Association of School Librarians (AASL) National Conference, Pittsburg, PA.
- Loertscher, D. (2005 October). Understanding in the library. Professional development sessions at the Treasure Mountain Retreat Number 12, Pittsburg, PA.

- Loertscher, D. (2005 September). Ban those bird units. Professional development sessions taught at the Dominican University School of Library and Information Science Graduate Seminar, Chicago, IL.
- Loertscher, D. (2005 September). Ban those bird units. Professional development sessions taught at the Grand Fork School District Professional Development Day, Grand Forks, ND.
- Loertscher, D. (2005 August). Ban those bird units V. Professional development sessions taught at the Amarillo Public School District Professional Development Day, Amarillo, TX.
- Loertscher, D. (2005 August). Ban those bird units. Professional development sessions taught at the New York Library Association Summer Conference, Ithaca, NY.
- Loertscher, D. (2005 August). Ban those bird units. Professional development sessions taught at the West Palm Beach School District Professional Development Day, West Palm Beach, FL.
- Loertscher, D. (2005 July). Collaboration between teachers and media specialists. Professional development sessions taught at the Pennsylvania Governor's Conference, Harrisburg, PA.
- Schmidt, J. (2005). Keynote speaker, "Nevada County Reads Fahrenheit 451."
- Schmidt, J. (2004). Keynote speaker, Friends of the Palo Alto Public Library Annual meeting.
- Schmidt, J. (2000). Keynote Speaker. Intellectual Freedom Principles in Academic Libraries, an Illustrated Tour. Association of College and Research Libraries, Intellectual Freedom Committee, Annual Program.
- Schmidt, J. (2000). Keynote speaker. Why Does ALA Policy Say Kids Should Have Unrestricted Access to Information, Images, and Ideas in Libraries?. Young Adult Library Services Association, Annual Conference.
- Weedman, J. (2005) Designers, clients, and knowledge production. Presented at the Joint Conference on Digital Libraries 2005, Denver, Colorado.

## **Appendix III.k**

### **Faculty Service to San Jose State University (excluding SLIS)**

#### **2000 - 2006**

**Anthony Bernier**

(2005-2007). College of Applied Sciences and Arts, Committee to Enhance Equity and Diversity (CEED)

(2006). Commencement Marshall, Spring Graduation

**Bodart, J.**

(2006- ). College of Applied Sciences and Arts, Research and Faculty Development Committee

**Debbie Faires**

(2005). College of Applied Sciences and Arts, Lottery Grant Committee

(2005- ). San Jose State University, iTunes Committee: Podcasting Equipment Subcommittee and Accessibility Subcommittee

**Bill Fisher**

(2004-2006). College of Applied Sciences and Arts, Sabbatical and Leaves Committee

(2003-2006). San Jose State University, Faculty Athletics Representative

(2003-2006). San Jose State University, University Athletics Board

(2004-2006). San Jose State University, Academic Affairs Final Admissions Committee

(1998-2000). San Jose State University, Curriculum and Research Committee

(1997-2000). San Jose State University, Enrollment Management Committee

**Charlotte Ford**

(2005-2007). San Jose State University, Library Board

(2006). San Jose State University, Library Board Discussion Group Facilitator for 2006 Campus Group Reading Program

**Dan Fuller**

(2006-2007). Chair, Extended Studies Committee

(2004- ). Extended Studies Committee

**Ken Haycock**

(2005- ). College of Applied Sciences and Arts, College Executive Council

(2005- ). San Jose State University Council of Chairs and Directors

**Deb Karpuk**

(2003- ). Student Evaluation Review Board (SERB)

**Geoffrey Liu**

(2005- ). College of Applied Sciences and Arts, Research and Faculty Development Committee.  
(2001-2003). San Jose State University, Information Technology Board  
(1997-2000). San Jose State University, Academic Senate Information Systems and Computing Advisory Board

**Ziming Liu**

(2003-2006). San Jose State University, Campus Planning Board  
(2002-2005). California State University, Research Funds Committee  
(2002-2003). San Jose State University, University Research Committee  
(2002-2003). San Jose State University, Faculty Mentor Program

**David Loertscher**

(2002-2004). San Jose State University, Distance Learning Committee

**Linda Main**

(2006- ). College of Applied Sciences and Arts College, Assessment Facilitator Committee  
(2006- ). San Jose State University, Advisory Panel for Server Standards for Teaching and Research Servers  
(2004- ). San Jose State University, Academic Technology Faculty Committee  
(2004- ). San Jose State University, Global Studies Committee  
(2003- ). San Jose State University, International Programs and Studies Committee  
(2002-2004). San Jose State University, University Scheduling Committee  
(2000-2003). San Jose State University, Curriculum and Research Committee  
(2001-2003). San Jose State University Academic Senator

**Judy Weedman**

(2000-2001) San Jose State University, University Retention, Tenure, and Promotion Committee

## Appendix III.I

### Faculty Association Memberships

(Guide to abbreviations on following page)

Faculty Name	Association
Ken Haycock	ALA, AASL, ALISE, ATLC, BCLA, BCTLA, CCC, CCT, CLA, CSLA, CCLR, IASL, IFLA, CLA <sub>2</sub> , LAMA, OLA
Anthony Bernier	ALISE, ALA, YALSA
Joni Bodart	ALA, ALISE, YALSA, ALSC, AASL, ACL, BAYA, NCTE/ ALAN
Jill Cody	ALISE, CCSV, CCC, CPRS, SDBA, ASPA
Connie Costantino	ALA, ALISE, ACRL, CARL, CLA, CPAL SDBAA, SILDRN, SDRLA
Debbie Faires	ALA, ALISE
Bill Fisher	SLA, ALISE
Jane Fisher	CLA, ALA, ALISE
Charlotte Ford	ALA, ALISE
Dan Fuller	AASL, ALISE, AASL, CLA, AASL, PSLA
Debra Hansen	CLHRT, SCA, ALA, ALISE, SCA
Lori Lindberg	ASIST, ALISE, ARMA, SAA, SCA, ACA, APS
Geoffrey Liu	ALISE, ASIS&T
Ziming Liu	ALISE, ASIS&T
David Loertscher	ALA, ALISE, ASCD
Linda Main	ALISE
Jim Schmidt	ALA, ALISE, CLA, AAU
Judy Weedman	META, ALISE, ALA, ALSC, ChLA

**Abbreviations:**

AASL: American Association of School Librarians  
AAU: Association of American Universities  
ACA: Academy of Certified Archivists  
ACL: Association of Children's Librarians of Northern California  
ACRL: Association of College and Research Libraries  
ALA: American Library Association  
ALAN: Assembly on Literature for Adolescents  
ALISE: Association for Library and Information Science Education  
ALSC: Association for Library Service to Children  
ANSI: American National Standards Institute  
APS: American Philatelic Society  
ARMA: Association of Records Managers and Administrators, International  
ASCD: Association for Supervision and Curriculum Development  
ASIS&T: American Society for Information Science & Technology  
ASPA: American Society of Public Administrators  
ATLC: Association for Teacher-librarianship in Canada  
BAYA: Bay Area Young Adult Librarians  
BCLA: British Columbia Library Association  
BCTLA: British Columbia Teacher-librarian's Association  
CARL: California Academic and Research Libraries  
CCC: Commonwealth Club of California  
CCLR: Council for Canadian Learning Resources  
CCSV: Capital Club of Silicon Valley  
CCT: Canadian College of Teachers  
CLA: California Library Association  
CLA<sub>2</sub>: Canadian Library Association  
ChLA : Planning Committee for annual conference  
CLHRT: California Library History Round Table  
CPAL: California Private Academic Libraries  
CPRS: California Parks and Recreation Society  
CRL: Center for Research Libraries  
IASL: International Association of School Librarianship  
IFLAI: International Federation of Library Association and Institutions  
LAMA: Library Administration and Management Association  
META: Mentoring, Educating, Training, Advising  
NBPTS: National Board for Professional Teaching Standards  
NCTE: National Council of Teachers of English  
OLA: Ontario Library Association  
SAA: Society of American Archivists  
SCA: Society of California Archivists  
SDBA: San Jose Downtown Business Association  
SDBAA: San Diego Book Awards Association  
SDRLA: San Diego Regional Library Association  
SILDRN: San Diego/Imperial County Libraries Disaster Response Network  
YALSA: Youth Adult Library Service Association

**Appendix III.m**  
**SAN JOSE STATE UNIVERSITY**  
**INTERPRETATION GUIDE FOR STUDENT OPINION OF**  
**TEACHING EFFECTIVENESS (SOTE) RESULTS**

Prepared by  
STUDENT EVALUATION REVIEW BOARD  
October 2004

Following several years of development by the Student Evaluation Review Board (SERB), a new SOTE rating form was adopted for implementation beginning in the Fall 2003 semester (see F02-2). In addition to developing tools for rating teaching effectiveness, SERB is also charged with “developing and making available to the University community, information and guidelines for the effective interpretation of the rating instruments.” As per this charge, the interpretation guide presented here provides a description of the new form, explanations for the statistics included in the SOTE report, and factors that influence SOTE ratings. The interpretation guide refers to and explains analyses of SOTE results generated during the Fall 2003 semester when the new form was administered. Based on administration to 2827 classes and returns of 66443 SOTE forms during the Fall 2003 semester, a new set of norms were generated for use in evaluating teaching effectiveness. Additionally, data on a variety of demographic and other variables were collected for use in helping to identify meaningful patterns in SOTE responses. Drawing upon previous guidelines for the interpretation of SOTEs, and incorporating the changes dictated by the current SOTE, this interpretation guide should be used to evaluate the both the “statistical” opinion of teaching effectiveness data provided by students, and the written subjective comments of students in order to reach a qualitative judgment about effectiveness in teaching assignment.

**Differences between the current SOTE and the previous SOTE**

The following are the most important differences between the previous version of the SOTE and the current version. Each of these has implications for interpreting the SOTE, and these implications are noted.

**Format**

Unlike the previous version of the SOTE, the current version presents each item in a separate box of its own. The form was designed in this way to maximize the likelihood that each item would be read and considered on its own, and to reduce the likelihood that students would simply endorse the same rating for each item by marking the same number in a straight line.

## Scale

The rating scale for the current SOTE consists of five points in a Likert type scale with ratings of (5) Very strongly agree; (4) Strongly Agree; (3) Agree; (2) Disagree; and (1) Strongly Disagree. There is also a sixth option, (NA) Not Applicable/No Opportunity to Observe. Note that in the previous version of the SOTE, the ratings ranged from (5) Excellent to (1) Far Below Average, with (3) rated as Average. In interpreting the previous version of the SOTE, there were, in essence only two points (ratings of 4 and 5) that signified teaching excellence. In the current version there are three points (agree, strongly agree, very strongly agree) that signify a positive evaluation of teaching effectiveness. Students now have the option of choosing among a greater range of “good” evaluations. When looking at dossiers that contain both the previous and the current version of the SOTE, RTP committee members should consider that **the two sets of ratings are not directly comparable. In interpreting SOTES collected using both the old and the current SOTE, instructors’ scores should be evaluated in comparison to the corresponding Department, College, and University norms for each item (see below for an explanation of new norms).**

## Number of items

Unlike the previous version, the current SOTE contains 13 items, the last of which is comparable to the “old” item 14, and refers to overall teaching effectiveness. This item shows a very high correlation with most of the other items and therefore is a good index of overall effectiveness. Nonetheless, **RTP committees should carefully examine ratings for all 13 items and not solely rely on ratings for item 13.**

## Subjective Evaluations

The new rating form is formatted as a 2-page booklet. The first page contains standardized rating items, the second page of the new form contains questions in which students are asked to provide subjective written comments regarding the teaching effectiveness of their instructor. Subjective ratings of “officially” rated classes must be included in the dossier. **In interpreting these responses, members of RTP committees should take into account the majority of comments, rather than focusing on atypical responses. However, if comments are repeatedly observed for the same instructor across sections and time, then the RTP committees should consider further evaluations for that instructor.**

## SOTE Report Display

The SOTE Report remains basically unchanged from the previous version. However, item **medians** now appear alongside the item means and standard deviations. Each report is also identified as “OFFICIAL” or “PERSONAL” along the top and bottom margins. Also appearing on the bottom of Page 2 of “OFFICIAL” reports is the number of written comment pages that are on file in the PAF for the class.

## The Statistics

Explanations for the various statistics used on the SOTE report, how to interpret them, and potential caveats are described herein.

The **mean** is the arithmetic average of student responses. Means are reported to the first decimal place. As noted below, caution should be used in interpreting means based on fewer than 10 students' responses.

The **standard deviation** is a measure of agreement among respondents. It indicates the variability among the responses. That is, how much, on the average, student responses vary from the mean. Standard deviations for most items are very close to 1.0. A large standard deviation (greater than approximately 1.3) indicates that students frequently do not agree about what rating should be assigned (i.e. students use three or more descriptors for a single item). A small standard deviation (less than approximately .7) indicates that students generally agree about what rating should be assigned (i.e. students usually use only two adjacent descriptors for a given item). We do not expect to often see 100% agreement among students – an excellent teacher for one student may be only average for another student given differential preparation or experiences of the two students.

A caveat in interpreting means and standard deviations is that both statistics are highly influenced by even one or two aberrant scores if the number of ratings is fewer than about 10. Thus classes and/or items where fewer than 10 students have responded have been flagged with an asterisk and the following sentences will be printed directly below the rating items—\*ITEM STATISTICS ARE BASED ON 10 OR FEWER STUDENTS. RESULTS SHOULD BE INTERPRETED WITH CAUTION\*. Great caution should be used when interpreting means and standard deviations of such classes and/or items because the statistics may be unstable—check for consistency across classes and across rating occasions. In addition, when more than 30% of the students in a class leave an item blank or mark it “not applicable,” that rating probably should not be interpreted.

The **median** is the middle ranking. A median of 3.5 indicates that half the students gave ratings higher and half lower than 3.5. The median is helpful in cases where outliers might influence the mean and standard deviation; e.g. cases in which a few extremely high or extremely low ratings might push the mean score in a direction that is not representative of the class as a whole. This is particularly likely in smaller classes or classes with large numbers of blanks or “not applicable” ratings.

## The Norm Data

Following the introduction of the current SOTE form, new norms were computed based on the administration of the SOTE to all classes during the Fall 2003 semester (SOTE forms were returned for 93% of classes that were subject to evaluation). Norms for each item are provided at the Department/School, College, and University level (except in cases where there were 12 or fewer classes evaluated in the Department/School). At each level, responses were

aggregated to compute the means, medians, and standard deviations that serve as norms or a referent point for making comparisons. Comparisons between the class data and norm data are best made using the graphic display on the second page of the report.

Norm data for the College and University levels only are graphically displayed on page 2 of the printout. For each item the middle 60% of ratings received by instructors was determined. This range is displayed as a line of dashes. This line represents the usual range of ratings received by instructors for that item. The class mean is printed as an asterisk on the same line. Only if the class mean falls below the norm (represented by an asterisk to the left of the dashes) or above the norm (represented by an asterisk to the right of the dashes), can SOTE data can be used to identify exceptional teachers (those with rating means outside the norm average.) The usefulness and validity of the ratings will be degraded if ratings within the norm area are interpreted as anything other than typical. It should be noted that students tend to “agree” with the statements on the SOTE, indicating a highly favorable evaluation of the typical SJSU instructor.

SOTE interpretation should be done using trends across classes and semesters. If one item mean is consistently below (or above) the norm then the item should be noted as important. If an item mean is inconsistently above or below the norm, RTP committee members should request further information from the faculty member about the classes. It is especially important to note consistencies or inconsistencies in the same course preparation on different occasions. Thus it is possible to note steady improvement or decline.

### **Factors Affecting the Ratings**

Several factors were found to systematically influence SOTE ratings in the Fall 2003 pilot. Each is described below and references to similar findings from research on faculty evaluation conducted elsewhere are provided. These factors should be considered in any RTP evaluation of SOTE data. It is the responsibility of the faculty member to assure that information about any of these factors is included in the dossiers along with the ratings.

### **Expected Grades**

Ratings are slightly but positively related to both expected and received grades (Theall, 2002). Students are asked to report their expected grade at the time of the SOTE administration. Frequencies for each possible grade are noted on the SOTE report, as is the actual average final GPA grade for the class. In general, one would expect to see expected grades distributed across the range of possible grades. Data from the Fall 2003 norming sample indicate that students expecting higher grades tend to rate their instructors more highly than students expecting lower grades. When interpreting SOTE ratings RTP committees should note the distribution of expected grades. Classes in which the majority of students expect either low or high grades should be fairly rare (exceptions to this would be graduate and credential classes in which a grade lower than a “B” is often considered equivalent to a failing grade, and some classes in the Colleges of Science and Engineering in which grades are often lower than in other subjects).

In addition to reporting students' expected grades, the average grade for each class is also reported. In general, ratings tend to be slightly but positively related to grades (In the Fall, 2003 sample the correlation between expected grade and the SOTE score given by the student is approximately .24). In general, it should be expected that average grades for a class show some relationship to expected grades. In cases where there is a wide discrepancy (e.g. 80% of the class expects a grade of "A" while the actual average grade for the class is a 2.3) RTP committees should request further information from the instructor.

### **Class Size**

Ratings in small or moderate sized classes (<20) classes are higher than large (>20) classes (Mateo and Fernandez, 1996). Those interpreting SOTEs should consider average class sizes at the department, college and university levels when comparing a candidate's scores to the norms, as class size may influence SOTE scores.

### **Student Level**

Faculty evaluation ratings can be influenced by student level. Ratings in graduate and credential classes tend to be higher than in undergraduate classes (Arreola, 2000). Freshmen in the current norming sample tended to give slightly higher ratings, while seniors in the current sample gave lower ratings. The literature in this area is mixed in its findings, (Arreola, 2000; Aleamoni and Thomas, 1980; Stewart and Malpass, 1966).

### **Course Choice**

Students who have taken a class because of either an interest in the class or because of the instructor's reputation tend to rate their instructors more favorably than students who take a course because it is required. Ratings given by students who are required to take a class are often lower than ratings by students for whom the class is an elective (Arreola, 2000).

### **College Level Comparisons**

Instructors in the Colleges of Science and Engineering tend both to give lower grades and to be rated lower than instructors in the other colleges. There were also significant differences in rating between departments within colleges as well. In light of this, it is important that RTP committees evaluating candidates from different departments and colleges (University level RTP) compare instructors to colleagues within their own departments and colleges. (Arreola, 2000).

### **Instructor "Responsiveness"**

The current SOTE includes a question about instructor responsiveness to diversity in the class (item #7). As indicated in the results of the Fall 2003 pilot, ratings for this item tend to have somewhat higher correlations with items 4, 5, and 6 (responsive to questions, established an atmosphere that facilitated learning, and approachability of instructor) and lower correlations with the other items. These correlations suggest that as a group, these items may measure students' perceptions of the instructor as approachable and responsive and that instructor responsiveness to diversity is equated with the instructor's general responsiveness.

## References

Aleamoni, L. M., & Thomas, G. S. (1980). A review of the research on student evaluation and a report on the effect of different sets of instructions on student course and instructor evaluation. *Instructional Science*, 9, 67-84.

Arreola, R.A. (2000). *Developing a comprehensive faculty evaluation system*. Bolton, MA, Anker Publishing.

Mateo, M.A., & Fernandez, J. (1996). Incidence of class size on the evaluation of university teaching quality. *Educational and Psychological Measurement*, 56(5), 771-778.

Stewart, C. T. & Malpass, L. F. (1966). Estimates of achievement and ratings of instructors. *Journal of Educational Research*, 59, 347-350.

Theall, M. (2002) *Student ratings: Myths vs. research evidence: Focus on Faculty*, Faculty Center newsletter article, BYU.

## **Appendix III.n**

### **Peer Review of Part-time Faculty**

**Instructor** \_\_\_\_\_

**Course taught** \_\_\_\_\_

**Semester taught** \_\_\_\_\_

**Evaluated by** \_\_\_\_\_

**Course format:** \_\_ face-to-face (weekly meetings) \_\_ face-to-face (intensive meetings)

\_\_ Web-based only (no face-to-face instruction) \_\_ hybrid (both face-to-face and Web-based)

**Sources of evidence for the review:**

**Please comment on the instructor's abilities in the following areas:**

**CONTENT:** Does the instructor exhibit mastery of the subject area of the course? Are the depth and breadth of the material covered and assignments/projects appropriate to the level of the course and the students? Does the instructor emphasize a conceptual grasp of the material, incorporate recent developments in the field, and relate material to applications in the field?

**INSTRUCTION:** Was the instructor well-prepared for the class session observed? Is the method of teaching appropriate for the material and used effectively? Are all parts of the session observed well integrated? Does the session observed build upon previous lessons and prepare for future lessons?

**INSTRUCTOR-STUDENT INTERACTION:** Is there evidence of instructor-student rapport? Is the instructor effective in facilitating class discussion? Are student questions handled effectively? Does the instructor appear sensitive to student confusion or difficulty in understanding?

PRESENTATION STYLE (this area is more appropriate for those classes with a face-to-face component): Does the instructor demonstrate enthusiasm for teaching? Does the instructor show enthusiasm for the subject? Does the instructor appear relaxed? Does the instructor's presentation style contribute to effective teaching within the context of this course? Are the instructor's quality of voice and audibility appropriate for lecturing and facilitating discussion?

OTHER: Any additional comments?

**Appendix III.o**  
**Annual Evaluation for Academic Year 2005-2006**  
**Covers Spring 2005 and Fall 2005**  
**Part-time Temporary Faculty**

Name\_\_\_\_\_ Department/School\_\_\_\_\_

College\_\_\_\_\_

Rank\_\_\_\_\_ Salary\_\_\_\_\_

Time Base: Fall\_\_\_\_\_ Spring\_\_\_\_\_

Teaching Assignments:                      Spring 2005                      Fall 2005

I. Teaching Effectiveness: (Check one)

\_\_\_\_\_Commendable    \_\_\_\_\_Good    \_\_\_\_\_Satisfactory    \_\_\_\_\_Needs Improvement  
\_\_\_\_\_Unsatisfactory

Comments (comments are required):

II. Professional Preparation or Contributions:

Include comments if additional information relevant to teaching assignment has been provided.

Comments (comments are required):

This evaluation is based on the following sources of information:

\_\_\_\_\_ Student Evaluation \_\_\_\_\_ Peer Observations \_\_\_\_\_ Course outlines, tests, grading, etc.

\_\_\_\_\_ Annual Summary of Achievements \_\_\_\_\_ Other (please specify):

<input type="checkbox"/> The official Personnel Action File (PAF) has been reviewed in making this evaluation.	
<p style="text-align: right;">Chair/Director/Div. Head _____ Date _____</p> Comments, if any, by Chair/Director:	<p style="text-align: right;">Faculty Member Signature _____ Date _____</p> I have read the evaluation. My signature indicates neither agreement nor disagreement with statements made.
<input type="checkbox"/> The official Personnel Action File (PAF) has been reviewed in making this evaluation.	
Comments, if any, by College Dean:	<p style="text-align: right;">College Dean _____ Date _____</p>

**Appendix III.p**  
**ANNUAL SUMMARY OF ACHIEVEMENTS**  
**for Academic Year 2005-2006**  
**Covers Spring 2005 and Fall 2005**  
**Part-time Temporary Faculty**

Name: Department/School \_\_\_\_\_

College \_\_\_\_\_

This form may be completed by any part-time temporary faculty member who wishes to add information to the file before an annual evaluation is conducted. It should be submitted to the Chair/Director/Division Head *no later than April 7, 2006*. A copy will be attached to the Annual Evaluation Report and placed in the faculty member's Personnel Action File. NOTE: Appropriate documentation should be attached and will be returned to the Department after the review period. [Please summarize your activities on this page only.]

1. Teaching Effectiveness

Although much of the evidence concerning teaching effectiveness will be obtained through student and peer evaluation or examination of course materials, additional information regarding teaching practices and regarding activities intended to maintain or improve teaching effectiveness would be helpful.

II. Professional Preparation of Achievements

If you have been involved in outside activities that increase your qualifications for teaching or demonstrate professional contributions and achievements that are relevant to teaching, please describe them.

Signed:



## Appendix IV.a

### SLIS Distance Learning

SLIS sees distance learning as a format for delivering comprehensive, quality, equitable, and accessible programs of instruction in library and information science throughout California and beyond. Our program is available in a variety of delivery modes including online, hybrid, and onsite. An MLIS degree is available through fully-online study.

#### Course Formats

A totally-online class enables the student to take the class from home or work. This model offers maximum flexibility for busy students who have schedules that prevent them from attending traditional course meetings.

A hybrid class may involve attending two or three intensive sessions during the semester at one of the two primary hubs (San Jose and Fullerton), with the remainder of the class being taught via the Web. Alternatively, the student may attend for five or six days in a row on campus with the remaining classes being taught via the Web.

#### Computing Environment

Delivery modes include live and archived Web streaming (audio and video), podcasting, and VoIP (voice over IP). SLIS maintains its own Blackboard software to support Web-based classes. The School is also using Elluminate Live! as its live virtual classroom platform. Any student enrolling in a Web-based or partially Web-based class must have an adequate home computing environment (see [home computing requirements](#)).

#### Regular Session or Special Session?

Students will find distance learning opportunities available in both [Regular and Special Session class schedules](#). For the differences between Regular and Special Session, please see: <http://slisweb.sjsu.edu/enrollment/regis.htm#qanda>.

#### Course Offerings

Not every class will be offered on the Web. However, depending on the chosen program specialization, each student will be able to complete his or her required coursework online or with a minimum of commuting.

Beginning Fall 2006, the three core classes (Libr 200, 202, and 204) will be available in a totally online format.

The School is adding new online sections of electives each semester. See the [course schedules](#) for information about upcoming classes.

The following courses are offered online to students who have completed the core classes. Each course number is linked to a course description. See also [course Web pages](#).

- [Libr 210](#) Reference and Information Services
- [Libr 220](#) Resources and Information Services in Professions and Disciplines. Examples of online classes with a special focus in various areas include: Science and Technology Resources; Patents; Library services for Hispanic Patrons; Ethnic Collections with a special focus on African American and Native American collections; Gay Lesbian, Bi-Sexual, & Transgendered Resources and Services; Judaica Librarianship.
- [Libr 221](#) Government Information Sources
- [Libr 228](#) Advanced Information Resources and Services
- [Libr 234](#) Intellectual Freedom Seminar
- [Libr 240](#) Information Technology Tools focusing on Web site building and design
- [Libr 243](#) Systems Analysis
- [Libr 244](#) Online Searching
- [Libr 245](#) Advanced Online Searching
- [Libr 246](#) Web Programming Languages. Examples of online classes with a special focus include XML and XSLT; JSP; JavaScript; PERL; PHP and MySQL.
- [Libr 248](#) Beginning Cataloging and Classification
- [Libr 250](#) Design and Implementation of Instructional Strategies for Information Professionals
- [Libr 251](#) Interface Design for Information Services
- [Libr 257](#) Records Management
- [Libr 260](#) Resources for Children, Ages 0-6
- [Libr 261](#) Resources for Children, Ages 6-12
- [Libr 262](#) Resources for Young Adults
- [Libr 264](#) Seminar in Services to Children and Youth
- [Libr 266](#) Collection Management
- [Libr 275](#) Library Services for Racially and Ethnically Diverse Communities
- [Libr 280](#) History of Books and Libraries
- [Libr 281](#) Seminar in Contemporary Issues. Examples of topics offered totally online include Information Secrecy, Information Policy and Cultural Perspectives, and Publishing for the Profession.
- [Libr 283](#) Marketing of Information Products and Services
- [Libr 284](#) Seminar in Archives and Records Management. Topics offered totally online include “Electronic Records.”
- [Libr 285](#) Research Methods in Library and Information Science
- [Libr 287](#) Seminar in Information Science. Topics offered totally online include “Designing Information Products for a Global Audience.”

## Appendix IV.b

### SLIS Web Site Statistics Comparison

January – June 2005 compared to January – June 2006

#### Introduction

The SLIS Web site (<http://slisweb.sjsu.edu>) serves over a half-million visitors each year.

Students, faculty, and staff of the School come to the site for current information and policies. Prospective students use the site to apply for admission. Others come to Slisweb to learn about the School and faculty.

The site was redesigned in late 2005. The new site debuted in January 2006. This report summarizes a comparison of site usage during the first six months of 2005 (the old site) and the first six months of 2006 (the new design). The School will do another similar comparison in January 2007, comparing one year each of old and new SLIS Web site statistics.

#### Quantity of Usage

Total Visitors: up 5% (266,582 up to 279,948)

Average Visitors per Day: up 6% (1,464 up to 1,546)

Average Page Views per Visitor: up 4% (5.43 up to 5.66)

Average Page Views per Day: up 10% (7,951 up to 8,760)

#### Most popular pages

Popular Page	Hits
<a href="http://slisweb.sjsu.edu">http://slisweb.sjsu.edu</a>	302,122
<a href="http://slisweb.sjsu.edu/audience/current.htm">http://slisweb.sjsu.edu/audience/current.htm</a>	52,583
<a href="http://slisweb.sjsu.edu/classes/schedules.htm">http://slisweb.sjsu.edu/classes/schedules.htm</a>	40,526
<a href="http://slisweb.sjsu.edu/classes/courses.htm">http://slisweb.sjsu.edu/classes/courses.htm</a>	35,917
<a href="http://slisweb.sjsu.edu/classes/coursedesc.htm">http://slisweb.sjsu.edu/classes/coursedesc.htm</a>	50,016
<a href="http://slisweb.sjsu.edu/sections/courses.htm">http://slisweb.sjsu.edu/sections/courses.htm</a>	28,363
<a href="http://slisweb.sjsu.edu/classes/webasp06.htm">http://slisweb.sjsu.edu/classes/webasp06.htm</a>	25,025
<a href="http://slisweb.sjsu.edu/sections/admissions.htm">http://slisweb.sjsu.edu/sections/admissions.htm</a>	18,648
<a href="http://slisweb.sjsu.edu/slis/mlis.htm">http://slisweb.sjsu.edu/slis/mlis.htm</a>	18,923
<a href="http://slisweb.sjsu.edu/admissions/admissions.htm">http://slisweb.sjsu.edu/admissions/admissions.htm</a>	20,554

The biggest change in most popular pages from 2005 to 2006 was in use of the site index page. In 2005, the site index was #6 in pages accessed, with a total of 22,711 hits. In 2006 it had fallen to #12 with 15,266 hits, a drop of 33%.

This could be explained by the use of the new page for current students, <http://slisweb.sjsu.edu/audience/current.htm>, which was hit 52,583 times in Jan-June 2006 and was the second most popular page for that period. Students may be finding what they need on this page rather than needing to look for items using the site index. Another possible explanation is that students may be using the site search more than they did last year, as opposed to the site index.

A new feature, the “Meet” page, was introduced in the new design. From links and short teasers on the SLIS home page, visitors can click to view a page where they can read about students, alumni, and faculty who are spotlighted. The “Meet” page was requested 6,969 times from Jan-June 2006. It was the 24th most popular page on the site.

### Paths through the Site

The most common path on the site (24% of site visits) is to enter on the home page and then leave. Users who follow this path could be leaving to go to Blackboard, MySJSU, King Library, or the SJSU home page. A user survey in Fall 2005 indicated that a large percentage of visitors use the SLIS page as a launching point to these other resources.

The next most common path (2% of visits) is to enter on the home page and then go to the Current Students page.

Most users enter the School’s site on the home page. It is interesting to note that the third most popular entry page is <http://slisweb.sjsu.edu/resources/orgs.htm>, a list of professional associations in the information sciences. This page has been linked to from a variety of other sites and drew 2,772 visitors to the school’s site in Jan-June 2006. However, this is down from 4,276 in the same period of 2005.

Countries of Site Visitors (2005)		
United States	250,876	94.11%
Canada	2,449	0.92%
United Kingdom	1,278	0.48%
China	980	0.37%
Netherlands	964	0.36%
Germany	657	0.25%
Spain	568	0.21%
Japan	554	0.21%
France	524	0.20%
India	521	0.20%

Countries of Site Visitors (2006)		
United States	257,075	91.83%
Canada	3,849	1.37%
China	1,843	0.66%
United Kingdom	1,776	0.63%
Netherlands	930	0.33%
Spain	899	0.32%
Korea, Republic of	896	0.32%
Germany	739	0.26%
Japan	675	0.24%
India	672	0.24%

Note that while the number of hits from U.S. visitors rose by approximately 6,000, the overall percentage of visitors from the U.S. was a little lower in 2006 (91.83% vs. 94.11% in 2005). This indicates a slightly larger percentage of hits from foreign visitors.

### **Most Active U.S. States**

Most site visitors are from California domains. There are small proportions from other states, the top five being New York, Texas, Washington, Illinois, and Ohio.

### **Most Active U.S. Cities**

The 10 most active U.S. cities are all in California. They are (in order of activity) Los Angeles, San Jose, San Francisco, Oakland, San Diego, Mountain View, Sunnyvale, San Leandro, Hayward, and Long Beach.

### **Referring Sites**

These are the sites users were viewing just before they came to our site. Therefore, these are the sites that link to the School and bring site visitors.

January – June 2006:

- 1 No Referrer 178,126 visitors
- 2 [http://www.sjsu.edu/academic\\_programs/colleges\\_departments\\_programs](http://www.sjsu.edu/academic_programs/colleges_departments_programs) 7,850
- 3 <http://slisweb.sjsu.edu> 3,168
- 4 <http://www.ala.org/ala/accreditation/lisdirb/Alphaaccred.htm> 2,318
- 5 <http://witloof.sjsu.edu> 1,784
- 6 <http://www.sjsu.edu/siteindex> 1,682
- 7 [http://www2.sjsu.edu/gradstudies/Prospective/Graduate\\_Programs.html](http://www2.sjsu.edu/gradstudies/Prospective/Graduate_Programs.html) 1,126
- 8 <http://www.ala.org/Template.cfm?Section=lisdirb&Template=/cfapps/lisdir/listing.cfm&id=610> 1,116
- 9 <http://www.google.com/search?hl=en&q=sjsu+slis> 913
- 10 <http://my.yahoo.com> 705

There was no significant change in these sites from 2005. The only change worth noting is the tenth entry: my.yahoo.com. This is a significant rise from 2005 reflecting the use of several students who have apparently added a link to the SLIS site on their My Yahoo customized pages.

### **Search Engine Activity**

In 2006, Google continued to be the search engine used by most of those who found our site through a Web search.

Top phrases used in Google searches that brought users to the School's site include: sjsu slis, san jose state university, san jose state, slis sjsu, sjsu, san jose state library, san jose state library school, san jose state library science, san jose library school, sjsu mlis.

Combining the numbers of those looking for “san jose state university,” “san jose state,” and “sjsu,” approximately 3,500 users in the first six months who were looking for the SJSU site ended up looking at the School’s site. The School intends to continue to identify itself to visitors to provide an obvious link to the University’s own site.

### **Operating Systems**

Of SLIS site visitors in Jan-June 2006:

77.67% are on Windows

10.97% are on non-Windows, non-Mac

9.53% are on Mac

### **Web Browsers**

A majority of users view the School’s site using Internet Explorer. However, a very sizeable minority use other browsers, so it is important that the School’s pages view acceptably on all browsers.

## Appendix IV.c Sample Course Web Page

### LIBR 200-01 Information and Society Fall 2006 Greensheet (Syllabus)

**Dr. Debra Hansen** **E-mail** **Phone:** (714) 278-7288 **Office Location:** PLS 57 (Fullerton)  
**Office Hours:** Wednesdays, 2:00-4:00

#### Course Links

[Greensheet](#)  
[Online Lectures](#)  
[Schedule](#)

#### Resources

[Blackboard](#)  
[Blackboard Tutorials](#)

[Required Texts](#) | [Course Requirements](#)

**Students must self-enroll for this course on Blackboard before August 25. You will be required to use a password access code, which I will provide on the LIBR 200-01 MySJSU messaging system after August 15.**

### Course Description

This is a class designed to explore the complex social, economic, historical, and technological developments that influence the impact of information on society. The mission, values, and ethics of information professionals are also analyzed.

### Course Objectives

LIBR 200 introduces LIS students to the foundations and structure of the information profession; teaches them how locate, evaluate, and utilize scholarly and professional literature; and gives them an in-depth understanding of major issues in library and information science.

At the completion of the course, students should be able to

- describe the role of information from historical, current, and future perspectives
- identify the various information sectors
- describe and evaluate issues involved in creating and disseminating information in society, with particular attention paid to information literacy
- understand the role of libraries and their relationship to other information providers
- identify and discuss the major values and codes of ethics associated with the information professions
- describe the impact of cultural diversity on the provision of user services by librarians and other information professionals
- describe and discuss important economic and policy issues related to the creation and dissemination of information
- understand and have experience with different forms and genres of professional writing

This course supports the following SLIS core competencies:

- Articulate the ethics, values, and foundational principles of library and information professionals and their role in the promotion of intellectual freedom;
- Compare the environments and organizational settings in which library and information professionals practice;
- Recognize the social, cultural, and economic dimensions of information use;
- Demonstrate oral and written communication skills necessary for group work, collaborations, and professional-level presentations.

### Required Texts

Available at the Spartan Bookstore or through [Amazon.com](https://www.amazon.com)

- Rubin, R. E. (2004). *Foundations of library and information science*. New York: Neal-Schuman. (Be sure to get the 2d edition.)
- American Psychological Association. (2001) *Publication manual of the American Psychological Association*. 5th ed. Washington, D.C.: APA

### Course Requirements

**Complete the New-Student Technology Course.** This is a mandatory short, self-paced online course on Blackboard that *must be completed by all new SLIS students before orientation*. The access code for this course will be sent to new students via MySJSU by July 1st. If you have questions about this course, e-mail [Debbie Faires](mailto:Debbie.Faires@sjsu.edu) or [Dale David](mailto:Dale.David@sjsu.edu).

For more information, see <http://slisweb.sjsu.edu/slis/blackboardintro.htm>

*Assignments* The assignments for this course are:

- **Blackboard discussions and assignments.** Several of the class sessions will involve online submissions of assignments and discussions. Participation is mandatory.
- **Reaction Paper.** This is an informal paper that responds to issues raised in the online lecture and accompanying readings on the history of information and libraries. Instructions will be provided.
- **LIS Resource Review.** This assignment is intended to introduce you to the major print and online research tools used in library and information science. Each student is asked to write a critical review of an LIS source that will be distributed to the class. A bibliography and instructions will be provided.
- **Literature Review and Annotated Bibliography.** This assignment gets you started on your research paper by asking you to locate and evaluate 12-15 sources pertinent to your paper topic. Instructions will be provided.

- **Research Paper.** Write a formal research paper in which you analyze a significant issue confronting the information professional today. Paper topics may be selected from the areas covered in class or you may choose an issue of more personal interest that is relevant to the goals and objectives of this course. The text of your paper should be 15-20 pages in length; the reference list should include at least 20 citations. A bibliography is not required, but you may include one if you'd like to list sources not cited but consulted for background information and context. You will be graded on the extent of your research, your description and critical analysis of the topic, the evidence you provide in support of your argument, and the clarity and quality of your writing. Your references and formatting should adhere to the rules established in the *APA Publication Manual*.
- **Class Participation.** Students are expected to attend all regular class meetings, not only because they are responsible for the material covered, but also because active their participation contributes to the learning of the entire class. If you miss a class session, your total score will be reduced by five points.

### Course Calendar and Grading

The course assignments have been allotted the following point values and due dates:

Assignment	Worth	Due Date
Reaction Paper	15 points	Sept. 15
LIS Resource Review	10 points	Sept. 29
Online Discussion of SLIS Research and Sources	5 points	Oct. 6
Literature Review	10 points	Oct. 13
Annotated Bibliography	15 points	Oct. 13
Book and Movie Review	10 points	Nov. 3
Online Discussion of Librarians in Popular Culture	5 points	Nov. 10
Research Paper	30 points	Dec. 2

Note that all due dates fall on Fridays. Points earned for late assignments will be reduced by 10 percent.

**Grading Scale** The standard SJSU SLIS Grading Scale is utilized for all SLIS courses:

97-100	A
94-96	A-
91-93	B+
88-90	B
85-87	B-
82-84	C+
79-81	C
76-78	C-
73-75	D+

**Academic Integrity** Your own commitment to learning, as evidenced by your enrollment at San Jose State University, and the University's Academic Integrity Policy require you to be honest in all your academic course work. Faculty are required to report all infractions to the Office of Judicial Affairs. The policy on academic integrity can be found at <http://www.sjsu.edu/senate/F06-1.pdf>

**Reasonable Accommodation of Disabilities** If you need course adaptations or accommodations because of a disability, please e-mail me as soon as possible. Presidential Directive 97-03 requires that students with disabilities register with the Disability Resource Center (DRC) to establish a record of their disability.

No matter where students reside, they should contact the SJSU DRC to register. The DRC Web site: <http://www.drc.sjsu.edu>

## Appendix IV.d Career Advisement

There are many resources you can use to help guide your career path in the information profession.

### Course Selection

See the [list of program specializations](#) offered here at the School of Library and Information Science. Information about each specialization includes the associated job responsibilities and suggested coursework.

Your advisor may be a helpful resource for consultation after you have completed your core courses and are ready to pursue your areas of interest.

Listed below are work environments and professional specializations you may consider. A faculty advisor is associated with each item and an e-mail link is provided.

Work Environment	Faculty Advisor
Academic	<a href="#">Prof. Jim Schmidt</a>
Public	<a href="#">Prof. Anthony Bernier</a>
School	<a href="#">Prof. Dan Fuller</a>
Special/Corporate	<a href="#">Prof. Bill Fisher</a>

Specializations	Faculty Advisor
Archives and Records Administration	<a href="#">Prof. Debbie Hansen</a>
Digital Libraries	<a href="#">Prof. Ziming Liu</a>
Information Organization and Description	<a href="#">Prof. Deb Karpuk</a>
Information Retrieval	<a href="#">Prof. Judy Weedman</a>
Reference and Information Services	<a href="#">Prof. Charlotte Ford</a>
Information Architecture, Systems and Design	<a href="#">Prof. Linda Main</a>
Management and Leadership	<a href="#">Prof. Ken Haycock</a>

## Employment Resources

**Career Fairs** Career fairs are offered each Spring by SLIS-related organizations. The [SLIS Alumni Association](#) presents a fair in San Jose and the SLIS student association, [LISSTEN](#), presents one in Fullerton. Both of these events are advertised on Slisadmin (the SLIS e-mail discussion list) and on the sponsoring organizations' Web sites.

**Employment Resources: Organizations and Associations** This SJSU SLIS page lists groups and e-mail discussion lists that offer current employment opportunities.

**Job-Seekers' Resources** Provided by the SJSU SLIS Alumni Association, this site offers a wealth of career advice targeted to the needs of information professionals. See also how to join the Job-Seekers' group. This group exists to share information and support in the job-seeking process.

**Resume and Interview Preparation** [LISSTEN](#) presents an annual resume and interview workshop in Fullerton.

The [SJSU Career Center site](#) offers information and services on a range of topics including: resume preparation, interviewing, and job search strategies. Limited distance-counseling slots are also available.

Advanced Information Management, AIM ([www.aimusa.com](http://www.aimusa.com)) also offers free resume evaluation, interviewing tips, salary negotiation guidance, and many other library and information career counseling services to MLIS students on an individual basis. You may [e-mail your questions to Belinda Beardt](#) or call her toll free at 877-965-7900 x102.

**SpartaJOBS** SJSU's SpartaJOBS offers current job postings and resume referral services. [Read more about SpartaJOBS.](#)

## **Appendix IV.e**

### **Awards to Graduating Students**

#### **SLIS/Edna B. Anthony Award in Reference and Information Services**

*Recipient 2006:* Nicole Orth

Awarded annually to the student who, in the opinion of the faculty, exhibits the most outstanding knowledge and ability in the field of reference and information services. The recipient must have completed a minimum of three graduate courses in reference and information services with high academic achievement and exceptional professional promise.

The award consists of a gift certificate and citation.

*Background:* Based on a previously-named scholarship. The honoree is unknown to date.

#### **SLIS/Graduation Speaker**

*Recipient 2006:* Marsha Schnirring

Awarded annually to the student who, in the opinion of the faculty, best exhibits the academic, leadership, and professional characteristics reflective of our students and program. The recipient speaks on behalf of the students at convocations in both San Jose and Fullerton.

The award consists of a gift certificate and citation.

#### **SLIS/Ken Haycock Award for Exceptional Professional Promise**

*Recipient 2006:* Donald Vince Briggeman

Awarded annually to the student who, in the opinion of the faculty, exhibits the most exceptional professional promise for leadership in libraries and librarianship. The recipient demonstrates flexibility in program delivery modes, excellence in academic performance, ability to think theoretically and practically, and ability to analyze and communicate the results of knowledge gained.

The award consists of \$1,000 and citation.

*Background:* Endowed as an annual award in 2006 for the Director of the School.

#### **SLIS/Stella Bunch Hillis Award in Youth Services**

*Recipient 2006:* Andrea Rex

Awarded annually to the student who, in the opinion of the faculty, exhibits the most outstanding knowledge and ability in the field of youth services. The recipient must have completed a minimum of three graduate courses in youth literature, media, and services; have high academic achievement; and have demonstrated potential for outstanding contributions and innovation to youth services in a variety of contexts.

The award consists of a gift certificate and citation.

*Background:* The Stella Bunch Hillis Scholarship was established in 1983 by her daughter Bobbe Hillis George (SJSU, 1950) and her son-in-law Glenn George (SJSU, 1951), in honor of her 90th birthday. Mrs. Hillis (SJSU 1913) began her career as a teacher, later establishing a library in the Belridge oil fields in Kern County and becoming branch librarian in Santa Clara County and later at the San Jose Public Library. Her primary joy came from encouraging children to read and succeed in school.

**SLIS/Shirley Hopkinson Award in the Organization of Information**

*Recipient 2006:* Claudia Renee Cohen

Awarded annually to the student who, in the opinion of the faculty, exhibits the most outstanding knowledge and ability in the field of the organization of information. The recipient must have completed a minimum of three graduate courses in classification, cataloguing, information retrieval and/or metadata with high academic achievement and exceptional professional promise. The award consists of a gift certificate and citation.

*Background:* Named for a SLIS faculty member who taught cataloguing from 1969 to the early 1990s.

Offered annually to 1995; reinstated in 2006.

**SLIS/Leslie Janke Award in Teacher-librarianship**

*Recipient 2006:* Patti Stein

Awarded annually to the student who, in the opinion of the faculty, exhibits the most outstanding knowledge and ability in the field of teacher-librarianship. The recipient must demonstrate superior academic achievement in the program in teacher-librarianship, possess excellent communication skills, and participate actively in local, state, or national organizations. The award consists of a gift certificate and citation.

*Background:* Named for a former professor and Director of the School who was active in school library associations and professional leadership.

**SLIS Award for Outstanding Thesis**

*Recipient 2006:* Jean Amaral

Awarded annually to the student who, in the opinion of the faculty, completed the most outstanding graduate thesis in library and information science. The recipient must have demonstrated superior academic performance in research methods, thesis design, and writing. The award consists of a gift certificate and citation.

**SLIS/Jean Wichers Award for Professional Practice**

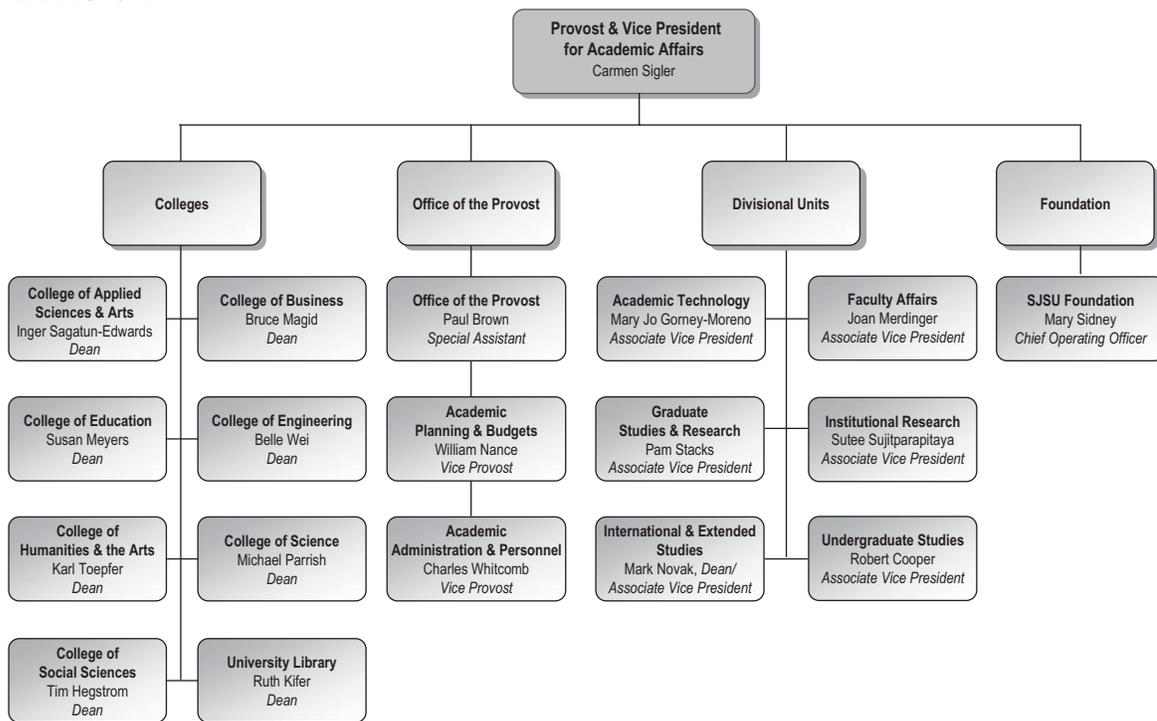
*Recipient 2006:* Alicia Cave

Awarded annually to the student who, in the opinion of the faculty, exhibits the most outstanding knowledge and ability in professional practice. The recipient must have demonstrated superior performance in a supervised professional experience, practicum, and/or internship. The award consists of a gift certificate and citation.

*Background:* Named for a former faculty member who coordinated practica and internships. The original scholarship was discontinued in the 1990s and reinstated in 2006.

## Appendix V.a SJSU Organizational Chart

### Academic Affairs Division



11/3/06



## Appendix V.b

### SLIS International Advisory Council

This group meets face-to-face in San Jose once a year.

<b>Stephen Abram</b>	Vice-President for Innovation SIRSI Dynix; Past President, Canadian Library Association; President-elect, Special Libraries Association
<b>David Dowell</b>	Chair, Library/Information Technology Program, Cuesta College
<b>Monica Ertel</b>	Director, Customer Services, Innovative Interfaces
<b>Chuck Follett</b>	Executive Vice-President, Follett Software
<b>Joan Frye-Williams</b>	Library and Information Technology Consultant
<b>Michael Gorman</b>	California State University, Fresno; Past President, American Library Association
<b>Charles Harmon</b>	Vice-President, Neal-Schuman Publishers
<b>Ken Haycock</b>	Director, San Jose State University School of Library and Information Science
<b>Susan Hildreth</b>	State Librarian, California State Library; President, Public Library Association
<b>Cynthia Hill</b>	Director, Sun Library and Learning Technology, Sun Microsystems; Past President, Special Libraries Association
<b>Sandra Hirsh</b>	Usability Lead, MSN TV, Microsoft
<b>Barbara Jeffus</b>	School Library Consultant, California Department of Education
<b>Daniel Jones</b>	President, NewsBank, Inc.
<b>Michael Keller</b>	Director, Stanford University Libraries
<b>Ruth Kifer</b>	Dean, University Library, San Jose State University
<b>Jane Light</b>	Director, San Jose Public Library; Past Chair, executive board, Urban Libraries Council
<b>Diane Satchwell</b>	Deputy Director, San Diego County Library, California

- Roberta Shaffer** Executive Director, Federal Library and Information Center Committee (FLICC) and Federal Library and Information Network (FEDLINK), Library of Congress
- Brooke Sheldon** Professor Emerita, University of Texas-Austin; former Dean, University of Arizona, Texas Woman's University, and University of Texas-Austin
- Jackie Siminitus** Library Specialist and Education Advocate, AT&T
- Gary Strong** University Librarian, University of California, Los Angeles

**Appendix V.c**  
**SLIS International Advisory Council**  
**Minutes, November 3, 2006**

School of Library and Information Science International Advisory Council Minutes  
November 03, 2006, 09:00 a.m. – 4:30 p.m.

Attending:

Stephen Abram, Vice-President for Innovation, SIRSIDynix

David Dowell, Chair, Library/Information Technology Program, Cuesta College

Monica Ertel, Director, Customer Services, Innovative Interfaces

Chuck Follett, Executive Vice-President, Follett Software

Charles Harmon, Vice-President, Neal-Schuman Publishers

Susan Hildreth, State Librarian, California

Sandra Hirsh, Usability Lead, MSN TV, Microsoft

Daniel Jones, President, Newsbank

Jane Light, Director, San Jose Public Library

Diane Satchwell, formerly Deputy Director, San Diego County Library, California

Roberta Shaffer, Executive Director, Federal Library and Information Center Committee (FLICC) and the Federal Library and Information Network (FEDLINK), Library of Congress

Brooke Sheldon, Professor Emerita, University of Texas-Austin and former Dean, University of Arizona, Texas Woman's University and University of Texas-Austin

Jackie Siminitus, Library Specialist and Education Advocate, AT&T

Catherine Tierney, Associate University Librarian, Stanford University

For the School:

Jane Fisher, Assistant Director, Research and Professional Practice

Ken Haycock, Director

Linda Main, Associate Director

Regrets:

Joan Frye-Williams, Library and Information Technology Consultant, California

Michael Gorman, Dean, California State University, Fresno, Library

Cynthia Hill, Director, Sun Library and Learning Technology, Sun Microsystems

Barbara Jeffus, School Library Consultant, California Department of Education

Michael Keller, Director, Stanford University Libraries

Ruth Kifer, Dean, University Library, San Jose State University

Gary Strong, University Librarian, University of California, Los Angeles

I. State of the School

The Director highlighted the School's focus on planning and assessment and investment in quality controls for growth. The implementation of the 2005-2007 strategic plan was reviewed, with a summary given for each of the four strategic directions and benchmarks toward realization of the vision for 2010.

Consensus Suggestions and Observations: [1] for demonstrating value: identify value proposition for each audience (university, students, alumni, employers, professional community) with specific criteria for each; collect data from leadership institutes and internships; document student research contributions and Executive MLIS organizational consulting projects; consider a balanced scorecard approach; [2] for continuing education: connect with the SLA ClickU project; focus on in-depth continuing professional education (e.g., evaluation institute); [3] course and career planning: consider development of a self-assessment instrument for prospective students to use as a value-added experience for curriculum mapping and career planning; incorporate core competencies and soft skills in advocacy, interpersonal communications, etc.

II. Current Priorities and Issues

The Director provided an overview of the issues facing the School and opportunities for growth and development. He described the possibility of "death by opportunity" and invited advice for priority-setting.

Consensus Suggestions and Observations (no implied order): [1] "models of affordable growth": resource considerations need to include human as well as financial capacity and the management of attention; develop strategic and tactical filters for both short-term and long-term growth; [2] "intellectual entrepreneurs": the future workforce will include "boutique professionals" bringing unique competencies and perspectives from different professions and disciplines; give attention to dual degrees, especially the MLIS/MPA; [3] focus on the four markers for the vision: leader; innovative; beyond geographic boundaries; measurable benefits to community; [4] build on unique strengths: teacher-librarianship; executive program; archives and records administration;

[5]congruence with University: the School is a leader in distance learning yet the University is slow to move into this area; the School has developed a culture of innovation—nimble; quick; flexible—yet the University is bureaucratic and slow; this is a problem area with little resolution possible; [6] new programs: undergraduate program through distance learning; examples: personal information management, blogs and wikis, Web 2.0; media, information and cyberculture; incorporate in general education programs; [7] Organized Research Unit: develop a center through partnerships and build on the brand of San Jose and Silicon Valley; be “pre-active” and develop tools for applied research, e.g., free tools, searchable Web sites (e.g., all public library Web sites); student sandbox for making a contribution to California libraries and their communities.

### III. Council Deliberations and Recommendations

Commendations: [1] the style and substance of the Advisory Council meeting was open, positive and useful; [2] there has been continuing significant improvement in the School: strategic planning and assessment; mandatory faculty technology courses; core competencies for students; continuing education; Executive MLIS; Master of Archives and Records Administration; [3] the impact on faculty and staff has been positive; the School can now focus on fewer short-term areas.

Recommendations: [1] develop a center for applied research (see also comments above)  
 1. incorporate current plans for the virtual school on Second Life, journal publishing, kids' search engines  
 2. market the Executive MLIS organizational consulting projects and student research papers;  
 3. focus on grants for practitioner-oriented projects and research; model research on the Pew Internet studies, not basic research, practical research applied within five years in a library setting;  
 4. promote graduates through e-portfolios and projects;  
 5. collect LIS research as learning objects and organize for retrieval by best practices and research areas;  
 [2] continue to investigate and develop alternative revenue models  
 [3] focus on leadership in international environments;  
 [4] develop joint degree programs  
 [5] develop strategic partnerships with university units through individual faculty members; share responsibility throughout the faculty;  
 [6] demonstrate value and impact: define innovation and scholarship in the San Jose context (see also comments above);  
 [7] develop a comprehensive marketing, communication and sales plan.

Consider: [1] tie the Advisory Council meeting to another event such as the Lazerow lecture or the Internet Librarian conference in Monterey each October; [2] establish three-year terms and stagger membership on the Advisory Council; [3] establish an endowment in the name of the Advisory Council.

The Council adjourned at 4:30 for reception/dinner (5:00) and the Lazerow Lecture (7:00).



## Appendix V.d International Advisory Council Letter



FEDERAL LIBRARY AND INFORMATION CENTER COMMITTEE  
LIBRARY OF CONGRESS  
WASHINGTON, DC 20540-4935

Physical location:  
Adams Building, 2<sup>nd</sup> & Independence, S.E.  
Room 217  
Phone: (202) 707-4800  
Fax: (202) 707-4828  
<http://lcweb.loc.gov/flicc>

Don W. Kassing, President  
San Jose State University  
One Washington Square  
San Jose, California 95192

November 16, 2006

Dear President Kassing:

The International Advisory Council of the School of Library and Information Studies met on November 3<sup>rd</sup>, 2006 in San Jose to review the progress of the School. We would like to report to you that we applauded Ken Haycock and the faculty for accomplishments, which are remarkable since Dr. Haycock was appointed less than eighteen months ago.

Among the achievements noted are:

- A vision, clear purpose and mission for SLIS, and a strategic long range plan involving faculty, staff, students, alumni, and other constituencies in a continuous planning process
- Now the largest accredited Library and Information Science School in the world
- Named #1 E-learning provider among LIS schools by *U.S. News and World Report*
- Comprehensive curriculum study and revision, and implementation of an electronic student portfolio derived from intended program outcomes
- Initiation of an innovative Executive MLIS program for senior librarians who lack an the MLIS degree
- A unique master's degree in Archives and Records Administration (MARA) focusing on electronic records (approved for "fast track")
- Establishment of the School's first endowments
- Development of formal internships for students; partnering with libraries and other information agencies statewide and internationally

*FLICC—Service and Guidance to all Federal Libraries and Information Centers*

Our Advisory Council represents information professionals working in diverse areas of practice. Yet, we all agreed that there are specific opportunities that should be pursued, as follows:

- Build partnerships with other units of the college and university with specific attention to the knowledge that SLIS, as San Jose's "information school," can contribute and combine with other disciplines in furthering educational goals
- Initiate an applied research center to involve both faculty and students in helping solve problems of information access in California and elsewhere. SLIS is ideally situated in the heart of Silicon Valley to attract research funding, form partnerships and provide rich educational experiences for students
- Continue to refine metrics to be used in assessing student educational outcomes, and graduate's impact and value to their communities
- In strengthening advising, consider building in systems that enable students to assess their leadership and interpersonal skills. Then, provide through coursework, mentoring, and other programs, opportunities for developing leadership potential.

The Council was impressed by not only by the substance, but also the manner in which the material was presented to us. We look forward to being a part of the School's progress as it implements a very ambitious and creative agenda.

Sincerely,



Roberta I. Shaffer (for the SLIS Advisory Council)  
Executive Director, FLICC/FEDLINK

encl: SLIS International Advisory Council Member List

cc: Provost Carmen Sigler  
Dean Inger Sagatun-Edwards

**Appendix V.e**  
**Faculty Meeting Agenda**  
**August 17-18, 2006**

**1. Introductions**

To People; To Process; To Product

**2. State of the School**

**3. Approval of Agenda**

**4. Approval of Minutes (May 25-26, 2006)** distributed and attached

**5. Consent Agenda:**

- .1 Clark Hall Assignments (see SLISNews and document attached)
- .2 New Student Orientation (see SLISNews)
- .3 Additions to Advising (see SLISNews)
- .4 Health Informatics (see SLISNews)
- .5 SLIS Endowments (see SLISNews)
- .6 CLA Awards for PR Excellence (see SLISNews)

**6. SLIS Strategic Plan (KH)**

Purpose: to review the SLIS strategic plan and make appropriate revisions; to develop a new SW/OT matrix for deliberation by the School Leadership and Organization Committee.

- .1 Review and Revisions of Strategic Directions and Goals
- .2 Review of Committee Compositions

***Thursday p.m.***

**7. Accreditation: Standards and Evidence (DK) documents distributed**

Purpose: to ensure that faculty are aware of draft submissions for accreditation and that all appropriate sources of evidence have been considered. Deb Karpuk will lead the faculty in discussion of standards and evidence.

- .1 Mission, Goals and Objectives
- .2 Curriculum
- .3 Faculty
- .4 Students
- .5 Administration and Financial Support
- .6 Physical Resources and Facilities
- .7 Diversity
- .8 Virtual Learning

***Friday a.m.***

**8. For Decision: Committee Status Reports and Recommendations**

- 8A. Faculty Development and External Relations (BF)
  - Faculty Mentorship Program (BF) attached
- 8B. Program and Curriculum Development (CF/DH)
  - Course and Cluster Coordinators (KH) document attached
    - Required Courses: 200, 202, 204, 285, 289
    - Single Credit Courses (KH)
    - Master of Archives and Records Administration (MARA) (LL)
    - LIBR 289: E-Portfolios (KH) documents attached
      - Competencies
      - Assessment
      - Examples
      - Handbook
- 8C. School Environment and Resources (DF)
  - SpartaJobs (DF)
  - Student Commentary (AB)

8D. Student Admissions and Adjudication (GL)

*From May 2006:*

.1 Exit Interviews.

More than 120 responses have been received from 180 candidates for this first exit interview for graduates. Rough data was distributed. Analysis will be undertaken by the committee and a report presented in August.

.2 Develop a Program of SLIS Student Scholarships.

It is anticipated that the first SLIS scholarships will be in place for August. The Committee will review SLIS scholarships, criteria and process and provide a summary document with recommendations.

.3 Develop a Program of SLIS Student Awards.

The first SLIS awards for graduating students will be presented at convocation. Criteria were developed by ad hoc committees of faculty working in each area; the successful student was selected by the same committee. The Student Admissions and Adjudication Committee was charged with reviewing the criteria and develop a process for nomination and selection for the next graduation; the document is due in August.

Admissions Process and Procedures (Strategic Plan) (KH)

8E. School Leadership Coordinating Team (KH)

Alumni Association Survey (n=285) (DH/LM)

*From May 2006:*

.3 Develop a Process of Tracking and Assessment of Student and Program Success (Strategic Plan)

*To be discussed in August.*

.4 Demonstrate the Impact and Value of our Programs and Services (Strategic Plan)

*To be discussed in August.*

**9. For Exploration:**

Supporting and Reporting Research and Scholarship (KH)

Faculty Recruitment: Selection Committee/Procedures/Status (LM)

Advisory Board/Program and Specializations Advisory Councils (KH)

From May 2006:

.3 Faculty Research and Scholarship, Grants, Consultancies.

*To be discussed in August.*

***Friday p.m.***

Technological Support for Faculty

for e-Portfolios: Plone Software (LM)

for Advising: Elluminate Software (LM)

***Information/Reminders Only (No Discussion)*****10. Critical Meeting Dates 2006-2007**

August 17-18: Faculty Meeting

August 20: Orientation

November 03: SLIS International Advisory Council

November 03 (evening): SLIS Lazerow Lecture:

Stephen Abram, Vice-President for Innovation, SIRSI

November 30-December 01: Faculty Meeting (focus on curriculum review, development and implementation); reception for Bob Wagers

March 08-09: Faculty Meeting (additional meeting approved by faculty)

March 19-21: COA External Review Panel Site Visit

May 17-18: Faculty Meeting (note earlier week approved by faculty)

May 19: Convocation North Campus (note earlier week approved by faculty)

May 20: Convocation South Campus (note earlier week approved by faculty)

**11. Curriculum Review, Development, Implementation**

*From May 2006*

<b>Component</b>	<b>Timeframe</b>
Specializations & Course Clusters	Spring 2004 – Spring 2005
Culminating Experience	Fall 2005 - Spring 2006
<b><i>Core Courses</i></b>	<b><i>Fall 2006 – Spring 2007</i></b>
Mode of Delivery	Fall 2007 – Spring 2008
Specializations & Course Clusters	Fall 2008 – Spring 2009
Culminating Experience	Fall 2009– Spring 2010
Core Courses	Fall 2010 - Spring 2011
Mode of Delivery	Fall 2011 – Spring 2012

## Core Courses

As with the specializations and course clusters, each core course has a faculty coordinator who monitors the course's effectiveness and content and oversees its review. The coordinator meets biennially with other faculty teaching that core course. At this meeting core course faculty review and update the course's learning objectives and measurable outcomes and well as evaluate its current content and requirements. At the conclusion of the meeting the coordinator submits to the Curriculum Committee chair(s) a formal list of the core course's learning goals and measurement tools as well as specific content that must be taught in all sections of the class. The Curriculum Committee chairs are responsible for disseminating this information to relevant faculty.

At the program level, the required core courses will be reviewed by the entire faculty every 3 years. This review will be orchestrated by the core course coordinators, who will submit a formal report to the Curriculum Committee chair(s). The report findings will be discussed and recommendations voted on at a regularly scheduled faculty meeting.

## 12. Program Advisory Committees

*From November 7th, 2005:*

Program Advisory Committees will be developed for each track; each composed of 4-6 people with specific in-depth knowledge, including an alumna, to meet informally, virtually, or once a year. Faculty coordinators will contact specialized people, give acceptances to KH, and KH will send out formal letters of invitation.

## 13. Pending

### 7A. Faculty Development and External Relations (BF)

- Faculty Mentoring Guidelines (from 11/05)

### 7B. Program and Curriculum Development (CF/DH)

- Master of Arts in Children's Literature (from 11/05)
- Undergraduate Course/Program/Major (from 11/05)
- Spanish Language Options (from 11/05)
- Explore New Program Opportunities (Strategic Plan)
- Explore Master's Degree in Information Management (Strategic Plan)
- Explore Professional Doctorate (Strategic Plan)
- Foster University -Industry Partnerships (Strategic Plan)
- Development of Programs for the Certificate of Advanced Study (from 06/02)
- Review of learning outcomes for required courses (from 02/06)
- Review of specializations and tracks (from 02/06)

7C. School Environment and Resources (DF)

- Orientation DVD

7D. Student Admissions and Adjudication (GL)

- Review Exit Interview Data; present analysis (from 06/05)
- Develop a Plan for Recruitment of a More Diverse Student Population (from Strategic Plan)

7E. School Leadership Coordinating Team

- Develop a Process of Tracking and Assessment of Student and Program Success (from Strategic Plan)
- Demonstrate the Impact and Value of our Programs and Services (from Strategic Plan)
- Diversify Revenue Streams (Strategic Plan)
- Develop Structured Internship Partnerships (from Strategic Plan)
- Develop a Program of Student Assistantships (from Strategic Plan)
- Establish an Organized Unit for Research and Training (from Strategic Plan)

## **Appendix V.f**

### **Faculty Meeting Minutes**

### **August 17-18, 2006**

**Present:** Susan Berg (Thursday am), Anthony Bernier, Joni Bodart (Thursday afternoon; Friday), Jill Cody (Thursday morning, Friday afternoon), Connie Costantino, Dale David (Thursday am), Debbie Faires, Bill Fisher, Jane Fisher, Charlotte Ford, Dan Fuller, Ken Haycock (chair), Debbie Hansen, Suzanne Harris (Thursday am), Deb Karpuk, Brenda Lamb, Stan Laufer (Thursday am; Friday afternoon), Marcia Laughrey (Thursday am), Gina Lee (Thursday am), Lori Lindberg, Ziming Liu, David Loertscher, Linda Main, Sandy May (Thursday am), Scharlee Phillips (Thursday am), Jim Schmidt, Judy Weedman

**Regrets:** Geoffrey Liu (travel problems)

#### ***Thursday a.m.***

##### **1. Introductions**

To People; To Process; To Product

Special welcome to new assistant professor Joni Bodart, assistant directors Jill Cody, Debbie Faires and Jane Fisher and lecturer Connie Costantino.

##### **2. State of the School**

The director reviewed developments in programs and curricula, faculty development, external relations, student admissions, school environment and resources.

##### **3. Approval of Agenda**

##### **4. Approval of Minutes (May 25-26, 2006)**

*By consent*

##### **5. Consent Agenda:**

- .1 Clark Hall Assignments (see SLISNews)
- .2 New Student Orientation (see SLISNews)
- .3 Additions to Advising (see SLISNews)
- .4 Health Informatics (see SLISNews)
- .5 SLIS Endowments (see SLISNews)
- .6 CLA Awards for PR Excellence (see SLISNews)

*By consent*

## **6. SLIS Strategic Plan (KH)**

Purpose: to review the SLIS strategic plan and make appropriate revisions; to develop a new SW/OT matrix for deliberation by the School Leadership and Organization Committee.

- .1 Review and Revisions of Strategic Directions and Goals
- .2 Review of Committee Compositions

The director reviewed the directions and stated objectives and accomplishments to date. Faculty and staff were then divided into committees and each examined SLIS strengths and weaknesses and external opportunities and threats. These were then discussed as a large group. Minutes were kept to inform discussions of the School Leadership Coordinating Team. A revised strategic plan will be brought to the November faculty retreat.

Faculty and staff were asked to inform the director of any requested changes to committee assignment for 2006-2007.

*Thursday p.m.*

## **7. Accreditation: Standards and Evidence (DK)** documents distributed

Purpose: to ensure that faculty are aware of draft submissions for accreditation and that all appropriate sources of evidence have been considered. Deb Karpuk will lead the faculty in discussion of standards and evidence.

- .1 Mission, Goals and Objectives
- .2 Curriculum
- .3 Faculty
- .4 Students
- .5 Administration and Financial Support
- .6 Physical Resources and Facilities
- .7 Diversity
- .8 Virtual Learning

Faculty were placed in groups to review chapters, standards and evidence. Several suggestions were made including the need to organize the document by the comprehensive list of standards developed and distributed in the Spring (March 2006 document attached to agenda).

Full curricula vitae need to be submitted to DK.

*Friday a.m.*

**8. For Decision: Committee Status Reports and Recommendations**

8A. Faculty Development and External Relations (BF)

Faculty Mentorship Program. Document attached to agenda.

*By consent*

8B. Program and Curriculum Development (CF/DH)

Role and Responsibilities of Course and Cluster Coordinators (KH). The proposal attached to the agenda was revised and approved (attached). A proposal for each required course following a standard template is to be brought to the November faculty retreat. A revised list of cluster coordinators will be distributed (attached).

*By consent*

LIBR 289: E-Portfolios. Discussion focused on competencies, assessment, examples and the handbook. There was consensus that each faculty member would conduct his or her own orientation to the e-portfolio, that the bar for passing would be set between deficient and satisfactory (references to exemplary should be removed), that deficient includes solely course completion, descriptions, listings, simply “knowing” whereas satisfactory involves critical, applied, analytical work including what the selected piece of evidence demonstrates that the student can do based on what he or she knows, i.e., translating knowledge to work or how he or she would do so.

8D. Student Admissions and Adjudication (GL)

Exit Interviews. Deferred to November.

Develop a Program of SLIS Student Scholarships. Deferred to November.

Develop a Program of SLIS Student Awards. Deferred to November.

Admissions Process and Procedures (Strategic Plan). Deferred to November

8E. School Leadership Coordinating Team (KH)

Alumni Association Survey. Deferred to November.

Develop a Process of Tracking and Assessment of Student and Program Success (Strategic Plan). Deferred to November.

Demonstrate the Impact and Value of our Programs and Services (Strategic Plan).  
Deferred to November.

Program Advisory Committees. See reminder below.

**9. For Exploration:**

Supporting and Reporting Research and Scholarship. Deferred to November.

Faculty Research and Scholarship, Grants, Consultancies. Deferred to November.

***Friday p.m.***

Technological Support for Faculty: Demonstration and Training

for e-Portfolios: Plone Software

for Advising: Elluminate Software

***Information/Reminders Only (No Discussion)*****10. Critical Meeting Dates 2006-2007**

November 03: SLIS International Advisory Council

November 03 (evening): SLIS Lazerow Lecture:

Stephen Abram, Vice-President for Innovation, SIRSI

November 30-December 01: Faculty Meeting (focus on curriculum review, development and implementation; deferred items); reception for Bob Wagers

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*From May 2006*

<b>Component</b>	<b>Timeframe</b>
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## Core Courses

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At the program level, the required core courses will be reviewed by the entire faculty every 3 years. This review will be orchestrated by the core course coordinators, who will submit a formal report to the Curriculum Committee chair(s). The report findings will be discussed and recommendations voted on at a regularly scheduled faculty meeting.

## 12. Program Advisory Committees

*From November 7th, 2005:*

Advisory Committees will be developed for each track; each composed of 4-6 people with specific in-depth knowledge, including an alumna, to meet informally, virtually, or once a year. Faculty coordinators will contact specialized people, give acceptances to KH, and KH will send out formal letters of invitation.

## 13. Pending

7A. Faculty Development and External Relations (BF)

7B. Program and Curriculum Development (CF/DH)

- Master of Arts in Children's Literature (from 11/05)
- Undergraduate Course/Program/Major (from 11/05)
- Spanish Language Options (from 11/05)
- Explore New Program Opportunities (Strategic Plan)
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- Explore Professional Doctorate (Strategic Plan)
- Foster University -Industry Partnerships (Strategic Plan)
- Development of Programs for the Certificate of Advanced Study (from 06/02)

7C. School Environment and Resources (DF)

7D. Student Admissions and Adjudication (GL)

- Review Exit Interview Data; present analysis (from 06/05)
- Develop a Plan for Recruitment of a More Diverse Student Population (from Strategic Plan)
- Review Program of SLIS Scholarships (from 06/05)
- Review Program of SLIS Awards (from 06/05)

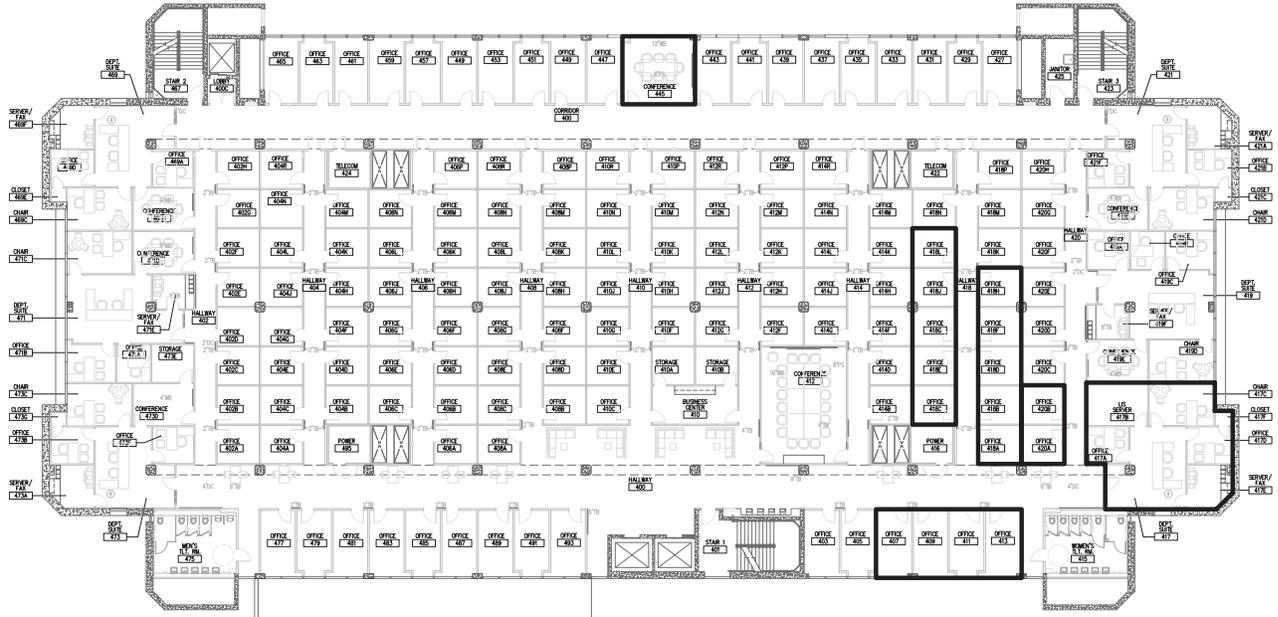
7E. School Leadership Coordinating Team

- Develop a Process of Tracking and Assessment of Student and Program Success (from Strategic Plan)
- Demonstrate the Impact and Value of our Programs and Services (from Strategic Plan)
- Diversify Revenue Streams (Strategic Plan)
- Develop Structured Internship Partnerships (from Strategic Plan)
- Develop a Program of Student Assistantships (from Strategic Plan)
- Establish an Organized Unit for Research and Training (from Strategic Plan)
- Review and revise Strategic Plan (from 06/08)

# Appendix VI.a

## Clark Hall, SJSU, Fourth Floor

 **SLIS Office Space (see lower right portion of map)**

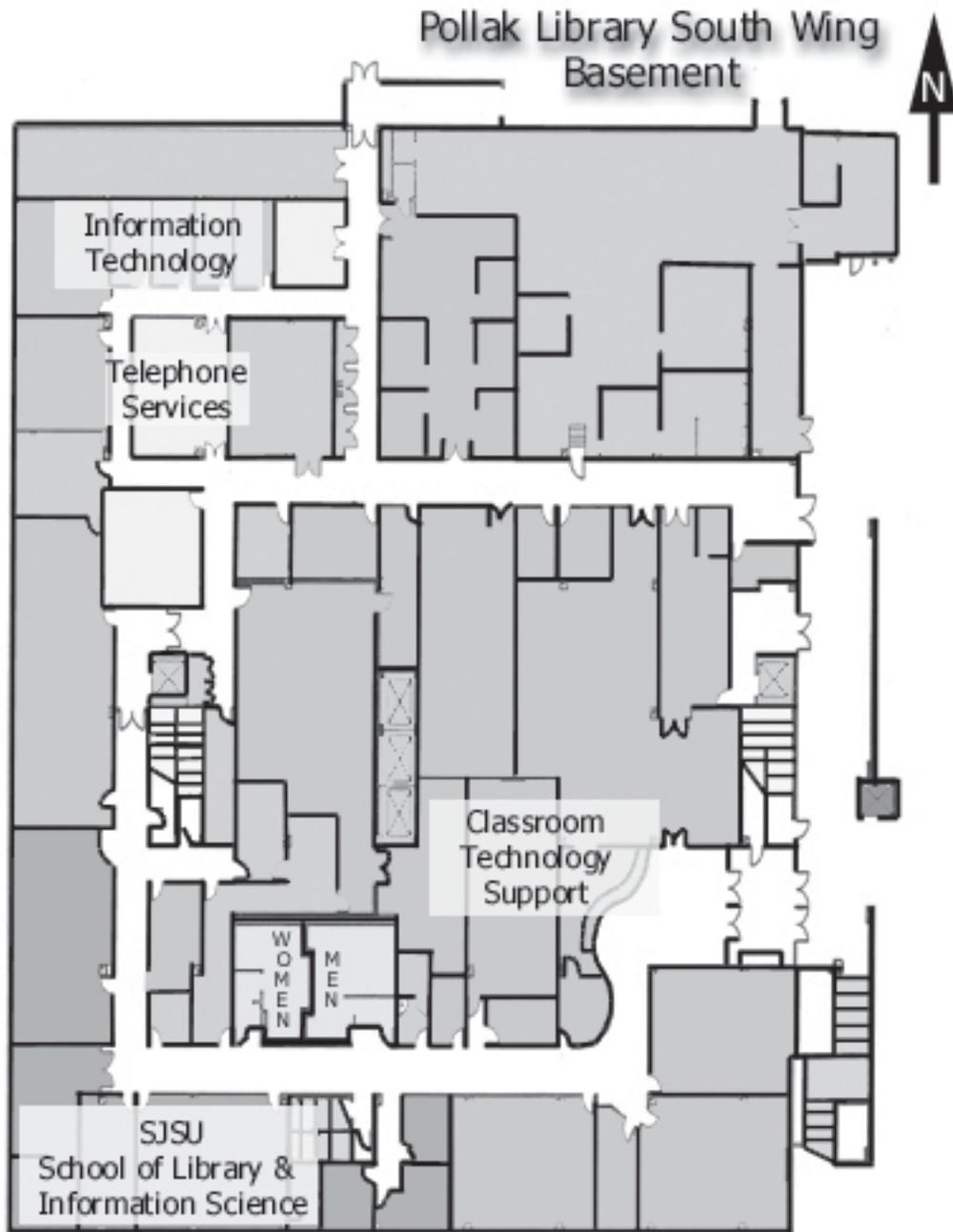








## Appendix VI.c SLIS Fullerton Facilities Map





**Appendix VI.d**  
**Web-based Information Science Education (WISE)**  
**A MODEL FOR QUALITY ONLINE EDUCATION IN**  
**LIBRARY AND INFORMATION SCIENCE**  
*WISE Member Checklist*  
*For* \_\_\_\_\_

As the number of online education programs in library and information science (LIS) grows, defining educational quality in this mode becomes an increasingly important task. The intent of this document is to serve as a checklist for the Principles and Metrics for Effective Online Teaching and Learning. Programs interested in joining WISE should provide answers to the items presented on this checklist.

The WISE model balances the number of your students taking WISE courses offered by other WISE schools with the number of students taking WISE courses at your school. Although schools do not have to offer online courses when they enter WISE, they must have the goal of being a provider of online courses to the WISE consortium within three years.

Schools that do not currently offer online courses are still able to join the WISE consortium, however, before a school offers online courses to the consortium this document must be completed along with all supporting documentation requested.

**C. PRINCIPLES AND METRICS RELATED TO COURSES**

**C1. Administrative and Technical Support**

- Please identify the learning management system used for the courses at your school \_\_\_\_\_ (e.g., WebCT, BB)*
- Please attach a copy of your university's policy on the ownership of intellectual property.*
- Please attach a brief description of the administrative and technical support for your online courses. Include the daily hours of technical support for online students. Include a copy of your school's technology plan.*

**Check all of the following that apply to your online courses and commitment to WISE.**

- Schools will filter their students that are interested in participating in WISE based on their readiness, commitment, and motivation to take online classes.*
- Advising for potential WISE students from your program, including consideration of course prerequisites and aptitude to participate as a visitor in another school's online learning environment, is provided.*

- In considering which courses to offer to WISE, schools are charged to high-quality options taking into account faculty experience and comfort in online teaching.*
- Commitment to 24 hour response time to visiting students' technical questions about your courses.*
- For courses offered to WISE, visiting students will have access to the course learning management system, technical support, any specialized software needed, and library resources.*
- Information about prerequisites and expectations is available for visiting students.*
- Visiting students have access to a statement of minimum technology requirements for your courses.*
- Visiting online students have effective access to library resources.*
- Visiting students are provided with training and information to aid them in securing material through electronic databases, interlibrary loans, government archives, news services, and other sources.*

## **C2. Faculty**

- Please attach a brief statement of the faculty development and training for online teaching.*
- Please provide a description of the instructional design support for faculty.*
- List faculty presentations at online conferences.*
- Describe how faculty involvement in online education is acknowledged at the School. For example, do faculty receive adequate course credit for teaching online courses?*

### **Check all of the following that apply to your faculty and your commitment to WISE.**

- Faculty are surveyed annually about their satisfaction with pedagogy, resources, and curriculum for online education. Faculty teaching WISE courses will be surveyed about satisfaction with the WISE consortium.*
- Faculty are prepared to meet diverse student needs including clear information in the course syllabus, timely feedback, and community building,*
- School policies on faculty online teaching require timely feedback to students, usually within 48 hours.*
- Faculty online teaching policies require course learning outcomes to be identified in the syllabus.*

**C3. Learning Effectiveness**

- Attach a brief statement of the primary course pedagogy for your online courses (e.g., synchronous of asynchronous, residency, etc.).*
- What strategies are used to foster learning community among the students?*
- How is assessment of course learning outcomes typically accomplished?*
- Online course section size is determined by faculty and classes generally range from 10 to 25 students. If classes larger than 25 are proposed as WISE offerings, strategies for ensuring adequate faculty-student interaction must be demonstrated. Please identify your course caps for online courses and other strategies for ensuring adequate faculty-student interaction.*

**Check all of the following that apply to the learning effectiveness of your courses and your commitment to WISE.**

- Course objectives and intended learning outcomes are clearly articulated and the online course design reflects these.*
- Courses and results of course evaluations are periodically reviewed by the school's administration.*
- Expectations for faculty-student communication within the course are clearly established. Course materials state when students can expect feedback from the instructor including faculty responses to discussion boards, emails, phone calls, and assignments.*

**C4. Students**

- The School has a screening process and/or orientation to familiarize their students with the pace, rhythms, and learning objectives of online courses.*
- The School will enable and encourage students to provide feedback to WISE surveys to understand their experiences and satisfaction with online education.*
- Students are expected to follow parameters provided in the syllabi and engage in and contribute to online courses.*
- Students are expected to actively contribute to the learning community in a collegial manner.*

## **P. PRINCIPLES AND METRICS RELATED TO PROGRAMS**

### **P1. Administrative and Technical Support**

- Please describe the long-range plan on online education for your school. How does it fit in with the school's mission, goals, and objectives?*
- Please describe the business model for online education at your school. For example, is the tuition revenue from online education returned to your school's budget?*
- The school has designated an individual with administrative authority to be responsible for insuring quality online. Please provide the name, title, and contact information for this individual. It is assumed that this individual has primary responsibility as the WISE administrator.*
- Please identify the organization(s) that review and/or accredit your academic programs.*
- Please identify any national organizations of which your school is a member, or membership in any state, regional, or national association involved with online education.*
- Administrative processes such as admissions and registration are readily accessible to online students. Program materials clearly describe how access to the online program is obtained.*

### **P2. Support for Students**

- Online students have access to at least two classes each term. Please provide a list of the online courses that have been offered in the past year. If you did not offer online classes last year, please provide a list of the online courses you plan to offer in future semesters.*
- Please describe how your program contributes to a sense of community among your students. For example, do you have student cohorts? Residencies? Virtual spaces for students to communicate?*
- Please describe how your program provides online students with access to student groups, organizations, and special events such as symposia and lectures.*
- Online students are eligible for awards and scholarships. Please identify some of the scholarships and awards that these students are eligible for.*

**Check all of the following that apply to the support services available to your online students.**

- Online students have an assigned and available advisor and/or mentor.*
- Online students have opportunities for internships and practica*
- Online students have ready access to career support*
- Online students have access to an orientation which includes an assessment of their ability as an online learner, familiarity with online course delivery and the learning management system, and general expectations of the program*
- Information about online student satisfaction with the program is sought and incorporated into the school's planning.*
- Courses are offered with sufficient frequency and predictability to enable completion of a student's degree.*
- Information on expected or average time-to-degree is available to prospective students.*



## Appendix VI.e

### WISE Member Application

School of Library and Information Science  
San Jose State University

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## **Attachment: SJSU Policy on Intellectual/Creative Property**

<http://www.sjsu.edu/senate/f98-3.htm>

### **F98-3 Intellectual/Creative Property**

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#### **Legislative History:**

At its meeting of October 5, 1998, the Academic Senate approved the following policy recommendation presented by Patrick Hamill for the Curriculum and Research Committee.

**Replaces:** [F92-3](#), [S92-13](#), [F91-5](#)

#### **ACTION BY THE UNIVERSITY PRESIDENT:**

“Accepted as University Policy” signed by Robert Caret, Nov. 5, 1998

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### **POLICY RECOMMENDATION INTELLECTUAL/CREATIVE PROPERTY**

Replaces: [F92-3](#), [S92-13](#), [F91-5](#)

Whereas, San Jose State University is the potential source of intellectual property having great value, and

Whereas, The current Copyright Policy ([F92-3](#)) and Patent Policies ([S92-13](#), [F91-5](#)) neither provide good protection for that intellectual property, nor useful options that could support intellectual property commercialization, nor do they acknowledge technology-mediated instruction as intellectual/creative property, now therefore be it

Resolved, That the Academic Senate adopt the attached Policy on Intellectual/Creative Property.

Financial Impact: None

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SAN JOSE STATE UNIVERSITY  
POLICY ON INTELLECTUAL/CREATIVE PROPERTY

1.0 Introduction

The primary goals of San Jose State University (hereafter SJSU or University) are to teach, to expand knowledge through scholarly studies and research, to fully disseminate the results of such studies and research, and to perform community service consistent with these goals and the mission of the University. Discovery and dissemination of knowledge represent the core of the academic mission at SJSU; these activities have inherent and essential value to the University and to society. From time to time in the conduct of these activities faculty members, staff, and students may create information products, make discoveries or invent new and useful devices, processes, compositories, and compounds of a marketable nature.

The University supports these efforts and seeks to create an environment that:

- a) protects the primary educational goals of SJSU by establishing this policy to guide the development of inventions/discoveries of a marketable nature;
- b) encourages research efforts and suitable commercialization by equitably allocating ownership rights among inventors, the University, and research sponsors; and
- c) provides appropriate campus agency to assist bringing inventions to the public market place and promote their greatest public benefit. SJSU recognizes that ownership rights in intellectual property should remain with the creator whenever possible. At the same time, the University also recognizes there are situations where the University has a vested interest in certain intellectual property rights due to the nature of the creation of the work, use and cost of facilities and/or equipment available to someone because of their relationship with SJSU, or specific contractual agreements.

This policy governs the relationship between SJSU and its faculty, staff, and students in identifying intellectual/creative property and the assignment of ownership rights, such as a copyright or a patent, to either the creator(s) of the work, the University, or joint ownership. The policy of the University with regard to copyrights and patents is intended to foster the traditional freedoms of the University's faculty, staff, and students to do research and publish without sacrificing rights justly due the University and its sponsors and supporters through a fair and reasonable balance of the equities among authors or inventors, sponsors, and SJSU. At the same time, the policy is intended to ensure that copyrightable and patentable materials in which the University has a legitimate interest and obligation to protect and disseminate are utilized in a manner consistent with the University's mission. [Note: Intellectual/creative property may also involve trademarks or trade secrets. Because of the nature of the University, these are less likely to occur than copyrights or patents. At such time as needed, the University will address trademark or trade secret concerns through individual agreements with the appropriate parties. Those agreements will be consistent with the policy set forth in this document.]

An employee's obligation to teach and/or pursue scholarship or creative work, or to carry out obligations accepted in sabbatical or difference-in-pay leave proposals shall not be interpreted as a specific contractual agreement, nor as extra or "substantial support" unless specified in advance and in writing by all parties involved.

## 2.0 Copyright Ownership

Ownership of copyrightable works produced by authors who are SJSU faculty, staff, or students shall remain with the authors as defined by federal copyright law, except in the following situations where such rights of ownership shall be shared or be vested entirely with the University:

- 1) The terms of a University agreement with an external party require SJSU to hold or transfer ownership in the copyrightable work. These terms shall be made known to faculty, staff, and students who will be involved with work of this nature.
- 2) Intellectual property resulting from works created with "substantial support" from the University (e.g., development of materials for technology-mediated instruction) shall normally be owned jointly by the authors and the University, and the division of rights and responsibilities for each shall be specified in writing prior to the start of a collaboration between the authors and any University office or personnel. "Substantial support" provided by the University can take any or all of the following forms: financial support from external grants sought by the University, faculty released time, and/or assignment of personnel, facilities or equipment significantly in excess of the normal and customary uses of University resources from any University department to assist the authors in the development of their materials. If this intellectual property becomes a commercial venture, the agreement between the author(s) and the University shall specify the precise limits to the uses of that property beyond SJSU.
- 3) Works created as a specific requirement of employment or as an assigned University duty are "works for hire" and are University property. Such requirements or duties may be contained in a job description or an employment agreement which designates the content of the employee's University work. If such requirements or duties are not so specified, such works will be those for which the topic or content is determined by the author's employment duties and/or which are prepared at SJSU's instance and expense, that is, when the University is the motivating factor in the creation of the work. However, SJSU may invite faculty, staff or students to produce specific works for which they are directly compensated by contract. These products are also "works for hire."

In a particular employment situation, if an author is uncertain about the ownership of the works referred to in this section, before undertaking the drafting, design, creative, or authoring assignment the author shall be entitled to request in writing and to receive a clarifying written statement from the author's department head or supervisor.

When SJSU commissions the creation of a copyrightable work by an author who is not a University employee, the contract with such author shall specify that the author convey by assignment such rights as are required by the University.

With respect to copyrightable works owned by the University pursuant to this section, the authors may be required to execute such documents as are necessary to vest ownership in such works to SJSU or its designee. Authors who create works for which ownership vests in the University pursuant to this section shall warrant that such works are their independent creativity and to their knowledge do not infringe any preexisting copyright.

### 2.1 Copyright Contractual/Licensing Agreements

As provided above, copyrightable works developed by SJSU faculty, staff or students using University resources usually and customarily provided (such as office space, standard office equipment, or library and lab facilities, and such equipment as appropriate to the discipline in question) are owned by the authors. Nothing in the specifications regarding contractual agreements, “works-for-hire,” “substantial support,” or third-party sponsorship shall prohibit a decision by the University or its auxiliaries to transfer its copyrights solely to the creator.

When authors own the copyright for works created with the use of significant University resources beyond those usually and customarily provided, such works will be licensed under separate agreement to the University and shall grant SJSU the right to use the works in all its programs of teaching, research, and public service on a royalty-free, nonexclusive basis.

A sponsor’s right to use or own a work created under its sponsorship will be determined by the provisions of its contract with SJSU.

### 2.2 Copyright Administration

Matters related to copyright at SJSU shall be administered by the Associate Vice President, Graduate Studies and Research (AVP/GS&R) in conjunction with the Office of Intellectual Property Development, a unit of the San Jose State University Foundation. Inquiries pertaining to copyright and/or negotiations regarding the sharing of copyright, proper use of the SJSU name in copyright notices, determination of “substantial support,” and the right to any income resulting from the sale of copyright products shall be addressed to the AVP/GS&R. As needed, the AVP/GS&R shall convene a Copyright Advisory Committee consisting of at least one college dean, and two members of the faculty with copyright experience, and such outside expertise as needed; advice on legal issues shall be obtained from appropriate counsel. Agreements between the University and the creator of copyrightable materials shall be drawn by the AVP/GS&R and approved by University counsel. When copyrighted material created at the University becomes a commercial venture (i.e., sold, licensed, etc.), the minimum royalty to the author(s) whose intellectual property is not “work-for-hire” shall be 50% of the net income. All royalty income from University copyrights shall be maintained in a special SJSU account and applied to institutional support of activities leading to scholarship and creative work. Authors who

hold exclusive copyright under this policy may offer their work through appropriate formats for instructional and other use either at SJSU or elsewhere. The copyright owner(s) may make separate financial arrangements to receive payments. At the copyright owner's request, revenues generated from this effort may also be administered through the Office of Intellectual Property Development. Fees for this service should be negotiated on an individual basis between the copyright owner(s) and the Office of Intellectual Property Development.

### 3.0 Patent Ownership

Inventions typically come about because of activities of SJSU faculty, staff or students who have been assisted wholly or in part through use of facilities or equipment of the University. These activities may result from a sponsored project, usually a contract or grant to investigate a specific topic, or result from non-sponsored work, usually faculty research, independent student projects, or master's theses where University facilities/equipment are used or faculty guidance is received. Ownership of discoveries resulting from sponsored activities is established by the agreement between the University and the sponsor. With regard to non-sponsored work, all discoveries are the property of the inventor(s) unless it is clearly demonstrated in the disclosure process described in section 3.1 below that "substantial support" has been provided by the University in any or all of the following forms: financial support from external grants sought by the University, faculty released time, and/or assignment of personnel, facilities or equipment significantly in excess of the normal and customary uses of University resources from any department to assist the authors in the development of their materials. Resources usually and customarily provided by the University include office space, standard office equipment, library and lab facilities, and such equipment as appropriate to the discipline.

### 3.1 Invention Disclosure Process

When an invention or discovery has been made, an Invention Disclosure describing the invention and including other related facts (such as the amount of University time, personnel, facilities, and/or equipment used) shall be prepared and forwarded to the Associate Vice President for Graduate Studies and Research (AVP/GS&R). An Invention Disclosure is a confidential document which provides information about what was invented in such clear and complete terms that a person skilled in the art can fully understand or reproduce the results and practice the invention. The document also identifies the inventor(s), circumstances leading to the discovery, and facts concerning subsequent activities (e.g., publication). It provides the basis for determination of patentability. When inventions result from coursework, laboratory assignments, or independent research, all contributions by faculty, staff and students shall be stated in the Invention Disclosure form so that inventor status can be established, acknowledged and credited by the University. The Invention Disclosure form can be obtained from the Office of the AVP/GS&R or from the SJSU Foundation.

In reviewing information provided in the Invention Disclosure, the AVP/GS&R, with such consultation as may be needed, determines SJSU's ownership interest in the invention. The results of their review shall be made known to the inventor(s) within two weeks of the submission of the Invention Disclosure. In cases where SJSU chooses not to exercise any ownership rights, as well as in those instances where ownership of the invention rests entirely with the inventor(s), the University is willing to assist the inventor(s) to find appropriate means for the development of their work. This shall occur on a case-by-case basis under separate agreement between SJSU and the inventor(s). This results in four options for patenting and marketing an invention:

- 1) patent ownership rests entirely with the inventor(s), who may proceed independently from the University;
- 2) patent ownership rests entirely with the inventor(s), who requests assistance from the University and negotiates an agreement with the University for that purpose;
- 3) joint patent ownership between the University and the inventor(s) is determined from the beginning of the process and the procedure described below in section 3.2 Patent Administration is followed; or
- 4) patent ownership is assigned by the inventor(s) to the University in return for specific benefit to be established by agreement between the inventor(s) and the University.

Sponsored project agreements (including but not limited to those projects sponsored by the federal government, state government, private foundations, and private individuals, industries or public companies) often contain provisions with respect to patents and licensing. Government sponsors normally assign inventions to the university, but sponsors from the private sector normally retain the rights to inventions conceived with their support. In all cases, sponsorship agreements will stipulate that any inventions conceived during the course of the agreement must be fully and promptly disclosed. SJSU faculty, students or staff working under a sponsored project agreement are required to complete the Invention Disclosure information form described above. The terms of sponsored project agreements are part of and fall within the guidelines established by this policy.

### 3.2 Patent Administration

When an inventor requests assistance or the University claims ownership right, the AVP/GS&R shall forward the Invention Disclosure, supporting documents and notice of ownership status to the Office of Intellectual Property Development, a unit of the San Jose State University Foundation, who shall act as the agent for the University in the administration of patents, licensure and commercialization. The Office of Intellectual Property Development shall establish a Patent Review Board with essential expertise to evaluate the patentability of each invention. Where appropriate SJSU faculty shall be invited to serve on a Patent Review Board. Receipt of the disclosure and ownership statements by the agent starts the evaluation process and ensures that in the event of a coincident claim of discovery the inventor has dated documentation in support of the prior discovery assertion.

Invention Disclosure shall be supported by full documentation, and all faculty, staff and students involved have an obligation and duty of full cooperation in the patentability review and evaluation. The Office of Intellectual Property Development shall conduct the patentability review and shall notify the AVP/GS&R and the inventor(s) within 30 days of receipt of documents from the AVP/GS&R. If the review finds the invention not to be a viable candidate for patentability, and the AVP/GS&R agrees with the evaluation, the inventor is free to pursue a patent independently from the University.

If a positive assessment of patentability is made, then the AVP/GS&R, the inventor(s), and the Office of Intellectual Property Development will develop and execute an agreement which includes the following terms:

- 1) recognition of the rights of the inventor(s);
- 2) assignment of those rights to the University for patent prosecution and invention commercialization;
- 3) enumeration of specific duties of the Office of Intellectual Property Development in the patent prosecution and invention commercialization including costs thereof; and
- 4) division and distribution of licensing fees, royalties, and other forms of income from the commercialization of the invention.

After reimbursement of out-of-pocket costs borne by the University and the Office of Intellectual Property Development which are directly related to the commercialization effort, the normal distribution of net income resulting from the successful commercialization of an invention shall be 50% to the inventor(s), 30% to the home department of the inventor(s) and 20% to the University. Out-of-pocket costs usually include, but are not limited to, fees for the patent itself, patent research fees, and the costs of administering this process. If a corporation or some other entity is created to take the product to market, additional costs will be involved. Funds to the department and University shall be used to enhance future invention potential.

The University's decision on split of ownership, and division of royalty proceeds after reimbursement of costs to the University, shall be binding on all parties.

### 3.3 Confidentiality

Patent law allows one year from invention publication (in print or public presentation) for the filing of a U.S. patent application; any publication eliminates the opportunity to apply for a non-U.S. patent. In order to avoid circumstances that defeat, adversely impact or destroy creative rights, University authors and inventors agree to maintain confidential all proprietary information and creativity owned in whole or in part by others, including co-workers, faculty, staff, students, the University and sponsors pending patentability review under section 3.2. This obligation of confidentiality survives the inventor's separation from the University, but does not extend to information in the public domain, information which is provided by others not obligated to or by the University, faculty, staff, students or sponsors to be maintained confidential, or which is released for publication by proper authorization of the University, staff, students, faculty or sponsors.

#### 4.0 Sample Agreements

The Office of Graduate Studies and Research will maintain a file of sample intellectual property agreements. Parties to prospective agreements are urged to examine this file.

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\*\*[University policies S96-7 and S96-8 establish that the purpose of sabbatical leaves and difference-in-pay leaves is to benefit the University, its students and its programs through the professional development of its faculty as teachers and scholars. In compliance with California Administrative Code, Title V (43000-43008, 43050, 43051), Collective Bargaining Agreement Article 27 and Article 28, and University Policy S96-7 and S96-8 faculty are required to make application for these leaves with pay. These applications must provide details of the applicant's plan of study, research, or travel and service together with a statement of the benefits which would accrue to the campus and students from the proposed study, research, or the travel and service. The application review criteria focus on the value of the proposed professional development activities to the University; specific outcomes or products are not required as a condition for support. Therefore, such application does not constitute a contract for the purposes of this policy, nor are approved proposals equivalent to specific contractual agreements or "work-for-hire." Furthermore, extra or special support from the University is not present since the support to the faculty member would continue to exist, regardless of his/her assignment.]

## **Attachment: Administrative and Technical Support**

### **Administrative and technical support for online courses:**

- A Blackboard course site is set up for all faculty each semester to facilitate distribution of information, group e-mail, discussion board areas for all faculty and specialized subsets
- The online faculty handbook at <http://slisweb.sjsu.edu/de>.
- The Associate Director provides primary administrative support.
- The Assistant Director for Distance Learning provides training and pedagogical and technical support.
- The Blackboard Administrator provides Blackboard technical support.
- The Systems Administrator provides technical support.

### **Daily hours of technical support for online students**

E-mail support is available and answers are provided within 24 hours, usually much more quickly. We are in the process of staffing a virtual help desk using Elluminate.

## **Attachment: Faculty Development and Training for Online Teaching**

### Teaching Online

**Course Description:** A two-week online asynchronous course for faculty who are new to the SLIS online environment. Topics include the use of Blackboard, MySJSU, King Library online resources, and pedagogical principles of online learning. Optional synchronous sessions provide introductions to Elluminate and Blackboard's chat tool.

Course Outline and Objectives:

#### **Unit 1: Getting Started**

- Organize your logins for the various systems you will be using
- Participate in the Teaching Online wiki
- Use the following Blackboard tools: announcements, course documents, staff information, class roster, e-mail, and discussion board
- Use the SLIS Blackboard tutorials

#### **Unit 2: Creating a Course Site**

- Create a course site
- Create an access code
- Customize the course menu
- Post a course document
- Create a discussion board forum
- Create an announcement
- Submit an Assignment

#### **Unit 3: The Student Perspective**

- Create an assignment
- Make your course site available
- Enroll a student in your own course site
- Submit the assignment
- As teacher, grade and return the assignment
- As student, check grade.
- Unenroll a student

#### **Unit 4: King Library and MySJSU**

- **King Library Resources**
  - Access King Library Databases using the correct login
  - Use the SJSU Electronic Journals Index
  - Access Chronicle of Higher Education
  - Course Reserves
  - Library Liaison
- **SJSU SLIS Restricted Readings**
  - Access a reading in the collection using the correct login
- **MySJSU**
  - Find help for MySJSU
  - View your class roster
  - Sending a message
  - Submitting Grades

#### **Unit 5: Elements of an Exemplary Course**

- Review elements of exemplary online courses
- Explore some online courses which have been identified as being of high quality
- Determine what you want to include in your own online course

#### **Unit 6: Creating Your Online Course**

- Read and understand Draves' ten-step model
- Learn key facts about how adults learn
- Identify practical tips for teaching online groups

#### **Unit 7: Online Discussions**

- Determine effective methods of communication and learning through use of the discussion board
- Identify effective instructor interaction on the discussion board
- Identify effective student interaction on the discussion board through the use of rubrics

#### **Evaluation and Conclusion**

##### **Interactive Sessions**

- Synchronous Web conferencing sessions using Elluminate
  - To Be Announced
- Synchronous text chat session using Blackboard's chat tool
  - To Be Announced

## **Attachment: Description of the Instructional Design Support for Faculty**

SLIS has appointed an Assistant Director for Distance Learning whose prime responsibility is to provide instructional design support for all faculty teaching in the online environment. This support is provided by the Assistant Director in the following ways:

- “Teaching Online” course
  - Examination of exemplary courses with specific rubrics
  - Steps in creating an online course
  - Pedagogical guidelines for managing online discussions
  - Evaluation and assessment in an online environment
- Synchronous online sessions using Elluminate (also available in recorded format)
  - Introductory overview
  - Individualized and topic focused
- Phone and e-mail support

## **Attachment: Faculty Presentations at Online Conferences and Workshops**

Faires, D. (2006, September-December). *Introduction to Elluminate*. Faculty training sessions, School of Library and Information Science, San Jose State University.

Haycock, K. (2006-2007). *Effective board governance: A 10-part series for public library trustees*. Education Institute.

Loertscher, D. (2006, December). *Super teaching: Think! models for instructional improvement*. Education Institute.

Loertscher, D. (2006). *Are two heads better than one?* Action research in-service for Westport Public Schools District, Westport, CT.

Loertscher, D. (2003). *Using Blackboard*. Alliance for Distance Education.

## **Attachment: Acknowledgement of Faculty Involvement in Online Education**

Faculty receive the same credit and compensation for teaching a course whether it is delivered online, face to face, or in a hybrid of these two modes.

## **Attachment: Statement of Primary Course Pedagogy for Online Courses**

Courses are offered in a mixture of delivery modes. This decision is left up to the faculty instructor. Faculty use a combination of the following: Blackboard, Elluminate, Skype, podcasting, and additional Web servers and resources such as [Quia.com](http://Quia.com), [Browsercam.com](http://Browsercam.com), and BrowserHawk for synchronous and asynchronous activity. Tools such PresenterOne, Impatica, Screencorder and RealPresenter Basic assist with interactive delivery of the online courses.

## **Attachment: Strategies Used to Foster Learning Community**

Strategies used to foster a sense of learning community among students include:

- **New Student Technology Course** Newly admitted students participate in an online course where they can communicate on a discussion board. Separate forum areas are established by geographical location to facilitate local meetings and carpooling.
- **Student Organization Events** These are held in various locations throughout the state so that those who are local may attend in a face to face environment. Formal events are also recorded and video/audio is made available through the SLIS Web site.
- **Group work** in courses
- **Online discussion** through threaded discussion in each course
- **Social Networking software** SLIS has committed to setting up a social network software solution for our student community. This will be in place by the end of Spring 2007. This will provide students with an online environment for social interaction and networking.

## **Attachment: Assessment of Course Learning Outcomes**

Each course has identified learning outcomes. The learning outcomes are connected to assignments. In addition, each course is connected to one or more of the 15 SLIS core competencies. Each student must show that they have met the core competencies before they can graduate.

See: <http://slisweb.sjsu.edu/classes/webfa06.htm> for class syllabi.

See: <http://slisweb.sjsu.edu/slisc/competencies.htm> for the SLIS Core Competencies.

## **Attachment: Online Course Section Size**

Most courses are capped at 25 students. A few have been capped at 35 but plans are being made to cap all courses at 25 effective Fall 2007.

All courses offered to the WISE students will be capped at 25 students.

## **Attachment: Long-range Plan for Online Education**

SLIS sees distance learning as a format for delivering comprehensive, quality, equitable, and accessible programs of instruction in library and information science throughout California and beyond.

SLIS faculty have been offering distance courses since 1989, and have consistently developed and adopted emerging models and technologies to make courses available statewide, nationally, and internationally. These models and modes of delivery currently include cohort groups, traditional face-to-face courses, Web-based online courses, and mixed-mode or “hybrid” courses that use a combination of formats. Hybrid courses meet at least once during the semester, and usually several times, with the rest of the coursework occurring online. In online-only courses, which allow maximum flexibility for students and instructors, interaction is exclusively online.

In addition to experimenting with various formats, SLIS faculty also use different software and technologies to deliver course content, including Blackboard courseware, Elluminate Live! Web-conferencing software for real-time lectures and discussions, Real Presenter for narrated online lectures, and video streaming, Web casting, and podcasting technology for videotaped online lectures. Combined with the School’s rigorous practice of curriculum design and review, these technological innovations ensure that all students, regardless of location or mode of delivery, encounter the same, high-quality educational environment and curricular content.

Gradually, in response to student demand, the School is moving toward offering more online courses, and fewer traditional face-to-face courses. In the Fall of 2006, faculty offered 60 hybrid sections of courses, 91 online sections, and 7 onsite-only sections. For the first time in the history of the School, all three core courses were available in fully-online format. In general, student response to online courses is very positive; offering online and hybrid courses also permits the school to draw on a talented pool of part-time faculty located throughout the country. While there is a place for each mode of delivery, it is anticipated that online offerings will continue to grow and evolve.

## **Attachment: Business Model for Online Education**

### **Support from the Parent Institution**

The SLIS program is unique in the CSU system and at San Jose State University in that it blends regular-session students (with state support, who pay tuition) and special-session students (who have no state aid, and pay fees). Every effort is made to make the distinction between the two groups invisible to the students, other than tuition and fees as explained below. There is one School, one graduate degree program, one faculty, and one overall SLIS student association.

Regular-session students are those who typically live in the greater San Francisco Bay Area of California and apply to be students at San Jose State University as their “local” university. They are regular insofar as they are supported by the state for approximately \$8,000 of the cost of their education; they pay tuition.

Special-session students are typically those who live beyond the geographic boundaries of the University. They choose to attend San Jose State University for their graduate degree, even though it is not a local institution. They could attend another accredited program closer to their home or by distance. When these students are admitted to the School of Library and Information Science at San Jose State University, neither the University nor the School receive any of the normal state support provided for students who live within the University’s service area. Instead, these students are an additional, unfunded cost to the School’s program, and must be self-supporting. So special session students pay higher fees instead of tuition for their graduate education.

Most special-session programs in the CSU system are “stand-alone,” often run by Extension units instead of campus academic units. The School’s MLIS program, however, is a blended program, where all students (regular and special-session) take courses together, are taught by both full-time and part-time faculty, and are served by the same administrative and instructional infrastructure.

The University provides a target, not a limit, for the number of regular-session students. This target has increased in each of the past five years. Recently, CSU distinguished between undergraduate and graduate programs for allocations of funding, changing from a graduate FTE/S equivalent divisible by 15 in a class to 12 in a class. However, no additional funds were provided, meaning that the School’s target for regular-session students was “benchmarked” at the higher level.

The regular-session (state-supported) funding provides the School with physical quarters in San Jose, tenure-track faculty positions, and some administrative support (1.5 FTE). Regular-session funding supports the full-time tenure-track faculty. However, tenure-track faculty teach both regular and special-session students (time and funds are exchanged.) Special-session fees fund the technology and most of the staff who support all students, from student admissions to graduation. Classrooms are funded by regular session (except at the Fullerton hub,) while all the technology learning labs are funded by special session.

This “one school” blended approach provides the flexibility necessary for the School to offer a high-quality program to all of our students, using tenure-track and non-tenure track full-and part-time faculty, cutting edge technology and infrastructure support, and staff and material resources.

The University provides financial support commensurate with the program’s size, comparable to other units, and allows the School flexibility in the allocation of special-session fees to operating and equipment expenses, full-time and part-time lecturers, professional/technical support staff, and administrative and secretarial staff. The current combination of regular and special-session funding is sufficient to maintain and forward the School’s mission and program objectives.

The fees for students taking courses in special session (no matter where they live) is \$349 per unit.

## **Attachment : Primary Party Contact Information**

### **Debbie Faires**

Assistant Director for Distance Learning  
School of Library & Information Science  
San Jose State University  
One Washington Square  
San Jose, CA 95192-0029  
408-924-2498  
[dfaires@slis.sjsu.edu](mailto:dfaires@slis.sjsu.edu)

## **Attachment: Accrediting Organizations**

- American Library Association (ALA)
- National Council for Accreditation of Teacher Education (NCATE)
- Western Association of Schools and Colleges (WASC)

## **Attachment: Memberships with Organizations Affiliated with Online Education**

- Alliance for Distance Education in California (ADEC)
- Sloan-C
- Teaching, Learning, and Technology Group (TLT)

## Attachment: List of Online Courses from the Past Year

See all course offerings at <http://slisweb.sjsu.edu/classes/schedules.htm>

Fall 2005		
Libr202-10	Information Retrieval	Twining
Libr202-13	Information Retrieval	Twining
Libr202-14	Information Retrieval	Twining
Libr204-02	Inf. Organizations & Management	Fuller
Libr210-01	Reference & Information Services	Ford
Libr210-04	Reference & Information Services	Walter
Libr210-13	Reference & Information Services	Aaron
Libr220-01	Resources & Inf. Services	Ardis
Libr220-10	Resources & Inf. Services	Ardis
Libr228-01	Advanced Information Res. & Services	Gilman
Libr228-10	Advanced Information Res. & Services	Gilman
Libr234-10	Intellectual Freedom Seminar	Gardner
Libr240-01	Inf. Tech Tools & Applications	Main
Libr240-10	Inf. Tech Tools & Applications	Main
Libr243-01	Systems Analysis	Burns
Libr243-10	Systems Analysis	Burns
Libr244-01	Online Searching	Burns
Libr244-02	Online Searching	Bedord
Libr244-03	Online Searching	Hogle
Libr244-10	Online Searching	Kassel
Libr244-11	Online Searching	Kassel
Libr244-12	Online Searching	Tucker
Libr246-01	Adv. Info. Tech Tools	Main
Libr246-02	Adv. Info. Tech Tools	Perry
Libr246-10	Adv. Info. Tech Tools	Main
Libr246-11	Adv. Info. Tech Tools	Perry

<b>Fall 2005</b>		
Libr248-02	Beginning Cat. & Classification	Karpuk
Libr248-10	Beginning Cat. & Classification	Breitenstein
Libr249-01	Adv. Cataloging	Karpuk
Libr249-10	Adv. Cataloging	Karpuk
Libr260-10	Resources for Children 0-6	Clark
Libr261-10	Res. Children 6-12	Chance
Libr262-10	Res. Young Adults	Magana
Libr262-11	Res. Young Adults	le Conge
Libr264-10	Seminar in Services to Children and YA	Fasick
Libr266-02	Collection Management	Duran
Libr266-03	Collection Management	Estrada
Libr281-01	Seminar in Contemporary Issues	Putnam
Libr281-10	Seminar in Contemporary Issues	Putnam
Libr283-01	Marketing of Information Products and Services	Alman
Libr283-10	Marketing of Information Products and Services	Alman
Libr283-11	Marketing of Information Products and Services	Koontz
Libr284-01	Seminar in Archives and Records Management	Lindberg
Libr284-11	Seminar in Archives and Records Management	Lindberg
Libr287-01	Seminar in Inf. Science	Main
Libr287-03	Seminar in Inf. Science	Main
Libr287-10	Seminar in Inf. Science	Main
Libr287-12	Seminar in Inf. Science	Main

<b>Spring 2006</b>		
Libr202-03	Information Retrieval	Twining
Libr202-14	Information Retrieval	Twining
Libr204-12	Inf. Organizations & Management	Daniel
Libr210-02	Reference & Information Services	Gilman
Libr210-04	Reference & Information Services	Aaron

<b>Spring 2006</b>		
Libr210-12	Reference & Information Services	Aaron
Libr220-03	Resources & Inf. Services	Lampson
Libr220-05	Resources & Inf. Services	Lampson
Libr220-10	Resources & Inf. Services	Lampson
Libr220-12	Resources & Inf. Services	Lampson
Libr221-01	Government Information Sources	Bontenbal
Libr221-02	Government Information Sources	Bontenbal
Libr221-03	Government Information Sources	Gilman
Libr228-10	Advanced Information Res. & Services	Gilman
Libr240-01	Inf. Tech Tools & Applications	Main
Libr240-04	Inf. Tech Tools & Applications	Cloutman
Libr240-10	Inf. Tech Tools & Applications	Main
Libr240-12	Inf. Tech Tools & Applications	Cloutman
Libr244-03	Online Searching	Bedord
Libr244-04	Online Searching	Tucker
Libr244-05	Online Searching	Werts and Kam
Libr244-12	Online Searching	Burns (Jaehde)
Libr244-13	Online Searching	Kassel
Libr245-01	Adv. Online Searching	Wagers
Libr245-10	Adv. Online Searching	Kassel
Libr246-01	Adv. Inf. Tech. Tools	Main
Libr246-02	Adv. Inf. Tech. Tools	Perry
Libr246-10	Adv. Inf. Tech Tools	Main
Libr246-11	Adv. Inf. Tech Tools	Perry
Libr248-02	Beginning Cat. & Classification	Cotton
Libr261-01	Res. Children 6-12	Fasick
Libr261-02	Res. Children 6-12	Peck
Libr261-03	Res. Children 6-12	Peck
Libr261-10	Res. Children 6-12	Chance

<b>Spring 2006</b>		
Libr261-11	Res. Children 6-12	Peck
Libr261-12	Res. Children 6-12	Peck
Libr262-10	Res. Young Adults	Bodart
Libr262-11	Res. Young Adults	Chance
Libr264-10	Seminar in Services to Children and Youth	Wong
Libr266-03	Collection Management	Duran
Libr275-02	Library Services for Diverse Communities	Friday
Libr275-11	Library Services for Diverse Communities	Friday
Libr281-03	Seminar in Contemporary Issues	Maret
Libr281-12	Seminar in Contemporary Issues	Maret

<b>Summer 2006</b>		
Libr202-12	Inf. Retrieval	Breitenstein
Libr234-11	Intellectual Freedom	Gardner
Libr221-11	Government Information Sources	Bontenbal
Libr220-12	Resources & Info. Services	Mongelli
Libr210-11	Reference & Info. Services	Walter
Libr284-11	Seminar in Archives & Records Management	Meyerink
Libr240-11	Inf. Tech Tools	Cloutman
Libr244-12	Online Searching	Kassel
Libr220-11	Resources & Info. Services	Lampson
Libr210-13	Reference & Inf. Services	Aaron
Libr228-10	Adv. Information Res. & Services	Gilman
Libr244-10	Online Searching	Sullivan
Libr244-11	Online Searching	Tucker
Libr246-10	Adv. Tech Tools	Sutton
Libr221-10	Government Information Sources	Gilman
Libr287-10	Seminar in Inf. Science	Kassel
Libr257-10	Records Management	Burns (Jaehde)

<b>Summer 2006</b>		
Libr281-12	Seminar in Contemp. Issues	Breitenstein
Libr261-10	Resources for Children 7-12	Fasick
Libr261-11	Resources for Children 7-12	Peck
Libr266-10	Collection Management	Leonard
Libr281-11	Seminar in Contemp. Issues	Minow
Libr234-10	Intellectual Freedom	Gardner

<b>Fall 2006</b>		
Libr 200-14	Information & Society	Tash
Libr 202-14	Information Retrieval	Breitenstein
Libr 266-14	Collection Management	Bontenbal
Libr 282-10	Seminar in Library Management	W. Fisher
Libr 283-11	Marketing	Koontz
Libr200-06	Information & Society	Lampson
Libr200-12	Information & Society	Tash
Libr200-15	Information & Society	Lampson
Libr200-16	Information & Society	Lampson
Libr202-03	Information Retrieval	Twining
Libr202-05	Information Retrieval	Reid
Libr202-06	Information Retrieval	Twining
Libr202-13	Information Retrieval	Twining
Libr202-15	Information Retrieval	Twining
Libr204-03	Inf. Organizations & Management	Daniel
Libr204-13	Inf. Organizations & Management	Costantino
Libr210-04	Reference & Information Services	Aaron
Libr210-12	Reference & Information Services	Gilman
Libr210-13	Reference & Information Services	Aaron
Libr220-01	Resources & Inf. Services	Ardis
Libr220-03	Resources & Inf. Services	Greenblatt

<b>Fall 2006</b>		
Libr220-04	Resources & Inf. Services	Kleiman
Libr220-10	Resources & Inf. Services	Ardis
Libr220-12	Resources & Inf. Services	Greenblatt
Libr220-13	Resources & Inf. Services	Kleiman
Libr228-10	Advanced Information Res. & Services	Gilman
Libr232-10	Issues in Public Libraries	Grant
Libr234-10	Intellectual Freedom Seminar	Gardner
Libr240-02	Inf. Tech Tools & Applications	P. Smith
Libr240-03	Inf. Tech Tools & Applications	Cloutman
Libr240-04	Inf. Tech Tools & Applications	Faires
Libr240-11	Inf. Tech Tools & Applications	Perry
Libr240-12	Inf. Tech Tools & Applications	Faires
Libr243-01	Systems Analysis	Jaehde (Burns)
Libr243-02	Systems Analysis	Jaehde (Burns)
Libr243-10	Systems Analysis	Jaehde (Burns)
Libr243-11	Systems Analysis	Jaehde (Burns)
Libr244-01	Online Searching	Werts
Libr244-02	Online Searching	Tucker
Libr244-04	Online Searching	Kassel
Libr244-10	Online Searching	Kassel
Libr244-11	Online Searching	Bedord
Libr246-01	Adv. Info. Tech Tools	Wilson
Libr246-02	Adv. Info. Tech Tools	Perry
Libr246-10	Adv. Info. Tech Tools	Wilson
Libr246-11	Adv. Info. Tech Tools	Perry
Libr248-04	Beginning Cat. & Classification	Cotton
Libr248-11	Beginning Cat. & Classification	Goetting
Libr248-12	Beginning Cat. & Classification	Goetting
Libr250-02	Instructional Strategies	Costantino

<b>Fall 2006</b>		
Libr250-10	Instructional Strategies	Loertscher
Libr250-11	Instructional Strategies	Costantino
Libr257-01	Records Management	de Lorenzo
Libr257-02	Records Management	Evans
Libr257-10	Records Management	de Lorenzo
Libr257-11	Records Management	Evans
Libr260-01	Resources for Children 0-6	Fasick
Libr261-01	Res. Children 6-12	Peck
Libr261-02	Res. Children 6-12	Moomaugh
Libr261-10	Res. Children 6-12	Peck
Libr261-11	Res. Children 6-12	Peck
Libr262-10	Res. Young Adults	Lukenbill
Libr264-11	Seminar in Services to Children and YA	Wong
Libr266-02	Collection Management	Esfahani
Libr266-03	Collection Management	Duran
Libr266-12	Collection Management	Krueger
Libr275-01	Library Services for Ethnically Diverse Communities	Friday
Libr280-01	History of Books & Libraries	Main & Hansen
Libr280-10	History of Books & Libraries	Main & Hansen
Libr281-02	Seminar in Contemporary Issues	Minow
Libr281-04	Seminar in Contemporary Issues	Putnam
Libr281-05	Seminar in Contemporary Issues	Costantino
Libr281-10	Seminar in Contemporary Issues	Minow
Libr281-11	Seminar in Contemporary Issues	Putnam
Libr281-12	Seminar in Contemporary Issues	Costantino
Libr282-01	Seminar in Library Management	Myers
Libr282-11	Seminar in Library Management	Myers
Libr283-01	Marketing of Information Products and Services	Alman
Libr283-10	Marketing of Information Products and Services	Koontz

<b>Fall 2006</b>		
Libr284-01	Seminar in Archives and Records Management	Horodyski
Libr284-03	Seminar in Archives and Records Management	Horodyski
Libr284-10	Seminar in Archives and Records Management	Horodyski
Libr284-12	Seminar in Archives and Records Management	Horodyski
Libr285-02	Research Methods in LIS	Matthews
Libr285-11	Research Methods in LIS	Matthews
Libr286-10	Interpersonal Communication Skills	Jefferson
Libr287-01	Seminar in Inf. Science	Main
Libr287-02	Seminar in Inf. Science	Main
Libr287-03	Seminar in Inf. Science	Z. Liu
Libr287-10	Seminar in Inf. Science	Main
Libr287-11	Seminar in Inf. Science	Main
Libr287-12	Seminar in Inf. Science	Z. Liu

## **Attachment: Building a Sense of Community**

- New Student Technology Course and resulting networking opportunities
- New Student Orientation (face to face and Web cast)
- Executive MLIS Cohorts
- E-mail discussion lists
- Discussion blogs for registration and other specific topics
- Illuminate space for student use
- “Meet ...” spotlights on the SLIS home page <http://slisweb.sjsu.edu>
- We are in the process of reviewing social networking software and plan to implement it by the end of the Spring 2007 semester.

## **Attachment: Access to Student Groups and Activities**

All students, regardless of the format in which they access their course materials, are automatically members of LISSTEN, the school’s main student organization. Students can also join the American Library Association Student Chapter (ALASC) and the Society of American Archivists Student Chapter (SAASC) regardless of their location.

Activities of these student organizations are recorded and available in video and audio format through the SLIS Web site. The most recent addition to these materials is ALASC’s Luminary Lecture series, which is available as a podcast (including access through iTunes).

## **Attachment: Scholarship and Award Information**

Scholarship and award information is available to all students at <http://slisweb.sjsu.edu/admissions/scholar.htm>

## **Appendix VI.f**

### **Additional Resources on the San Jose State University Campus**

#### **Campus Overview**

An overview of the SJSU campus may be seen by looking at the pictures and videos on the “virtual tour” link of the SJSU Web site: <http://www.sjsu.edu>. This site also offers information about the campus – its history, mission, buildings, etc.

#### **SJSU Faculty and Staff Web Site**

These pages provide information, resources, and policies designed to assist newcomers and emeriti, staff and administrators in their teaching, research, service, and management responsibilities: [http://www.sjsu.edu/faculty\\_and\\_staff](http://www.sjsu.edu/faculty_and_staff).

#### **Center for Faculty Development**

<http://www.sjsu.edu/cfd>

#### **CSU Online Center for Excellence in Teaching and Learning**

<http://ocelot.calstate.edu>

The Academic Technology Support Department at the CSU Office of the Chancellor has developed and supports resources to help the CSU faculty, staff, students, and administrators be more successful in teaching and learning. The CSU OCELOT site (Online Center for Excellence in Learning and Online Teaching) is a collection of online teaching and learning resources developed by CSU for faculty, staff, students, and administrators

#### **Associated Students (AS)**

The site for AS is <http://as.sjsu.edu>. It includes information about all kinds of available services, such as computer services, transportation, government, and recreation. The site also contains information about general services, such as medical and legal resources. Associated Students offers funding each year for worthy student organization activities. The School’s American Library Association Student Chapter received funding this year for a lecture by visiting guest speaker Jessamyn West.

#### **Academic Senate**

<http://www2.sjsu.edu/senate>

The SJSU Academic Senate is the principal agency for the formulation of University policy.

## **Offices**

### ***Accounting and Financial Systems***

This office is responsible for maintaining accurate accounting records, developing effective financial systems, and providing useful financial information for the University.

### ***Administration and Finance***

This office contributes to the enrichment of students' educational experience by creating a clean, safe, learning environment and by providing administrative services for SJSU students, faculty, staff and community. The following service units comprise the division:

- Administrative Systems & Finance
- Facilities Development & Operations
- Human Resources
- University Computing & Telecommunications
- University Police
- Spartan Shops, Inc.

### ***Bursar***

<http://www.sjsu.edu/bursar>

The Bursar's Office provides financial counseling regarding the collection and disbursement of funds for students, employees, and external agencies. The following units are part of the Bursar's Office:

- Accounts Receivable
- Cashiering Services
- Collections
- Tower Card Office

### ***Disability Resource Center***

<http://www.drc.sjsu.edu>

The Disability Resource Center (DRC) provides high quality-retention services for students with disabilities and reasonable accommodations for faculty and staff with disabilities.

### ***Facilities, Development and Operations***

This department is responsible for the maintenance, operation, and protection of the campus physical plant, while assuring a proper and safe user environment.

### ***Faculty Affairs***

<http://fa.sjsu.edu>

Faculty Affairs is responsible for coordination of personnel policies and programs for faculty and administrators; discipline administration for faculty; coordination of the search process for administrative (MPP) positions; revisions and dissemination of the University ARTP Policy; provision of staff support to University administration on matters relating to academic personnel policies; training for department chairs and faculty hiring committees; and orientation of new faculty.

### ***Financial Aid***

<http://www.sjsu.edu/depts/finaid>

One of the financial aid counselors is dedicated to helping SLIS students.

### ***Human Resources***

<http://www.sjsu.edu/hr>

Benefits, classification and compensation, personnel, and payroll are some of the units found under Human Resources.

### ***Institutional Planning and Research***

The Office of Institutional Planning and Academic Resources (IPAR) exists to provide analytical and planning support to enable the campus community to achieve its goals and to generate information for both internal and external customers.

### ***Procurement Services***

Purchasing, mail services, shipping, and receiving information can be obtained through this division.

### ***Department of Academic Technology***

<http://www.sjsu.edu/acadtech>

Working in partnership with the Academic Technology Network (ATN), the Center for Distributed Education, and the Center for Faculty Development, this department offers media-enhanced instructional opportunities, televised courses, state-of-the-art streaming media capabilities, and a wide variety of technical and audio/video support services. The Department of Academic Technology helps the University provide a quality learning environment—on-campus, off-site, and in cyberspace—through appropriate learning tools and technologies.

### ***Academic Technology Network***

<http://www.sjsu.edu/atn>

The Academic Technology Network (ATN) is the distance-education group in the Media Production and Delivery Unit. ATN has three major technologies available for delivery of programming: broadcast classes, videoconferencing, and streaming media.

## **SJSU Foundation**

<http://www.sjsufoundation.org>

The San Jose State University Foundation is a private, non-profit corporation through which SJSU faculty members partner with government agencies, corporations, and private foundations to perform cutting-edge research, public service, and other specialized projects vital to the health of a community of scholars and to the future of society as a whole.

## **Center for Faculty Development and Support**

<http://www.sjsu.edu/cfd>

The mission of the CFD is to support the University's mission of enriching the lives of students through their contact with faculty members who effectively combine teaching, scholarship, and service, and to help create a campus culture that values and supports excellence in teaching, learning, and research. The Center for Faculty Development offers services for faculty, staff, and student peer mentors. These services include Workshops and Training, New Faculty Orientations, a Teacher-Scholars program, a Faculty-in-Residence program, and a large online portal of teaching and learning resources.

## **IT Support Services**

<http://www.sjsu.edu/itss>

ITSS is the primary central technical support resource for SJSU students, staff, and faculty for computing-related questions and problems. ITSS assists users in troubleshooting problems with common desktop operating systems, with software/hardware conflicts, and with configuring and employing selected desktop software packages.

## **Media Production and Delivery**

<http://www.sjsu.edu/mpd>

Media services available at SJSU include program design and scripting; complete photography services; audio, video and multimedia production; classrooms designed for televised instruction; two-way videoconferencing throughout California and anywhere in the world; an extensive video library and campus video playback system; satellite programming reception; tape duplication; and instructional technology and media engineering consultation.

## **Media Services**

<http://www.sjsu.edu/mediaservices>

Media Services is responsible for the video tape and files catalog, AV equipment checkout, and media facilities.