Program Presentation
For the American Library Association
Committee on Accreditation | March 2014
Program Presentation

for the
American Library Association
Committee on Accreditation

March 2014

San Jose State University
School of Library and Information Science,
A Unit of the SJSU College of Applied Arts and Sciences
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Additional Resources

The resources listed below provide additional supporting evidence for the SJSU SLIS Program Presentation.

**Web-Based Resources**

**Linked SLIS Website Content**

The blue underlined items in the SLIS Program Presentation are embedded hyperlinks, which are clickable in the PDF version of the document. Hyperlinks will take readers to further information posted on the SLIS website, including reports, forms, tools, and other supporting evidence. Linked references to appendices will take readers directly to secured online versions of the documents. Note that the appendices are also available via the SLIS Desire2Learn site, as described below, and via the flash drives provided to COA reviewers.

**Web-Based Teaching and Learning Materials**

COA reviewers also have access to additional web-based course sites and materials, including sample student e-Portfolios, examples of instructor Panopto lectures, and courses taught using alternative technologies, such as WordPress and Drupal. Links, usernames, and passwords can be found in Appendix A.

**Qualtrics site**

The Qualtrics site provides access to results of SLIS surveys, including new student surveys and graduating student exit surveys, alumni surveys, LIS employer surveys, a faculty survey on diversity issues, and a survey of students enrolled in intensive classes. When COA reviewers are ready to review this material, they can register with Qualtrics for a free account, and SLIS will provide access to the survey results.

**Desire2Learn (D2L) Resources**

Each of the D2L content areas below will display a list of folders containing relevant files and links. If files and links are not visible, open the folder by clicking the plus sign (+) to the left of the folder name. Click the minus sign (-) to close the folder.

**COA 2014 Site**

The primary site for COA reviewers, this location includes the full SLIS Program Presentation and all appendices. Note that the content of the COA 2014 site is duplicated on the flash drives provided to COA reviewers.
Sample MLIS Course Sites
A selection of Spring 2014 course sites will be available to COA reviewers.

Teaching Online Course
All new faculty members are required to complete a Teaching Online course, which familiarizes faculty with the D2L environment and provides the individual support they need as they prepare to teach for SLIS.

Teaching and Learning Forum
The Teaching and Learning Forum provides a central place for SLIS faculty to exchange ideas, access resources, mentor peers in an area of their expertise, post questions, and establish a dialog with one another.

SLIS Spring Faculty Site
Each semester, Associate Director Dr. Linda Main creates a site to communicate with active teaching faculty and distribute time-sensitive information such as term schedules and deadlines, passwords, contact lists, and instructional information and guidelines.

General Advising Site
SLIS provides general advising to students through this new site. More individualized advising is supported by the faculty advising sites noted below.

Sample Faculty Advising Sites
Faculty advisors communicate with their advisees through D2L, where they respond to student questions and post news, reminders, and links to resources. COA reviewers will have access to several sample advising sites, including those of Dr. Michelle Simmons, Dr. Linda Main, Debbie Faires, and Beth Wrenn-Estes.

Curriculum and Program Development Committee Site
SLIS’s Curriculum and Program Development Committee members communicate through this site as they review and respond to new course proposals. The site provides an example of how SLIS uses technology to carry out committee work.

SLIS Marketing and Promotional Materials Site
This site provides examples of SLIS marketing and promotional materials, such as advertising, brochures, and trade show banners, along with sample social media assessments and online marketing evaluations.

SLIS Event Recap Reports Site
SLIS hosts receptions and booths at professional conferences and other events to connect with current and potential students, alumni, and others in the professional community. This site provides reports on each outreach event, including the number of people who attended receptions and visited exhibit booths.
Basic Information

The School of Library and Information Science at San Jose State University

The School of Library and Information Science (SLIS, or “the School”) is a unit of the College of Applied Arts and Sciences (CASA) at San Jose State University (SJSU, or “the University”).

SLIS is organized and maintained by the University to provide graduate education in library and information science. The School offers two fully online graduate degree programs for information professionals, a post-master’s certificate program for working professionals, and a part-time doctoral program in partnership with Queensland University of Technology.

The Master of Library and Information Science Program

This document presents the School’s Master of Library and Information Science (MLIS) program for reaccreditation by the American Library Association.

San Jose State’s MLIS degree program prepares graduate students for careers as librarians and information professionals who work in a wide variety of environments and positions. It has been continuously accredited by the American Library Association since 1969, and is the only ALA-accredited MLIS program within the 23-campus California State University system.

The 43-unit program is highly flexible, with six required courses and a wide range of electives and internship opportunities that allow students to pursue their choice of career pathways. Students can complete the program at their own pace, choosing the number of courses they want to take each semester; most students finish in 2.5 to 3.5 years. Currently there are more than 2,100 active students.

The MLIS program has been fully online since 2009. Studying from their residences in 47 U.S. states and 18 countries, students interact with peers and instructors through web conferencing, social networking platforms, a web-based learning management system, and immersive environments. SLIS is a leader in online learning, earning the 2013 Sloan Consortium Effective Practice Award for innovation in online education.

School Leadership

The SJSU School of Library and Information Science is led by:

Dr. Sandra Hirsh
Professor and Director, School of Library and Information Science
Dr. Hirsh reports to:
   Dr. Charles Bullock
   Dean, College of Applied Sciences and Arts

Institutional Leadership

San Jose State University is led by:
   Dr. Mohammad Qayoumi
   President

   Shawn Bibb
   Vice President for Administration and Finance

Dr. Charles Bullock, the Dean of the College of Applied Sciences and Arts, reports to:
   Dr. Ellen Junn
   Provost and Vice President for Academic Affairs

Institutional Accreditation

San Jose State University is accredited by the Western Association of Schools and Colleges (WASC). The university is currently in the self-study phase of its institutional review for reaccreditation. Reports are due in 2014, and a site visit will follow.

ALA Standards Addressed

This Program Presentation addresses the ALA Standards for Accreditation of Master’s Programs in Library and Information Studies, 2008.
Synthesis & Overview
Synthesis and Overview

The first library science course at San Jose State University (SJSU) was taught in 1928, and the SJSU School of Library and Information Science (SLIS) first started offering a graduate degree in library science in 1954. The program has been continuously accredited by the American Library Association since 1969. SJSU is one of 23 campuses in the California State University (CSU) system, and SJSU’s School of Library and Information Science offers the only MLIS program within the CSU system that is accredited by the American Library Association.

At SLIS, we focus on creating a teaching, learning, and research environment that inspires innovation, encourages a diversity of perspectives, and fosters collaboration with practitioners and other scholars. Our School’s strategic plan articulates our goals, including our emphasis on curricular quality; our investment in supporting our faculty’s teaching, service, and research; and our commitment to provide a technology-rich, engaging online learning environment that involves global opportunities.

Throughout our program presentation, we describe our ongoing, systematic planning and assessment process. This process incorporates input from multiple stakeholders, allows us to ensure continued conformity to ALA Standards, and makes it possible for us to be responsive to changing trends in our profession. We strive to be transparent about the results of this assessment process, posting performance data on our public website.

Dynamic and Challenging Curriculum

Our School’s curriculum provides a wide variety of educational experiences for our students, preparing them to be leaders in a rapidly changing profession. Our Curriculum and Program Development Committee coordinates a systematic review of the entire curriculum on a three-year cycle, incorporating input from faculty, students, alumni, and employers into the review process.

The School’s curriculum is grounded in a foundational set of Program Learning Outcomes (Core Competencies) that are explicitly integrated into every course we offer. Three required core courses lay the foundation for meeting curricular objectives, and the culminating e-Portfolio ensures that each student demonstrates mastery of all Program Learning Outcomes. Students also have the option of preparing a research thesis for their culminating experience.

Our curriculum also includes a wide range of electives that allow students to specialize in a variety of Career Pathways or pursue a more generalized program. We use elective
seminar classes to respond to changing information environments, selecting seminar topics based on our School’s annual study of emerging trends and job titles as well as input from our Program Advisory Committees, comprising library and information science experts.

Students have the option to complete on-site or virtual internships, choosing from more than 200 internship opportunities each semester. As our student population expanded across the continent, we found that some of our students, especially those living in rural locations, found it challenging to find local professional venues for internships. In response, we invested resources to develop our virtual internship program, which allows us to provide internship opportunities for our students regardless of their physical location or the location of the host site. Virtual internships also prepare tomorrow’s information professionals for virtual work environments.

Our curriculum prepares students to serve as leaders in a diverse and rapidly changing technological and global society. Throughout their coursework, students learn to serve diverse communities, and several electives—including a Virtually Abroad course, language and culture courses, and LIBR 281: International and Comparative Librarianship—focus specifically on diversity issues. We also prepare our students for the myriad ways technology is impacting the future of our field. In every class, technology is both an instructional tool and a topic of examination. Additionally, we offer 36 electives where technology is the focus of the course, such as web usability, information visualization, mobile devices, and digital libraries.

**Fully Online Teaching and Learning Environment**

Since Fall 2009, our MLIS program has been offered exclusively online. Our School’s curriculum is designed to take advantage of the unique opportunities and challenges inherent in a fully online learning environment. We did not merely transfer face-to-face classes to an online environment. Instead, our curriculum is delivered to all students in a sophisticated, engaging, and interactive online learning environment, where we incorporate the latest technology to enrich the learning experience.

A required one-unit introductory course prepares new students to be successful in our School’s online environment. Our recruitment and admission practices, as well as our ongoing student support, are designed to work effectively in an exclusively online program. All of our resources are aimed at serving online students, including our career counseling, academic advising, library services, and technology support.

Our fully online environment also enables us to recruit highly qualified faculty, regardless of where they live. We support them as they continuously expand their expertise as online educators. All new faculty members complete our School’s Teaching Online course, guided by our Assistant Director for Distance Learning. The course introduces faculty to the technology they will use at our School and the pedagogy of teaching online. We also offer ongoing training, including our School’s on-site Faculty Institute, online workshops, and the SLIS Teaching and Learning Forum, an online space
where our faculty can exchange ideas and access resources. SLIS faculty members have helped pioneer distance education for LIS students, winning numerous awards in recognition of their teaching commitment and success.

We benchmark our performance against recognized standards for online programs, using the Sloan-C Quality Scorecard for Administration of Online Education Programs and the Quality Matters rubric. In 2013, SLIS received a Sloan Consortium Effective Practice Award, which honors innovation in online education and recognizes our School’s use of the Sloan-C Scorecard to evaluate our online program.

**Faculty Expertise and Support**

More than 100 full-time and part-time faculty teach at our School, enabling us to offer a broad curriculum. These individuals represent a diversity of backgrounds that enrich our teaching, service, and research environment.

Our 28 full-time faculty teach 77% of our School’s classes while also engaging in academic planning and assessment, academic advising, mentoring of part-time faculty, research, and service to the profession. Our tenure-track faculty are actively involved in scholarly and professional organizations, have a sustained record of publication, apply for external funding for their research, and engage in international and interdisciplinary research collaborations and consultancies. Our part-time faculty include distinguished industry leaders and experienced educators who infuse current professional knowledge into our curriculum. Together, our faculty bring experience working in and studying a range of information environments.

SLIS provides extensive support for faculty members, including mentoring by tenured faculty and leadership by assigned course coordinators. We also offer financial support to encourage faculty to explore and adopt innovative teaching methods, participate in professional organizations, and conduct and report on research.

**Student Engagement and Support**

Our students are a diverse group of individuals in terms of where they live, their ages, and their ethnic diversity. For example, one-third of our students live outside California, and 35% of our Spring 2013 graduates reported an ethnicity other than White. Grant funding and partnerships with national ethnic professional associations help us recruit and support individuals from underserved groups.

Our students benefit from a wealth of career development resources, all available virtually, including a career counselor, webinars, individualized career counseling, job listings, and web-based resources. We have been able to develop many of these resources and offer virtual career counseling to our students by forging a unique partnership with the SJSU Career Center. Recognizing that the Career Center was primarily focused on meeting the needs of on-campus students, we knew that we needed to find another way to serve our online students. In 2008, we launched our
collaboration with the Career Center, which includes a Career Counselor who is dedicated to SLIS students and alumni.

Many of our students also take advantage of opportunities to participate in and lead our School’s award-winning student chapters of national professional associations, as well as our School’s combined student-alumni association. All of these organizations are focused on engaging virtually with our online students. Additionally, students can serve on the editorial team for SLIS’s scholarly, online Student Research Journal or submit an article for publication in this peer-reviewed, open-access publication.

Each semester, approximately 30 SLIS students serve as research assistants. In this role, they provide assistance to faculty in their teaching and research, serve as peer mentors (e.g., helping students learn to use technology), serve on our School’s website team, and help with other special projects at our School.

Students receive ongoing support for learning and professional growth as they interact with instructors and academic advisors, our Career Counselor and SJSU Library liaison, writing tutors, and our technology team and Student Services Coordinator.

**Technology that Fosters Interaction and Supports Learning**

On-campus physical resources provide an important backbone of support for our fully online program. But our virtual resources take center stage, supporting an engaging and interactive teaching and learning environment, as well as opportunities for collaborative research and service.

Our School’s learning management system is a cornerstone of our efforts to effectively deliver and manage our online courses, including course content, discussion forums, assignment submission, announcements, and grade management. Our learning management system also includes an e-Portfolio platform, which the majority of our students use to complete their culminating experience.

Through technology, we offer students, faculty, and staff a range of communication and collaboration options. We use a web conferencing platform to provide synchronous online instruction, real-time collaboration, open house events for prospective students, new student orientations, and our SLIS Colloquia. In addition, faculty and students use several tools (e.g., Panopto and Adobe Presenter) to create and share audio and video content, such as instructor lectures and student assignments. Other resources that support synchronous and asynchronous communication include instant messaging, email notification systems, social media, wikis, and blogs.

With the large numbers of students who complete internships and organizations that serve as host sites, in past years our internship program had faced several challenges, including how students could readily find updated information on available internships and how host sites could easily place and update their listings. In response to these challenges, in 2008 we launched the SLIS internship database. With this tool, host sites
can now post and update their own listings, and students can search for available internship opportunities using several options, including location, pay status, and key words. Approximately 500 unique visitors access the SLIS internship database each month.

The School’s website, completely redesigned in 2012, is the primary source of information regarding our School and our MLIS program, with information easily accessible to prospective students, current students, alumni, faculty, and the general public. Our website includes descriptions of our curriculum, faculty, current students, financial aid, student assistantships, admission standards, and our online learning environment. In addition, the School provides information through blogs, social media channels, email lists, e-newsletters, and live web conferences.

Students and faculty learn to use our School’s technology during courses that orient them to our teaching and learning environment (e.g., LIBR 203 for new students). They also receive ongoing support through peer mentoring, tutorials, and assistance from our School’s technology team.

As we build and update our technology infrastructure, accessibility for all students is a key part of our focus. Accessibility initiatives include transcripts of audio content and closed captioning for video content.

**Leadership and Governance Structure that Supports Innovation**

Our School’s leadership, governance structure, and staff support allow us to foster an innovative academic culture that is valued by faculty members and students alike. Six shared governance committees (comprising SLIS faculty, staff, students, and alumni) provide input and guidance regarding the School’s strategic planning process and are involved in implementing strategic initiatives. In addition, an International Advisory Council (comprising leaders in the LIS profession) and a group of Program Advisory Committees (comprising practitioners) are involved in our ongoing strategic planning process.

Our School’s Director, Dr. Sandra Hirsh, joined SLIS in August 2010 and was recently reappointed as our Director for an additional four years. Dr. Hirsh established an international focus for our School and continues to cultivate a strong research culture. She cofounded the Library 2.0 Worldwide Virtual Conference series in 2011 and opened our virtual Center for Information Research and Innovation (CIRI) in 2012. Dr. Hirsh also leads the San Jose Gateway PhD program, offered in partnership with the Queensland University of Technology (QUT) in Brisbane, Australia. This doctoral program has significantly enriched the School’s research culture: SLIS faculty serve as supervisors for doctoral students and work with QUT faculty to jointly mentor future LIS researchers. Since the San Jose Gateway PhD program was established in 2008, five students have completed their degrees.
Although our University and the entire CSU system have faced significant fiscal challenges in recent years, our Director has successfully advocated for tenure-track faculty hires, allowing the School to continue to expand its curriculum. SLIS is one of the few units on campus that has been allowed to hire new tenure-track faculty each year since 2010. Seven new tenure-track faculty have joined our School since the 2008–2009 academic year. In addition, since 2010, four faculty have received tenure and six faculty have been promoted.

Important to our School’s entrepreneurial nature and success is the autonomy afforded to us by the College and University. For example, the School had the autonomy to transition to a fully online delivery model in 2009, and we continue to have the ability to develop our curriculum and determine how a significant portion of our revenue is spent.

The last seven years have been a time of growth and transition for our School. We continue to assess our progress, expand our curriculum, update our technology, and find new ways to support our faculty and students. Our program presentation provides evidence of our accomplishments and offers details regarding how we are learning from the past and planning for the future.
Standard I
Mission, Goals, & Objectives
Standard I: Mission, Goals, and Objectives

Our School’s mission, goals, and objectives are developed and fulfilled through our strategic planning process—an ongoing, systematic, broad-based model that is transparently communicated via our website, along with program performance data. In this discussion of Standard I, COA reviewers will learn more about:

- Our School’s strategic plan, which includes six strategic directions, specific goals for each strategic direction, and key performance indicators that allow us to measure our progress
- Our ongoing process to review and, if necessary, make changes to our School’s strategic plan during quarterly faculty retreats, with an in-depth review done each year at our November faculty retreat
- Our shared governance model, where six committees (comprising faculty, staff, students, and alumni) provide input and guidance regarding the School’s strategic planning process and are involved in implementing strategic initiatives
- The alignment of our School’s strategic plan with the strategic plans and goals of the University, the Academic Affairs Division, and the College of Applied Sciences and Arts
- Our Program Learning Outcomes, also known as Core Competencies, which are integrated into our curriculum and evaluated through a culminating experience, the e-Portfolio, where MLIS students demonstrate their mastery of the Core Competencies
- The involvement of a range of key stakeholders in our strategic planning and evaluation process, including the shared governance committees, Program Advisory Committees (comprising practitioners), and an International Advisory Council (comprising leaders in our profession)
- Our surveys of students, alumni, internship supervisors, and employers, which provide us with data to inform our strategic planning and evaluation process
- The way we benchmark our performance against recognized standards for online programs, using the Sloan-C Quality Scorecard for Administration of Online Education Programs and the Quality Matters rubric

Throughout this Standard, we share how our strategic planning process ensures that our School provides quality education and is continuously improving.
Standard I.1

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

— Standards for Accreditation of Master’s Programs in Library & Information Studies (ALA, 2008)

The San Jose State University (SJSU) School of Library and Information Science (SLIS) is located within the College of Applied Sciences and Arts (CASA). San Jose State is one of 23 campuses of the California State University (CSU) system. SLIS determines its mission, vision, and goals within this broader framework.

Vision, Mission, and Values

The School operates within our faculty-approved and annually evaluated vision, mission, values, and strategic directions, as stated in our current strategic plan.

SLIS Vision

The School of Library and Information Science will be recognized as a global leader in graduate education in library and information science, delivering innovative, high-quality programs.

Mission of the School

In support of the University's mission, the School of Library and Information Science 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 global communities.

Values

Our School’s shared values enable us to serve our mission and achieve our vision.

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

Student, faculty, and staff success. We place our highest priority on ensuring 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.

Strategic Directions

Our School’s strategic plan is based on strategic directions that are reviewed and revised as objectives are met and new needs emerge. Our strategic planning is an ongoing process. We revise our strategic directions and update our strategic plan as we build on past outcomes and respond to emerging opportunities.

Our strategic directions and strategic plan have evolved in response to changing needs over the last seven years, including the following changes:

- From 2005–2010, we based our strategic plan on four strategic directions, and we tracked progress on our objectives using target dates of completion.
- In 2010, we added two new strategic directions, and we continued using target completion dates to track progress on our strategic plan.
- In 2012, we reframed and reordered our six strategic directions, and we shifted our strategic plan’s approach from tracking target completion dates for objectives to measuring key performance indicators.

Our strategic directions and strategic plan foster ongoing growth and success not only for our MLIS program, but for our entire School. Our strategic planning process allows us to continue to improve our MLIS program and our Teacher Librarian program, while also investing in ongoing assessment of our other programs: our Master of Archives and Records Administration (MARA) program, our Post-Master’s Certificate program, and the San Jose Gateway PhD program. Our strategic plan contains one goal that is specific to the MLIS program (Goal 1.1) and one goal that is specific to our Teacher Librarian program (Goal 1.3). Other broader goals in the plan are highly relevant to the MLIS program, including those focused on enhancing curricular quality, enhancing student success, and supporting faculty renewal. The only goals in our strategic plan that do not apply to the MLIS program are Goals 1.2, 1.4, and 1.5, which address the MARA, Post-Master’s Certificate, and PhD programs. In addition, our MLIS program goals are reflected in our MLIS Program Learning Outcomes, discussed in Standard I.2.

Below we provide information regarding our School’s strategic directions, followed by details regarding our strategic plan.
Strategic Directions, 2005–2012

Between 2005 and 2010, the faculty identified four strategic directions:

1. To enhance curricular and program quality
2. To design new programs and specializations for delivery across disciplinary and geographic boundaries
3. To develop standards and support for faculty and staff development and renewal
4. To focus the management of School operations on strategic planning, effective communication and marketing, equitable support for all members of the School community, stewardship, quality customer service, and accountability

In 2010 two new strategic directions (below) were added:

5. To strengthen existing and establish new strategic relationships outside the School (within the University, in the Silicon Valley, and through other national and global relationships) for advancement of the School's mission and vision
6. To enhance student experience and success within the online program and in the library and information science profession

The strategic directions were revised again after a SWOT analysis at the November 2012 faculty retreat. One reason for revising the strategic directions was that the goals of the original Strategic Direction 4 had been achieved. The second reason was that an important activity for the School over the previous few years had been fostering a research environment for both faculty and students. A substantial amount of work had been done in this area, and the faculty felt this should be explicitly stated as a strategic direction. The strategic directions were reworded and reordered at the November 2012 retreat.

Current Strategic Directions

The following are our current strategic directions, which serve as the foundation for our strategic plan:

1. To enhance curricular and program quality
2. To deliver programs across disciplinary and geographic boundaries
3. To enhance student experience and success through a participatory, engaging e-learning environment
4. To implement and review standards for faculty and staff development and renewal
5. To strengthen existing and establish new strategic relationships outside the School for advancement of the School's mission and vision
6. To foster a research environment
## Strategic Plan

Our School’s current strategic plan includes specific goals for each of our six strategic directions, along with key performance indicators that allow us to measure our progress. Table I.1, shown below (and also available on our [website](#)), details our current strategic plan.

The SLIS strategic directions and key performance indicators are reviewed in depth each November at a two-day faculty retreat in San Jose. Decisions regarding any updates are further reviewed and finalized at each February faculty retreat.

To illustrate how our current strategic plan builds on previous strategic planning efforts, we have included our strategic plan for 2008–2011 in Appendix I.1.

### Table I.1. SLIS Strategic Plan

<table>
<thead>
<tr>
<th>Strategic Direction 1: Enhance Curricular and Program Quality</th>
<th>Ref#</th>
<th>Goals</th>
<th>Lead</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1.1</td>
<td><strong>MLIS program:</strong> Review on an ongoing basis the overall goals, curriculum, structure, and outcomes of the MLIS degree program, and monitor implementation. Data gathered will be analyzed and used to make changes in the program.</td>
<td>Curriculum and Program Development Committee</td>
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<td></td>
<td></td>
<td>Key performance indicators:</td>
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<tr>
<td></td>
<td></td>
<td>▪ Exit survey trends</td>
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<td></td>
<td></td>
<td>▪ Assessment reports</td>
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<td></td>
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<td>▪ Employer-based Program Advisory Committee input</td>
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<td>▪ Successful e-Portfolio completions (illustrates Program Learning Outcomes)</td>
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<td></td>
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<td>▪ Track graduate and alumni placements via alumni surveys</td>
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<td>▪ Identify curriculum gaps based on input from Program Advisory Committees</td>
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<td></td>
<td></td>
<td>▪ Receive reaccreditation by ALA in 2014</td>
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<td></td>
<td></td>
<td>▪ Program review completed in 2014</td>
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<td></td>
<td>1.2</td>
<td><strong>MARA program:</strong> Review on an ongoing basis the overall goals, curriculum, structure, and outcomes of the MARA degree program, and monitor implementation. Data gathered will be analyzed and used to make changes in the program.</td>
<td>Curriculum and Program Development Committee with MARA Program Coordinator</td>
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<td></td>
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<td>Key performance indicators:</td>
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<td></td>
<td></td>
<td>▪ Exit survey trends</td>
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<td></td>
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<td>▪ Assessment reports</td>
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<td>▪ Employer-based Program Advisory Committee input</td>
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<td></td>
<td></td>
<td>▪ Track graduate and alumni placements</td>
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<td></td>
<td></td>
<td>▪ Identify curriculum gaps based on input from Program Advisory Committee</td>
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<td></td>
<td></td>
<td>▪ Program review completed in 2013</td>
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<td></td>
<td>Teacher Librarian program: Review on an ongoing basis the overall goals, curriculum, structure, and outcomes of the Teacher Librarian program, and monitor implementation. Data gathered will be analyzed and used to make changes in the program. Key performance indicators:</td>
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<tr>
<td></td>
<td>Exit survey trends</td>
<td>Curriculum and Program Development Committee with Teacher Librarian Program Coordinator</td>
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<td></td>
<td>Assessment reports</td>
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<td></td>
<td>Employer-based Program Advisory Committee input</td>
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<tr>
<td></td>
<td>Track graduate and alumni placements</td>
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<td></td>
<td>Develop student monitoring rubrics (measured by a supervisor survey in LIBR 295)</td>
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<td></td>
<td>Post-Master’s Certificate program: Review on an ongoing basis the overall goals, curriculum, structure, and outcomes of the Post-Master’s Certificate program, and monitor implementation. Data gathered will be analyzed and used to make changes in the program. Key performance indicators:</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Enrollment rates and student background</td>
<td>Curriculum and Program Development Committee with Associate Director and Student Services Coordinator</td>
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<td></td>
<td>Exit survey trends</td>
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<td></td>
<td>Employer-based Program Advisory Committee input</td>
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<tr>
<td></td>
<td>Develop new certificate areas based on employer feedback</td>
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<td></td>
<td>San Jose Gateway PhD program: Review on an ongoing basis the overall goals, curriculum, structure, and outcomes of the Gateway PhD degree program, and monitor implementation. Key performance indicators:</td>
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<td></td>
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<tr>
<td></td>
<td>Residency surveys</td>
<td>Gateway PhD Program Coordinator with PhD-involved faculty</td>
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<tr>
<td></td>
<td>Enrollment and graduation rates</td>
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<tr>
<td></td>
<td>Track graduates and alumni</td>
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<tr>
<td></td>
<td>Exit survey</td>
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<td></td>
<td>Publications list</td>
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<td></td>
<td>Broaden the curriculum to address the rapidly changing library and information science profession and evolving skill sets. Key performance indicators:</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Annual environmental job scan to identify curriculum gaps</td>
<td>Curriculum and Program Development Committee; Program Advisory Committee Leads</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Input from Program Advisory Committees</td>
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<td></td>
<td>Add variable unit classes, intensive formats, and new delivery formats such as MOOCs</td>
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<td></td>
<td>Identify and implement ways to build diversity components into the curriculum. Key performance indicators:</td>
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<tr>
<td></td>
<td>Annual curriculum diversity survey</td>
<td>Diversity Committee</td>
<td></td>
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<td></td>
<td>Identify and implement ways to build internationalization and globalization components into the curriculum. Key performance indicators:</td>
<td></td>
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<tr>
<td></td>
<td>Faculty survey on internationalization components in courses</td>
<td>Curriculum and Program Development Committee</td>
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<tr>
<td></td>
<td>Expand Virtually Abroad concept</td>
<td></td>
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<tr>
<td>Ref#</td>
<td>Goals</td>
<td>Lead</td>
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</tbody>
</table>
| 1.9 | Ensure overall quality of program delivery  
Key performance indicators:  
- Sloan-C benchmark  
- Quality Matters | Assistant Director for Distance Learning |

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**Strategic Direction 2: Deliver Programs Across Disciplinary and Geographic Boundaries**

<table>
<thead>
<tr>
<th>Ref#</th>
<th>Goals</th>
<th>Lead</th>
</tr>
</thead>
</table>
| 2.1 | Identify opportunities for interdisciplinary courses, degrees, certificates, where programmatic strengths and priorities intersect.  
Key performance indicators:  
- Interdisciplinary focus in faculty hiring | Director; Curriculum and Program Development Committee |
| 2.2 | Be recognized as a school of choice internationally.  
Key performance indicators:  
- Grow the student base across the continent (out of state) and internationally  
- Develop pilot expansion of the program and/or research initiatives in countries outside of the United States and Canada | Director; Marketing Coordinator |
| 2.3 | Expand physical and virtual internship opportunities to beyond libraries and across geographies.  
Key performance indicators:  
- Get employer input into guidelines and internship success metrics  
- Update internship database to better reflect virtual internship opportunities | Curriculum and Program Development Committee; Internship Coordinator |
| 2.4 | Revise and update Career Pathways to represent new and emerging areas.  
Key performance indicators:  
- Get input from Program Advisory Committees and International Advisory Council | Curriculum and Program Development Committee; Program Advisory Committee Leads |
| 2.5 | Increase opportunities for professional education.  
Key performance indicators:  
- Develop additional areas for the Post-Master’s Certificate  
- Support online global Library 2.0 conference series  
- Support ongoing colloquia offerings | Curriculum and Program Development Committee; Director; Colloquia Coordinator |
| 2.6 | Widen the marketing of the School to multiple audiences and locations.  
Key performance indicators:  
- Add more technology, information science, and other nonlibrary conferences  
- Use social media marketing techniques  
- Host virtual open houses | Director; Technology and Resources Committee; Marketing Coordinator |
### Strategic Direction 3: Enhance Student Experience and Success Through a Participatory, Engaging E-Learning Environment

<table>
<thead>
<tr>
<th>Ref#</th>
<th>Goals</th>
<th>Lead</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1</td>
<td>Retain and graduate as many students as possible.</td>
<td>Director and Faculty; Student Scholarships and Student and Alumni Networking Committee</td>
</tr>
<tr>
<td></td>
<td>Key performance indicators:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>▪ Provide writing, technology, and advising support</td>
<td></td>
</tr>
<tr>
<td></td>
<td>▪ Provide student assistantships and scholarships</td>
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<tr>
<td></td>
<td>▪ Monitor retention rates at transition points (after LIBR 203, less</td>
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<td></td>
<td>than “B” students, and e-Portfolio completion)</td>
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<tr>
<td>3.2</td>
<td>Continuous community building, student interactions, and engagement</td>
<td>Technology and Resources Committee</td>
</tr>
<tr>
<td></td>
<td>with the School through Web 2.0 and social software.</td>
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<tr>
<td></td>
<td>Key performance indicators:</td>
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</tr>
<tr>
<td></td>
<td>▪ Hold regular virtual meeting opportunities for students to</td>
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<tr>
<td></td>
<td>interact with faculty, the Director, other students, and experts</td>
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<td></td>
<td>in the library and information science field</td>
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<td></td>
<td>▪ Encourage student online participation in School governance</td>
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<td></td>
<td>committees</td>
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<td></td>
<td>▪ Provide opportunities for students to publish their research in</td>
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<td></td>
<td>the SLIS Student Research Journal</td>
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<td></td>
<td>▪ Support a rich set of online student associations</td>
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<tr>
<td>3.3</td>
<td>Increase student involvement and participation in broader sets of</td>
<td>Technology and Resources Committee; Student Scholarships and Student and Alumni</td>
</tr>
<tr>
<td></td>
<td>professional associations.</td>
<td>Networking Committee</td>
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<td></td>
<td>Key performance indicators:</td>
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<tr>
<td></td>
<td>▪ Increase student professional networking opportunities through</td>
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<td></td>
<td>LinkedIn and other social media</td>
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<td></td>
<td>▪ Offer Trendspotting courses at major conferences</td>
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<td></td>
<td>▪ Support a rich set of online student associations</td>
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<td>3.4</td>
<td>Encourage students to think of the MLIS and MARA degrees as</td>
<td>Director</td>
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<td></td>
<td>providing skills that can be applied in many physical and virtual</td>
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<td></td>
<td>places.</td>
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<td></td>
<td>Key performance indicators:</td>
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<td></td>
<td>▪ Expand career support for students (e.g., through SLIS website,</td>
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<td></td>
<td>training, blogs, mentoring, speaker programs, and counseling)</td>
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<tr>
<td>3.5</td>
<td>Provide support to a diverse student body.</td>
<td>Diversity Committee</td>
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<td></td>
<td>Key performance indicators:</td>
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<tr>
<td></td>
<td>▪ Make Spectrum Scholars and all students feel welcome</td>
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<td></td>
<td>▪ Recruit underrepresented groups of students</td>
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### Strategic Direction 4: Implement and Review Standards for Faculty and Staff Development and Renewal

<table>
<thead>
<tr>
<th>Ref#</th>
<th>Goals</th>
<th>Lead</th>
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<tbody>
<tr>
<td>4.1</td>
<td>Develop a plan for faculty renewal based on identified priorities</td>
<td>Director and Faculty</td>
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<td></td>
<td>for directions and growth.</td>
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</tbody>
</table>
Key performance indicators:
- Increase the number and diversity of new tenure-track faculty
- Regularly review SLIS’s School RTP guidelines
- Create guides to help with the RTP process and expectations

<table>
<thead>
<tr>
<th>4.2</th>
<th>Assess ways to help full-time and part-time faculty feel more engaged, invested, and familiar with the School's programs and policies, and comfortable with technology.</th>
<th>Faculty Development and Faculty Research Committee with Associate Director; Associate Director for Distance Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Key performance indicators:</td>
<td></td>
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<tr>
<td></td>
<td>- Create profiles of accomplishments, support professional engagement, give awards</td>
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<td></td>
<td>- Plan and implement an ongoing Faculty Institute for curriculum coordination and technology training</td>
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<td></td>
<td>- Provide a mentor to new full-time faculty</td>
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<td>- Integrate part-time faculty through communication through Desire2Learn (D2L), Teaching Tips &amp; Techniques (T3) workshops, and new faculty checklists</td>
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<td></td>
<td>- Communicate standards for SOTES</td>
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<td>- Update Faculty Handbook</td>
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<tr>
<th>4.3</th>
<th>Develop a culture of learning among staff.</th>
<th>Director</th>
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<tbody>
<tr>
<td></td>
<td>Key performance indicators:</td>
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<td></td>
<td>- Hold regular staff meetings</td>
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<td>- Encourage participation in workshops</td>
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<td>- Provide technology training</td>
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### Strategic Direction 5: Strengthen Existing and Establish New Strategic Relationships Outside the School for Advancement of the School’s Mission and Vision

<table>
<thead>
<tr>
<th>Ref#</th>
<th>Goals</th>
<th>Lead</th>
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</thead>
<tbody>
<tr>
<td>5.1</td>
<td>Expand a virtual research center for applied research and innovation.</td>
<td>Director; Research Center Coordinator; Faculty Development and Faculty Research Committee</td>
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<tr>
<td></td>
<td>Key performance indicators:</td>
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<tr>
<td></td>
<td>- Showcase faculty and student research (e.g., through SLIS Student Research Journal)</td>
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<td>- Develop research-based and innovative products for the profession/field</td>
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<td></td>
<td>- Foster grant development</td>
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<td></td>
<td>- Enhance partnerships with Silicon Valley companies and other organizations to raise the profile of the School as a research unit</td>
<td></td>
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</tbody>
</table>

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<thead>
<tr>
<th>5.2</th>
<th>Establish a strong and interdisciplinary International Advisory Council.</th>
<th>Director</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Key performance indicators:</td>
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<tr>
<td></td>
<td>- Enhance the role and membership of the International Advisory Council, and hold both physical and virtual meetings</td>
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<td></td>
<td>- Expand the role of the International Advisory Council to help with increased funding</td>
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<tr>
<th>5.3</th>
<th>Market and demonstrate the School’s expertise and leadership in online distance learning (e-learning).</th>
<th>Technology and Resources Committee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Key performance indicators:</td>
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<tr>
<td>▪ Speak about our online learning model at conferences</td>
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<td>▪ Share our knowledge of online learning within the University (through presentations, SJSU articles)</td>
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<tr>
<td>▪ Write articles/papers about our online learning model</td>
<td></td>
<td></td>
</tr>
<tr>
<td>▪ Host the Library 2.0 online conference series</td>
<td></td>
<td></td>
</tr>
<tr>
<td>▪ Promote our online colloquia series</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### 5.4 Build strong alumni relationships.
**Key performance indicators:**
- Improve ways in which alumni can connect with the School via alumni profiles (web pages on SLISWeb) and alumni newsletters
- Support merged alumni and student association (SLISConnect)
- Host receptions at conferences

**Lead:**
- Director; Student Scholarships and Student and Alumni Networking Committee; Marketing Coordinator

#### 5.5 Increase money for student scholarships.
**Key performance indicators:**
- Fully endow scholarship funds
- Get new scholarship endowments

**Lead:**
- Director

### Strategic Direction 6: Foster a Research Environment

<table>
<thead>
<tr>
<th>Ref#</th>
<th>Goals</th>
<th>Lead</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.1</td>
<td>Expand the virtual research center for applied research and innovation.</td>
<td>Director; Research Center Coordinator; Faculty Development and Faculty Research Committee</td>
</tr>
<tr>
<td></td>
<td>Key performance indicators:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>▪ Showcase faculty and student research (e.g., through SLIS Student Research Journal)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>▪ Develop research-based and innovative products for the profession/field</td>
<td></td>
</tr>
<tr>
<td></td>
<td>▪ Foster grant development</td>
<td></td>
</tr>
<tr>
<td></td>
<td>▪ Enhance partnerships with Silicon Valley companies and other organizations to raise the profile of the School as a research unit</td>
<td></td>
</tr>
</tbody>
</table>

| 6.2  | Publish faculty, master’s student, and doctoral student research. | Director; Faculty |
|      | Key performance indicators: | |
|      | ▪ Number of peer-reviewed publications | |

### Strategic Planning Process

A central element of our School’s ongoing, broad-based, systematic planning process is our commitment to holding regular faculty retreats. Our strategic planning takes place within this collaborative environment, allowing us to fulfill our mission, goals, and objectives.
In 2005, we transitioned from monthly faculty meetings to quarterly faculty retreats. By bringing the full-time faculty together for two-day retreats in San Jose four times a year (in August, November, February, and May), we enable faculty members to focus on substantive planning matters as well as program and curriculum review. Starting in 2013, one of the four meetings was moved to a virtual format using web conferencing. The virtual meeting occurs over two days and follows the same structure as the onsite meetings.

At each November faculty retreat, we review the SLIS strategic plan. We conduct a SWOT analysis, identify lead faculty for each goal, and establish timelines. We also revise our goals based on achievement of past goals or changes in circumstances that warrant revising our goals. Led by the Director, the faculty reaches consensus on the School’s strengths and weaknesses, as well as opportunities and potential threats in the broader environment. In addition, the faculty reaches consensus regarding new or revised statements of our vision, mission, and shared values. They also reach consensus regarding our strategic directions and related program needs. At the three other faculty retreats held each year, we evaluate our progress on each goal.

Another key part of our strategic planning process is ensuring that the School is in alignment with the University’s strategic plan (Vision 2017), the Academic Affairs Division strategic plan, the University Learning Goals, and the College of Applied Sciences and Arts mission and strategic directions.

In addition, as part of our strategic planning meeting at each year’s November faculty retreat, we review the strategic priorities of the School's shared governance committees and their membership. (Our shared governance committee members include full-time faculty, staff, a part-time faculty representative, a student representative, and an alumni representative.) Each year, students and alumni are invited to indicate an interest in participating on a shared governance committee by means of this form. Additional details regarding our shared governance committees can be found later in this Standard.

Our strategic planning process allows faculty to work within the broader framework of long-term goals, while also maintaining an understanding of where the School has been, where it is currently, and where it is headed. In addition, our strategic planning process is captured in our School’s Strategic Direction 1.1, which articulates how we perform an ongoing review of our goals, curriculum, structure, and program outcomes.

**Moving to a Fully Online Environment**

Our decision to transition to a fully online environment is a key example of our School’s strategic planning process. At the March 2009 faculty retreat, as part of our strategic planning process, the SLIS Director at that time, Dr. Ken Haycock, led a discussion regarding the relative advantages and disadvantages of becoming an exclusively online school, as well as the potential he saw for the future of online education. The discussion was grounded in the school’s gradual transition to an online environment, which dates
back to 1999, when we first started offering hybrid courses (a mix of onsite and online course components).

During the March 2009 faculty retreat, Dr. Haycock shared the data presented in Table I.2, below, which shows the number of classes that met minimum enrollment requirements from 2007 to 2009. It also highlights the percentage of classes offered in a hybrid format for the most recent terms (at the time of the March 2009 faculty retreat). The data shows a decline in the number of hybrid courses meeting minimum enrollment requirements, with an increasing number of students choosing instead to enroll in fully online courses.

### Table I.2. Course Enrollment History, 2007–2009

<table>
<thead>
<tr>
<th>Term</th>
<th>Regular Session</th>
<th></th>
<th>Special Session</th>
<th></th>
<th>Total Percentage of Hybrid Classes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Hybrid Classes</td>
<td>Total Online and Hybrid Classes*</td>
<td>Hybrid Classes</td>
<td>Total Online and Hybrid Classes</td>
<td></td>
</tr>
<tr>
<td>Spring 2007</td>
<td>33</td>
<td>92</td>
<td>26</td>
<td>87</td>
<td>33%</td>
</tr>
<tr>
<td>Summer 2007</td>
<td>7</td>
<td>20</td>
<td>11</td>
<td>50</td>
<td>26%</td>
</tr>
<tr>
<td>Fall 2007</td>
<td>25</td>
<td>113</td>
<td>16</td>
<td>101</td>
<td>19%</td>
</tr>
<tr>
<td>Spring 2008</td>
<td>16</td>
<td>110</td>
<td>15</td>
<td>110</td>
<td>14%</td>
</tr>
<tr>
<td>Summer 2008</td>
<td>4</td>
<td>33</td>
<td>5</td>
<td>45</td>
<td>12%</td>
</tr>
<tr>
<td>Fall 2008</td>
<td>16</td>
<td>132</td>
<td>12</td>
<td>145</td>
<td>10%</td>
</tr>
<tr>
<td>Spring 2009</td>
<td>9</td>
<td>123</td>
<td>6</td>
<td>128</td>
<td>6%</td>
</tr>
</tbody>
</table>

* In 2007, two of these classes were face to face and the remaining classes were either hybrid or fully online.

At the March 2009 faculty retreat, the faculty discussed the enrollment trend data Haycock presented, as well as the context for the data, described in the following three paragraphs.

In Spring 2001, SLIS offered its first fully online course to our MLIS students who pay Special Session fees. Special Session fees are paid by SJSU students who live outside the catchment area of San Jose (i.e., Southern California, other U.S. states, and areas outside the United States). Special Session fees carry no state subsidy. By Fall 2005, only three face-to-face classes offered to students who pay Special Session fees met our minimum enrollment requirement to offer the course. The three classes were offered at an off-site location, on the campus of California State University (CSU) Fullerton, in Southern California. In contrast, 26 fully online courses and 26 hybrid courses (a mix of onsite and online course components) were running successfully for students who paid...
Special Session fees. By 2007, more than 75% of the courses that met our minimum enrollment requirements were delivered fully online to students who paid Special Session fees.

At the same time we saw this increased interest in fully online courses by students who paid Special Session fees, we also found that students who paid Regular Session fees were eager to take online and hybrid classes, even though they also had the option of attending traditional face-to-face classes on campus. Regular Session fees apply to SJSU students who live within the catchment area of San Jose (zip codes 936xx–96xxx). The fees are set by the CSU system and are state subsidized. The cap on the number of SJSU students admitted each semester who pay Regular Session fees is related to the amount of money received from the state. (Additional information regarding Regular Session and Special Session fees can be found on our website.)

In Fall 2005, only six classes meeting weekly on the SJSU campus met the minimum enrollment requirements to offer the course. At the same time, 46 classes, divided equally between hybrid and online classes and offered to students who paid Regular Session fees, had sufficient enrollment. Two years later, in 2007, only two face-to-face classes met minimum enrollment requirements and the number of hybrid classes making enrollment minimums continued to decline. Geography had ceased to be a determining factor in students’ course selection: SLIS students increasingly opted for online classes, even when they lived within the San Jose area. This trend toward online learning meant that faculty could teach their specialties to all students regardless of where the instructor lived.

At the March 2009 faculty retreat, the discussion related to moving the MLIS program fully online focused on administrative concerns, curriculum delivery issues, faculty preference, student preference, and the School’s profile and reputation. At the end of the discussion, a motion was proposed that:

> SLIS become a virtual school offering online course delivery only, with any necessary modifications (e.g., Executive MLIS and PhD program) approved by the Director.

The motion was carried 15–0 with one abstention. The School publicly announced that, beginning in Fall 2009, the MLIS program would be offered exclusively online.

Table 1.3 shows highlights of our School’s transition to a fully online MLIS program. Our School’s move to distance education is also documented in A Pioneering and Independent Spirit: The History of San Jose State University’s School of Library and Information Science, written by one of our tenured faculty members, Dr. Debra Hansen.
Table I.3. Milestones in the SJSU SLIS Transition to a Fully Online MLIS Program

<table>
<thead>
<tr>
<th>Year</th>
<th>Milestone</th>
</tr>
</thead>
<tbody>
<tr>
<td>1995</td>
<td>First two-way interactive video courses are offered.</td>
</tr>
<tr>
<td>1999</td>
<td>First hybrid courses are offered.</td>
</tr>
<tr>
<td>2001</td>
<td>First fully online courses are offered. Learning management system is first used to deliver online instruction.</td>
</tr>
<tr>
<td>2005</td>
<td>Learning Management System Administrator position is created.</td>
</tr>
</tbody>
</table>
| 2006 | Assistant Director for Distance Learning position is created.  
Web conferencing platform is first used for synchronous online instruction and real-time collaboration.  
Teaching Online course for SLIS faculty is introduced, providing faculty with support regarding online course design and online pedagogy. |
| 2007 | Students continue to opt to enroll in fully online courses—even when offered the option to enroll in face-to-face or hybrid courses. Only two face-to-face classes meet minimum enrollment requirements, and the number of hybrid classes making enrollment minimums continues to decline.  
SLIS joins the Web-based Information Science (WISE) consortium, giving SLIS students access to online courses from other ALA-accredited institutions in the United States and Canada as well as some schools outside North America. |
| 2008 | LIBR 203 is introduced and required for all new students, preparing them for success in our online learning environment. |
| 2009 | MLIS degree is delivered exclusively online.  
SLIS Convocation is streamed live for the first time. |
| 2011 | SLIS joins the Sloan Consortium (Sloan-C), a consortium of institutions committed to quality online learning. |
| 2013 | SLIS receives the Sloan Consortium Effective Practice Award, honoring innovation in online education. |

Measuring Progress through Key Performance Indicators

Each of the strategic directions included in our strategic plan has specific goals; those goals are assigned to a lead faculty member and/or to a shared governance committee for implementation, review, and recommendations for improvement made to the faculty as a whole. In 2011, we added key performance indicators to the strategic plan as a more efficient way to measure progress. The use of key performance indicators as measures for determining success, rather than the date of completion (as used in the earlier strategic plan), is more appropriate as many of the measures used for determining success must be assessed on an ongoing basis rather than regarded as complete.
Progress toward these key performance indicators is discussed briefly at our August, February, and May faculty retreats, and reviewed in depth during each year’s November retreat, where adjustments are made as needed. (Faculty retreat agendas, as well as minutes recording decisions, can be found in the D2L site available to COA reviewers.) This continual process of evaluation and review allows us to identify areas that need improvement, develop strategies to implement improvements, and identify targets that allow us to determine when we achieve them.

**Shared Governance Model**

The School relies on a shared governance model. Six committees provide input and guidance regarding the School’s strategic planning process and are involved in addressing key strategic initiatives. Each committee includes representation by full-time faculty, part-time faculty, staff, students, and alumni. The chairs of each committee serve on a School Leadership Coordinating Team, chaired by the Director, with committee members that include the Associate Director, the Manager of Administrative Services, and the student and alumni presidents of SLISConnect, the School's combined student and alumni networking group. Committee reports are part of faculty retreat packets, which can be found in the D2L site available to COA reviewers.

Initially there were five governance committees; a Diversity Committee was added in 2010. Although diversity is an integral part of the curriculum, the faculty felt that establishing a committee would raise the profile of the School's diversity-related initiatives, ensure that these topics were included in our faculty retreat discussions, and engage committee members in regular, focused discussions and planning.

All governance committees share responsibility for:

- Building relationships outside of the School (within the University, in the Silicon Valley, other national and global relationships)

This shared responsibility supports our Strategic Direction 5, with its goal of strengthening existing and establishing new strategic relationships outside the School. In addition to this shared responsibility, each governance committee has general responsibilities and assigned tasks, which are shown on our website along with a list of current committee members.

**Standard I.2**

Program objectives are stated in terms of student learning outcomes.

—ALA Standards, 2008

In pursuit of our mission, we have structured our curriculum around a set of Core Competencies that serve as our Program Learning Outcomes. In addition, Student Learning Outcomes are defined for each course we offer.
Core Competencies (Program Learning Outcomes) and Student Learning Outcomes

To define our Program Learning Outcomes, in 2006 we 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 (ALA) and core competencies articulated by ALA divisions, the Special Libraries Association (SLA), the American Association of Law Libraries (AALL), and two major state associations, the California Library Association (CLA) and the California School Library Association (CSLA).

The resulting synthesis led to the articulation of our School’s list of comprehensive Program Learning Outcomes—what we refer to as the “Core Competencies” expected of all MLIS graduates. These Core Competencies incorporate the foundational knowledge, skills, and abilities of professionals graduating from an accredited library and information science program. The Core Competencies are clearly defined and publicly stated in School documents and on the School’s website.

The Core Competencies are as follows:

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. Describe and compare the organizational settings in which library and information professionals practice.
C. Recognize and describe cultural and economic diversity in the clientele of libraries or information organizations.
D. Apply the fundamental principles of planning, management, marketing, and advocacy.
E. Design, query, and evaluate information retrieval systems.
F. Use the basic concepts and principles related to the selection, evaluation, organization, and preservation of physical and digital items and collections.
G. Demonstrate understanding of basic principles and standards involved in organizing information, including classification, cataloging, metadata, or other systems.
H. Demonstrate proficiency in identifying, using, and evaluating current and emerging information and communication technologies.
I. Use service concepts, principles, and techniques to connect individuals or groups with accurate, relevant, and appropriate information.
J. Describe the fundamental concepts of information-seeking behaviors.
K. Design instructional programs based on learning principles and theories.
L. Demonstrate understanding of quantitative and qualitative research methods and of the evaluation and synthesis of research literature.

M. Demonstrate oral and written communication skills necessary for professional collaboration and presentations.

N. Evaluate programs and services on measurable criteria.

O. Contribute to the cultural, economic, educational, and social well-being of our global communities.

The Core Competencies were reexamined in 2008–2009 and again in 2011–2012, looking for gaps, overlaps, and areas in need of updating. This was done as part of our curriculum review process. Working documents from these Core Competencies reviews can be found in Appendix I.2.

Core Competencies are explicitly integrated into every course we offer, and every syllabus lists the relevant Core Competencies addressed in the course. In addition to Core Competencies (Program Learning Outcomes), each course has Student Learning Outcomes. Each assignment is linked to the Student Learning Outcomes that the particular assignment fulfills, with this information indicated on each course syllabus.

Students demonstrate mastery of all Core Competencies for the degree before graduation by means of an e-Portfolio culminating experience. The e-Portfolio provides a program-based assessment as each student demonstrates mastery of all Core Competencies through reflective essays supported by a wide array of artifacts, evidence, exhibits, assignments, and experiences produced throughout their program. Students also have the option of writing a graduate-level thesis instead of building an e-Portfolio. A very small number of students select the thesis option. Both the e-Portfolio and the thesis are discussed in detail in Standard II.

As part of our School’s curriculum review process, the Core Competencies are examined by the SLIS Curriculum Committee and then by the entire full-time faculty. (The curriculum review process is described in detail in Standard II.) The Core Competencies were examined twice during the last MLIS curriculum review cycle (in Fall 2008–Spring 2009 and in Fall 2011–Spring 2012) to ensure relevance. These reviews also led to clarification and rewording of the Core Competencies and reworking of rubrics for the e-Portfolio.

These reviews led as well to the development of a database that makes it easier for students to see the connections between courses, Core Competencies, and Student Learning Outcomes. Using the database, students can select any Core Competency and then view all courses that support that competency. Alternatively, using a second online tool, students may select a specific course and see both the Core Competencies and Student Learning Outcomes associated with that course. (Student Learning Outcomes are discussed in more detail in Standard II.1.)
Mapping of SLIS Core Competencies to Standards I.2.1–I.2.10

Table I.4, below, shows how the SLIS Core Competencies (Program Learning Outcomes) reflect ALA Standards I.2.1 through I.2.10.

Table I.4. Correlating ALA Standards I.2.1–I.2.10 and SLIS Core Competencies

<table>
<thead>
<tr>
<th>ALA Standard</th>
<th>SJSU SLIS Core Competency</th>
</tr>
</thead>
</table>
| **Standard I.2.1**: The essential character of the field of library and information studies; that is, recordable information and knowledge, and the services and technologies to facilitate their management and use, encompassing information and knowledge creation, communication, identification, selection, acquisition, organization and description, storage and retrieval, preservation, analysis, interpretation, evaluation, synthesis, dissemination, and management | **Competency A**: Articulate the ethics, values, and foundational principles of library and information professionals and their role in the promotion of intellectual freedom.  
**Competency D**: Apply the fundamental principles of planning, management, marketing, and advocacy.  
**Competency E**: Design, query, and evaluate information retrieval systems.  
**Competency F**: Use the basic concepts and principles related to the selection, evaluation, organization, and preservation of physical and digital items and collections.  
**Competency G**: Demonstrate understanding of basic principles and standards involved in organizing information, including classification, cataloging, metadata, or other systems. |
| **Standard I.2.2**: The philosophy, principles, and ethics of the field        | **Competency A**: Articulate the ethics, values, and foundational principles of library and information professionals and their role in the promotion of intellectual freedom.  
In addition, a professional philosophy statement is required in the e-Portfolio. |
| **Standard I.2.3**: Appropriate principles of specialization identified in applicable policy statements and documents of relevant professional organizations | **Competency A**: Articulate the ethics, values, and foundational principles of library and information professionals and their role in the promotion of intellectual freedom.  
**Competency B**: Describe and compare the organizational settings in which library and information professionals practice. |
| **Standard I.2.4**: The value of teaching and service to the advancement of the field | **Competency I**: Use service concepts, principles, and techniques to connect individuals or groups with accurate, relevant, and appropriate information.  
**Competency K**: Design instructional programs based on learning principles and theories.  
**Competency M**: Demonstrate oral and written communication skills necessary for professional collaboration and presentations. |
### Standard I.2.5: The importance of research to the advancement of the field’s knowledge base

**Competency J:** Describe the fundamental concepts of information-seeking behaviors.

**Competency K:** Design instructional programs based on learning principles and theories.

**Competency L:** Demonstrate understanding of quantitative and qualitative research methods and of the evaluation and synthesis of research literature.

**Competency N:** Evaluate programs and services on measurable criteria.

Also, the SLIS *Student Research Journal* addresses this Standard.

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

**Competency A:** Articulate the ethics, values, and foundational principles of library and information professionals and their role in the promotion of intellectual freedom.

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

**Competency A:** Articulate the ethics, values, and foundational principles of library and information professionals and their role in the promotion of intellectual freedom.

### Standard I.2.8: The role of library and information services in a diverse global society, including the role of serving the needs of underserved groups

**Competency C:** Recognize and describe cultural and economic diversity in the clientele of libraries or information organizations.

Our School’s partnership with the SJSU Department of World Languages and Literatures and our Virtually Abroad course also address this Standard. (See also: SJSU SLIS Students Pilot Virtually Abroad Course and Gain Global Work Experience.)

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

**Competency H:** Demonstrate proficiency in identifying, using, and evaluating current and emerging information and communication technologies.

The Library 2.0 Worldwide Virtual Conference series also addresses this Standard.

### Standard I.2.10: The needs of the constituencies that a program seeks to serve

**Competency C:** Recognize and describe cultural and economic diversity in the clientele of libraries or information organizations.

### Standard I.3

Within the context of these Standards each program is judged on the degree to which it attains its objectives. In accord with the mission of the school, clearly defined, publicly stated, and regularly reviewed program goals and objectives form the essential frame of reference for meaningful external and internal evaluation. The evaluation of program goals and
objectives involves those served: students, faculty, employers, alumni, and other constituents.
—ALA Standards, 2008

SLIS relies on input from advisory groups and a range of other sources to provide valuable direction for our strategic planning and program improvement process described in the preceding two Standards. In addition, we publicly share our program performance data via our website.

Advisory Groups

Our School’s International Advisory Council includes representatives from government and industry as well as various library environments. Members of the Council review the strategic plan and give input to the SLIS Director, Dr. Sandra Hirsh, regarding the School’s strategic directions and key performance indicators. The International Advisory Council meets in person each November in San Jose and meets virtually each April. (Meeting minutes can be found in the D2L site available to COA reviewers.)

Our School’s Program Advisory Committees focus on curricular development (tied to our MLIS program’s Career Pathways). These committees meet twice a year via web conferencing. In an iterative cycle, the faculty leads for each committee report on the SLIS curriculum and activities to committee members, gather their input, and report back on implementation of the new ideas previously offered by committee members. Faculty leads share new ideas with Curriculum Committee cochairs and Dr. Hirsh immediately after each Program Advisory Committee meeting.

Emerging Job Trends Report

As we make decisions regarding our strategic planning process, we also rely on data gathered each year regarding the evolving job market for library and information science professionals. Each year, during June and July, SLIS research assistants index more than 450 job listings from ALA, SLA, LITA, LibGigJobs, monster.com, indeed.com, Idealist.org, Library Crossing, and other sources. Job listings are categorized as traditional or emerging (i.e., new within the last few years). The most cited skills and responsibilities for traditional and emerging job categories are also listed. This data analysis gives us a snapshot of the latest career trends, which we publish in our annual Emerging Trends and Titles report. The report’s data also helps us ensure that our curriculum is reflective of the job market.

Examples of classes added to the curriculum based on feedback from Program Advisory Committees and job trends noticed in the Emerging Trends and Titles report include:

- Information Visualization
- Managing Information Technology in the 21st Century
- Children and Information Technology
- Mobile Devices: Services and Applications
Advocacy
Virtual Services

Sloan-C Quality Indicators

The Sloan-C Quality Scorecard for the Administration of Online Education Programs is an assessment and measurement tool SLIS uses to evaluate the quality of our online program. The scorecard lists 70 specific indicators grouped into the following nine areas of quality:

- Institutional support
- Technology support
- Course development and instructional design
- Course structure
- Teaching and learning
- Social and student engagement
- Faculty support
- Student support
- Evaluation and assessment

In the summer of 2012, SLIS administrators completed the first overall review of the program using the scorecard to help evaluate and improve the quality of the program. The School’s program compliance with each quality indicator was evaluated and assigned one of the following scores:

- Meets criterion completely (3 points)
- Moderate use (2 points)
- Insufficient (1 point)
- Not observed (0 points)

Rationale and evidence were provided to support the scores for each of the 70 quality indicators. The SLIS initial scorecard total was 196, a number that is categorized in the “exemplary” range by Sloan-C. Completing the initial scorecard analysis provided a quantifiable indication of the quality of the SLIS program as measured by a recognized third-party benchmarking tool.

To support continuous evaluation and improvement, each summer the School’s Associate Director and Assistant Director for Distance Learning conduct an updated review of the School’s compliance with each quality indicator on the Sloan-C scorecard. This ongoing assessment process provides valuable direction for strategic planning and improvement and is used by the SLIS Technology and Resources Committee when developing faculty training.
Quality Matters

San Jose State University recently joined Quality Matters (QM), a faculty-driven peer-review program that is designed to certify the quality of online courses. The QM rubric of standards is widely recognized as a guide to quality online course design. Membership in QM also includes access to training and professional development materials regarding online teaching.

SLIS is using QM as a “train the trainer” opportunity. Two of our full-time faculty, Dr. Sue Alman and Debbie Faires, our Assistant Director for Distance Learning, are receiving training and sharing their knowledge with SLIS faculty via online workshops. Faires and Dr. Alman have already attended workshops to learn about the use of the QM rubric and shared their knowledge with faculty at our School’s May 2013 Faculty Institute. In addition, SLIS is funding QM training for an additional seven full-time faculty members.

The Quality Matters rubric is used to measure course-level quality, while the Sloan-C scorecard is a self-assessment that measures program-level quality. The two resources complement each other and provide important input into our strategic planning process. Our use of these benchmarking tools also supports our School’s Strategic Direction 1.9, with its emphasis on ensuring the overall quality of our program through use of these types of tools.

Surveys

Our School relies on data we collect through several surveys, providing us with additional insight that informs our strategic planning process.

Graduating Student Exit Surveys

A few weeks after each semester ends, the School solicits feedback from new graduates through an exit survey. These surveys allow us to assess student satisfaction with the School’s curriculum, career resources, advising, and administrative support, and to identify areas in need of improvement. The surveys also provide us with input regarding student involvement in professional associations and other extracurricular activities, such as the SLIS Student Research Journal and the Library 2.0 Worldwide Virtual Conference series.

Exit survey results are discussed twice a year at faculty retreats and are used to help guide our program development decisions. We publish a summary of exit survey results on our website; full survey results are available to COA reviewers via the Qualtrics system.
Alumni Surveys

In addition to the graduating student exit surveys, we collect data from alumni through our alumni survey, which we send to alumni 13 months after they graduate, using the following calendar:

- Fall (December) graduates: survey is sent the following January
- Spring (May) graduates: survey is sent the following June
- Summer (August) graduates: survey is sent the following September

This online survey gives our alumni the opportunity to reflect on their LIS education after they have been in the field. Data gathered from the alumni surveys enables us to discover the types of environments in which graduates are working, whether the skills they brought with them helped them succeed, and how long it took them to find a job. Survey results also help us 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. Notable about this data is that the majority of respondents (74–100%) consistently indicate that they “agree” or “strongly agree” that SLIS prepared them well for their careers. Full survey results are available to COA reviewers via our Qualtrics survey system.

Employer Surveys

In 2012, we conducted our first survey of employers who have hired our alumni. We built the employer survey database by asking our alumni to submit their supervisors’ contact information via a web form. We also sent an email to potential employers of our alumni, such as our internship supervisors, and asked them to fill out the web form if they employed our alumni. In addition, we promoted the survey through email lists.

Survey results enable us to assess the strengths of SLIS graduates as perceived by employers and also to assess areas in which we need to strengthen the curriculum. In addition to responding to closed-ended questions, many respondents add comments. Sample comments from the employer survey can be found on our website, and full survey results are available to COA reviewers via our Qualtrics survey system. We plan to conduct this survey every two years, with the next survey scheduled for 2014.

Internship Supervisor Surveys

Another group that provides beneficial feedback regarding our curriculum is our internship supervisors. We regularly rely on their input to improve these structured field experiences, which are one of the elective choices available to our MLIS students. At the end of each semester, we invite all internship supervisors to complete an online survey, and an analysis of survey results informs modifications to our internship course. For example, in response to feedback from supervisors, we revised site supervisor guidelines regarding virtual internships and modified the schedule for interaction between the faculty supervisor and site supervisor. A copy of the virtual internship supervisor survey can be found in Appendix IV.11, and a report regarding Fall 2012
survey results can be found in Appendix IV.12. Results of our Fall 2012 and Spring 2013 internship supervisor surveys for on-site internships can be found in Appendix IV.14.

In addition, in their final reports, internship students address how well prepared they thought they were for the internship and are asked to identify specific courses they felt were important to that preparation. This semiformal data from students is also useful in our strategic planning process.

**Publicly Shared Program Performance Data**

On our School’s website, we share a range of information regarding our MLIS program performance. This information includes items already discussed in Standard I, as well as other data we incorporate into our strategic planning process, such as:

- Our program-based assessment, including a review and measurement of individual Core Competencies (Program Learning Outcomes)
- The external inputs into our curriculum described previously, including our Program Advisory Committees, International Advisory Council, and Emerging Trends and Titles report
- Retention data
- Alumni placement data
- The graduating student exit survey data and employer survey comments described previously
Standard II: Curriculum

Our School’s systematic process to plan, deliver, and assess curriculum meets and exceeds ALA Standards, is responsive to our strategic directions, and ensures that our curriculum is up-to-date, so our students are ready for the workplace. Our courses prepare students to serve as leaders in a diverse and rapidly changing technological and global society.

In this discussion of Standard II, we share how our curricular planning and review process supports our School’s strategic directions. COA reviewers will learn about:

- The relationship between the curriculum structure and a set of 15 Core Competencies, which serve as our Program Learning Outcomes
- The Curriculum and Program Development Committee’s review and approval of new courses, coordination of a systematic review of the entire curriculum on a three-year cycle, and integration of input from faculty, students, alumni, and employers into the review process
- Full-time faculty involvement in curricular planning, both as Core Course Coordinators who assess required courses and as Cluster Coordinators who assess electives
- Program Advisory Committees comprising LIS experts who participate in our curriculum review process, helping us identify and respond to emerging trends
- A required one-unit introductory course that prepares new students to be successful in our School’s exclusively online environment
- Required courses that lay the foundation for meeting curricular objectives
- A wide range of electives, grouped into Career Pathways that guide students as they construct a program to meet their individual goals
- Seminar classes (one type of elective) that allow us to cover new topics in a timely manner
- Opportunities for students to complete on-site or virtual internships
- Opportunities to build leadership skills and engage in professional development, including Virtually Abroad experiences, trendspotting courses, and service as peer mentors and leaders of professional association student chapters
- Two culminating experience options, including an e-Portfolio, which ensures that each student demonstrates mastery of all Program Learning Outcomes
- Exploration of new technology in all our courses, plus 36 electives that specifically focus on cutting-edge technologies, building the technical expertise employers seek
Standard II.1

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

—Standards for Accreditation of Master’s Programs in Library & Information Studies (ALA, 2008)

Our School’s systematic curriculum review process ensures that our curriculum is responsive to our mission and goals, as well as the needs of the profession, while also providing a wide variety of educational experiences for students. This process supports our School’s Strategic Direction 1.1, with its focus on an ongoing review of our MLIS program’s goals, curriculum, structure, and outcomes.

Goals and Objectives of the Curriculum

The curriculum for our MLIS program offers a multifaceted, wide-ranging selection of courses that allows students to follow a variety of Career Pathways or to pursue a more generalized program. At the same time, the School’s curriculum is grounded in and unified by a foundational core of knowledge—a set of Core Competencies—that defines and unites information professionals regardless of where they practice.

Core Competencies (Program Learning Outcomes) and Student Learning Outcomes

As discussed in Standard I, the mission of SJSU SLIS is to “educate professionals and develop leaders who organize, manage, and enable the effective use of information and ideas in order to contribute to the well-being of our global communities.”

In pursuit of this mission, we have structured our curriculum around a set of Core Competencies that serve as our Program Learning Outcomes. In 2006 we reviewed a draft statement of competencies by the American Library Association (ALA) and core competencies articulated by ALA divisions, the Special Libraries Association (SLA), the American Association of Law Libraries (AALL), and two major state associations, the California Library Association (CLA) and the California School Library Association (CSLA), among others. The SLIS faculty distilled these documents into 15 Core Competencies that serve as our Program Learning Outcomes.

As part of our curriculum review process, the competencies were reexamined and revised in 2009–2010 and again in 2011–2012 as we looked for gaps, overlaps, and areas in need of updating. Working documents from these Core Competencies reviews can be found in Appendix I.2.
The Core Competencies (Program Learning Outcomes) are as follows:

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. Describe and compare the organizational settings in which library and information professionals practice

C. Recognize and describe cultural and economic diversity in the clientele of libraries or information organizations

D. Apply the fundamental principles of planning, management, marketing, and advocacy

E. Design, query, and evaluate information retrieval systems

F. Use the basic concepts and principles related to the selection, evaluation, organization, and preservation of physical and digital items and collections

G. Demonstrate understanding of basic principles and standards involved in organizing information, including classification, cataloging, metadata, or other systems

H. Demonstrate proficiency in identifying, using, and evaluating current and emerging information and communication technologies

I. Use service concepts, principles, and techniques to connect individuals or groups with accurate, relevant, and appropriate information

J. Describe the fundamental concepts of information-seeking behaviors

K. Design instructional programs based on learning principles and theories

L. Demonstrate understanding of quantitative and qualitative research methods and of the evaluation and synthesis of research literature

M. Demonstrate oral and written communication skills necessary for professional collaboration and presentations

N. Evaluate programs and services on measurable criteria

O. Contribute to the cultural, economic, educational, and social well-being of our global communities

As instructors plan their classes and develop their syllabi, they determine which Core Competencies their classes address, and this information appears on each course syllabus. Multiple sections of a single course share the same Core Competencies, agreed upon by the course instructors, with guidance from the assigned full-time faculty members who provide leadership for specific course clusters. Each course cluster encompasses a group of related courses under the leadership of three to five full-time faculty members with expertise in these areas. The course clusters and associated full-time faculty leads, as well as a list of all courses in each cluster, are available online.

In addition to defined Core Competencies (Program Learning Outcomes), each course has specific Student Learning Outcomes (SLOs). Each assignment is linked to the
specific Student Learning Outcome(s) it fulfills, and this information is indicated on each course syllabus. All sections of a single course share common Student Learning Outcomes, although individual instructors have the freedom to meet those objectives through their own assignments and class activities. To help instructors establish SLOs for their courses, link SLOs to assignments, and indicate those links on their syllabi, we developed a tutorial that guides instructors through this process.

If an instructor is developing a new course or wants to change the SLOs or Core Competencies for a current course, the instructor uses a restricted online form to submit the proposed course Core Competencies and SLOs to the cochairs of the School’s Curriculum and Program Development Committee for review. (The password to access this form can be found in Appendix A.) The Curriculum and Program Development Committee cochairs examine the proposed assignments and Student Learning Outcomes to be sure they fulfill the chosen competencies.

These connections between Core Competencies, Student Learning Outcomes, and course assignments are publicly available on our syllabi. In addition, students can easily view the Core Competencies and SLOs for each course by using this database. (To use the database, click on a specific course; the Core Competencies and SLOs for the course will be displayed.) Students can also search for courses that address each Core Competency using this online tool, which displays a list of courses that support each Core Competency. (To use the tool, select any Core Competency and then view all courses that support the competency.)

Curriculum Review

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. Our Curriculum and Program Development Committee works to ensure that our curriculum is up-to-date and responsive to the needs of the profession in two ways: by reviewing new course proposals and by coordinating systematic reviews of the whole curriculum. The committee consists of 10 members, representing the full-time faculty, the part-time faculty, alumni, and current students.

New course proposals are carefully vetted by the Curriculum and Program Development Committee before they are approved by the full faculty. Communicating through a site in our learning management system, committee members review and respond to new course proposals that committee cochairs post with the proposer’s identifying information removed. Dr. Linda Main and Dr. Michelle Simmons, the committee cochairs, synthesize feedback and communicate directly with the proposers, requesting revisions and updated drafts as needed. Once the committee is satisfied with the course proposal, the cochairs bring the proposal to the full faculty for approval.

The Curriculum and Program Development Committee also coordinates systematic reviews of the whole SLIS curriculum on a three-year cycle, a process that involves
teams of full-time faculty members. A detailed timetable for our curricular review process, along with additional details about how the process works, can be found in Standard II.7.

A key part of our systematic curricular review process involves review of the culminating experience. Our MLIS students have two options for a culminating experience course, LIBR 289: e-Portfolio and LIBR 299: Thesis. The vast majority of students (about 98%) choose the e-Portfolio. The goal of the e-Portfolio is to provide a program-based assessment to ensure that each student demonstrates mastery of all Core Competencies (Program Learning Outcomes). To measure how successfully students master each competency, SLIS collects data regarding the number of revisions needed to satisfactorily demonstrate achievement of a rotating subset of five of the competencies presented in students’ e-Portfolios. Our goal is for 90% or more of all LIBR 289 students to need no revisions or only one revision to a Statement of Competency, the essay in which students demonstrate achievement of a specific competency. Since 2007, we have collected datasets on all of our competencies and are in the process of reviewing all of them a second time as part of our ongoing curricular review. This assessment is also part of our ongoing curricular review process for the Western Association of Schools and Colleges (WASC) accrediting body.

If more than 10% of students require multiple revisions to a Statement of Competency, our faculty review and make adjustments to the courses that address the competency. For example, the Fall 2011 report on LIBR 289 covers our examination of student mastery of Competency J, which addresses information-seeking behaviors. Input from LIBR 289 faculty advisors in 2007 indicated that 15% of LIBR 289 students struggled to demonstrate their mastery of Competency J. Through our analysis of Competency J data over several semesters, and as a result of discussions during a faculty retreat, the Curriculum and Program Development Committee and the coordinator for the Information Mediation cluster worked with the faculty who teach in this area to propose specific changes to the curriculum. Changes involved reworking assignments, course discussions, and other content so the courses that address Competency J now emphasize the need to review information-seeking behavior models before analyzing information-seeking behavior. These changes were implemented starting with Spring 2009 courses, and a reevaluation was done in 2011.

Our reports on Program Learning Outcomes, which describe how we use our evaluation of LIBR 289 student achievement data to make program improvement decisions, can be found on our website.

**Educational Experiences**

Our program, including courses and cocurricular activities, provides a variety of educational experiences that support the study of theory, principles, practice, and values in LIS professions.
LIBR 203: Online Social Networking: Technology and Tools

All MLIS students are required to take LIBR 203: Online Social Networking: Technology and Tools, a one-unit introductory course. Since Fall 2008, this course has been offered each fall and spring semester.

A primary purpose of LIBR 203 is to prepare new students to be successful in our School’s online learning environment. The course introduces students to a variety of technologies used in our learning environment, including social networking platforms, our learning management system (Desire2Learn, or D2L), content management tools, and web conferencing. For example, students create their own WordPress blogs, use RSS feeds, and collaborate on Google Docs. Since this is the first course new students take as they begin their online degree program, special attention is paid to building competence in areas that will increase student success. LIBR 203 includes extensive use of peer mentors, who provide individual feedback to students and promote networking among class members. The coursework in this online class is mostly asynchronous, but each student participates in at least one synchronous web conferencing session.

All new MLIS students are required to successfully complete LIBR 203 within the first four weeks of their first semester. The course begins early, usually three weeks prior to the official start of the semester, and students are encouraged to work through as much of the course as possible before they begin other classes. This advance work prepares students and helps allay any anxiety about taking classes in an online environment.

Course grades are credit/no credit. The SLIS office automatically enrolls new students in the course to ensure that all students take the class during their first semester.

As the entry point in our fully online MLIS program, administrative objectives and Student Learning Outcomes for LIBR 203 reflect the course’s key positioning in the program. LIBR 203 administrative objectives include the following:

- Determine if each student is equipped for the online environment.
- Prepare new students for success in the online environment.

Detailed information about LIBR 203, including course content, Student Learning Outcomes, and the instructional team, can be found in Appendix II.1.

Data regarding the number of new students who successfully complete LIBR 203 can be found on our website. During Spring 2013, 99% of students who completed LIBR 203 passed the course. Those who did not complete the course include students who were initially enrolled in LIBR 203 by the SLIS office but decided not to attend SJSU, and others who began the course and decided not to continue in the program.

When surveyed, most students confirm that LIBR 203 was important to their success in the SLIS program. In Spring 2012, 74% of students surveyed said the class was “very important” and an additional 23% said it was “somewhat important” in helping them succeed during their first semester. When asked what they liked about LIBR 203, 56% of the students surveyed reported they felt the course helped them be better prepared
for the program and the online learning environment. In addition, 36% of the students responded that they liked the support of the peer mentors and instructors in LIBR 203.

**Required Core Courses**

All MLIS students begin the program with three required three-unit courses (LIBR 200, 202, and 204). The following descriptions outline the scope of these courses:

- **LIBR 200: Information and Society** (3 units)
  Explores the complex and interrelated historical, social, economic, cultural, political, and technological influences that shape information and society. Emphasis is on the various roles and responsibilities of information organizations and the values and ethics of information professionals. LIBR 200 meets the University’s graduate writing requirement. All LIBR 200 students receive a [one-year paid membership](#) in ALA and their ALA-affiliated state library association, or in ASIS&T or SLA.

- **LIBR 202: Information Retrieval** (3 units)
  Focuses on principles of information retrieval and their application to information systems and services. Emphasis is on models of user information-seeking behavior, human information processing, and their relationship to retrieval models in information systems.

- **LIBR 204: Information Organizations and Management** (3 units)
  Identifies distinguishing characteristics, cultures, and relationships of information organizations. Emphasizes theories examining the interaction between human beings and the organizations in which they work.

These core courses are prerequisites for other courses in the program and must be completed within the first 16 units of a student’s program, typically in the first two semesters. Consistency is built into the curriculum through the uniform Student Learning Outcomes and Core Competencies designated for each course, ensuring that all curricular requirements are met regardless of the number of course sections taught by different instructors.

Each of the core courses is led by a full-time faculty member who serves as the coordinator for that course. The Core Course Coordinators are as follows:

- LIBR 200: [Dr. Debra Hansen](#)
- LIBR 202: [Dr. Judy Weedman](#)
- LIBR 204: [Robert Boyd, JD](#)

Core Course Coordinators ensure that Student Learning Outcomes are appropriate and that different sections of the same course address the same outcomes. Coordinators also conduct periodic assessments to ensure that the core courses are complementary and cover the field in a thorough manner. Related tasks may involve recommending changes in assignments or readings, facilitating discussions of effective assignments and teaching techniques, and keeping materials up-to-date and representative of current practice in the field. For more details, see Standard II.7.
Students must pass the core courses with a grade of “B” or higher. Students who do not earn a grade of “B” or higher in any of the three core courses are placed on administrative probation and allowed to retake the class one more time. If they do not earn a “B” or higher the second time they take the course, they are disqualified from the MLIS program and cannot continue. Data regarding the number of students who do not meet this requirement to earn at least a “B” in each of the core courses can be found on our website. For example, in Fall 2012, 10.7% of students enrolled in LIBR 200 did not earn a “B” or higher and needed to retake LIBR 200 in order to avoid being disqualified from the program. Of those students who took LIBR 200 a second time (during Spring 2013), half of them earned a grade of “B” or higher.

As part of our ongoing review of our curriculum, the faculty have been conducting a thorough review and re-envisioning of the content and structure of the foundational courses. Members of the faculty subcommittee tasked with restructuring the core courses are:

- LIBR 200: Robert Boyd, JD and Dr. Cheryl Stenstrom
- LIBR 202: Dr. Judy Weedman and Dr. Virginia Tucker
- LIBR 204: Dr. Debra Hansen and Dr. Michael Stephens

The current review of the core courses began at the May 2012 faculty retreat, during which the faculty identified concepts, skills, and theories that they wanted to be sure were included in the core courses. Notes from these discussions can be found in Appendix II.2. The core course review subcommittee (noted above) gathered these insights and reevaluated the content and structure of the core courses. As part of this process, they reviewed the core courses of other ALA-accredited schools, studied the Core Competencies (Program Learning Outcomes) and how they would fit in various areas, and examined the Salzburg Curriculum. The Salzburg Curriculum was developed during the October 2011 Salzburg Global Seminar program, “Libraries and Museums in an Era of Participatory Culture,” by a working group of librarians and museum professionals led by Dr. David Lankes from Syracuse University, with participation by a faculty member from our School, Dr. Michael Stephens. Dr. Stephens recently assumed the leadership role on the Salzburg Curriculum project, taking on the role previously held by Dr. Lankes.

Through this extensive review of existing core courses, we determined that the courses lacked some essential content, including units on information literacy and instruction; user research; information resources, services, and products; and emerging technologies. To address these omissions, we developed new core courses that retained content from the current core courses while also covering the defined contemporary topics. With these new core courses, our objectives were: to introduce students to the program’s Core Competencies, provide an introduction to the concepts and themes addressed in elective courses, inform students about the many career options that an MLIS supports, and develop some of the soft and hard skills required of new information professionals.
SLIS will continue to have three required core courses. The following new core courses will be implemented in Fall 2014:

- **LIBR 200: Information Communities** (3 units)
  This course will focus on information users and the social, cultural, economic, technological, and political forces that shape their information access and use. The different resources and services that information professionals provide for their user communities will also be addressed. LIBR 200 will meet the University’s graduate writing requirement. All LIBR 200 students will receive a one-year paid membership in ALA and their ALA-affiliated state library association, or in ASIS&T or SLA.

- **LIBR 202: Information Systems** (3 units)
  This course will focus on the systems and knowledge structures that information professionals create and use to connect users with information. This is an updated version of the existing LIBR 202, with information-seeking behavior replaced by user research.

- **LIBR 204: Information Professions** (3 units)
  This course will focus on the organizations and environments in which information professionals work. The course will cover different specializations and career paths; professional communities, networks, and resources (including LIS research); and ethical and legal frameworks within which information professionals work. The course will take a comparative management approach, considering varying management responsibilities within different contexts.

Together, the three new core courses will address all 15 Core Competencies. There will be sufficient overlap in the old and new core courses so that no students will be at a disadvantage. Even if students take a combination of old and new courses, they will cover all the core material. Appendix II.1 provides further details regarding the new core courses, including course content, Core Competencies (Program Learning Outcomes), Student Learning Outcomes, and major assignments.

Additionally, the faculty subcommittee tasked with restructuring the core courses is exploring alternative formats for delivering core course content. For example, they are exploring the possibility of creating content modules that are shared among multiple sections taught by different instructors. Instructors would use the content modules in their course sections and then offer their own insights on the topic. These ideas are currently under discussion and will be explored further during 2013–2014.

**LIBR 285: Research Methods**

In addition to the three core courses and LIBR 203, students also are required to take LIBR 285: Research Methods, a three-unit course. The course description is as follows:

Covers fundamental principles, processes, values, and roles of research for professional application in information organizations. Students will become critical consumers of research products and learn the basic skills of evaluating, planning, designing, executing, and applying research. In
addition to a general research methods class, which examines a variety of research methodologies, SLIS offers a number of applied or specialized sections of LIBR 285 for students to choose from. Examples of topics include: Historical Research, Youth Program Evaluation, Action Research, and Evaluating Programs and Services.

As indicated in the above course description, the LIBR 285 course is offered in sections with different foci. For instance, in the Spring 2013 semester, students were able to choose from the following focus options:

- General Overview (especially for students considering completing a thesis)
- Youth Services
- Records Management and Archival Science
- Action Research
- Evaluating Programs and Services
- Historical Research
- Reference Services

All LIBR 285 sections share the same Student Learning Outcomes and Core Competencies (Program Learning Outcomes). Additionally, instructors share a common overview lecture on research methods, and all students in all sections must complete Institutional Review Board (IRB) certification. Thus, students benefit from being able to select a Research Methods class that fits their professional interests, but at the same time, the common structure meets our program's goal of having students gain common foundational concepts in research methods.

An important measurement of the success of LIBR 285 is how well students address Core Competency L in the LIBR 289: e-Portfolio culminating experience course. Core Competency L requires students to demonstrate understanding of quantitative, qualitative, and mixed research methods and of the evaluation and synthesis of research literature. A report regarding our assessment of Core Competency L is part of our assessment of individual Program Learning Outcomes.

**LIBR 289: e-Portfolio**

LIBR 289: e-Portfolio, is one of two options that satisfy SJSU's requirement for a culminating experience. (The second option is LIBR 299: Thesis, which is discussed next.) The goal of the e-Portfolio is to provide a program-based assessment to ensure that each student demonstrates mastery of all Core Competencies (Program Learning Outcomes) for the degree before graduation.

The vast majority of SLIS students (about 98%) consistently choose the e-Portfolio. While the thesis provides students the opportunity to delve deeply into a single research question, the e-Portfolio provides students the opportunity to reflect on the breadth of their coursework, including areas that they do not intend to pursue.
professionally but which, nevertheless, are part of our professional foundations. The e-Portfolio requires students to articulate and provide evidence of their mastery of the 15 MLIS Core Competencies.

The e-Portfolio has **five main parts**: the introduction, the statement of professional philosophy, the competency essays, the conclusion, and the affirmation statement.

The introduction is a brief overview and orientation to the whole e-Portfolio, with an explanation of the site’s organization and a summary of the process the student undertook when completing the e-Portfolio.

In the statement of professional philosophy, students explain their professional goals vis-à-vis the courses taken in the MLIS program. Additionally, students integrate the final competency (Competency O) into the professional philosophy, explaining how they intend to “contribute to the cultural, economic, educational, and social well-being” of the community.

For each of the 14 remaining competencies (Competencies A–N), students explicate the competency statement systematically and thoroughly. They attach or link to relevant artifacts and explain how each piece of evidence proves their competency in this area. Typically students present three artifacts for each competency statement, and these artifacts can take any form—text documents, videos, web pages, images, etc. Finally, there is a short conclusion to each essay in which students explain how they are going to apply this knowledge in settings outside of school.

After the 14 competency essays, students add a conclusion to the e-Portfolio. This conclusion includes reflections on the MLIS program, a discussion of the student’s strengths, and a professional growth plan.

The last component is the affirmation statement, which affirms the student’s academic integrity and confirms that the student has made every effort to protect the privacy of other students and institutions.

Full-time faculty members serve as advisors for the e-Portfolio, and each one shepherds a group of students through the process, reviewing drafts, suggesting revisions, and making assessments using the e-Portfolio competency statement rubrics.

We are very proud of our e-Portfolio model. It serves as a capstone project and a method to assess our Core Competencies (Program Learning Outcomes). SLIS faculty members have presented at conferences and authored articles about our e-Portfolio model.

Full details about the e-Portfolio are available in the LIBR 289: e-Portfolio Handbook. Examples of e-Portfolios include one completed by a student in Spring 2012, and one completed by a student in Fall 2012.
We publish data regarding passing rates for the e-Portfolio course on our website. Students who fail LIBR 289 may take the course one more time before being disqualified from the program. From Fall 2010 to Spring 2013, only three students have been disqualified from the MLIS program because they failed to produce a satisfactory e-Portfolio after two attempts.

**LIBR 299: Thesis**

The second option for satisfying SJSU's requirement for a culminating experience is LIBR 299: Thesis. The thesis must demonstrate scholarly research on a topic of significance, conducted under the direction of a thesis committee. Students choosing this option must adhere closely to the regulations of the University's Graduate Studies Office and 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 makes an original contribution to the field. It may take as many as two or more years, although most theses require about a year to complete.” Details on the thesis process and requirements, along with additional resources for students, are provided on the SLIS website.

Each year, a small number of students choose to write theses, exploring a wide range of LIS topics. In 2012, SLIS student Jack Tilney was awarded SJSU's Outstanding Thesis Award for his thesis, Containing Obscenity: The Gathings Committee, Moral Crusades, and Paperback Books. Digital copies of all past MLIS theses are available in the SJSU ScholarWorks archive.

**Electives: Career Pathways**

MLIS students must complete 43 units of coursework in order to graduate. Of those 43 units, 16 are required courses (described previously), leaving 27 elective units (generally nine 3-unit courses). While students have the freedom to select any elective that interests them, in 2010 we developed groupings of courses, called Career Pathways, which guide students in their course selections. These Career Pathways represent the diversity of careers available to our graduates, ranging from traditional library roles, such as reference and instruction librarians, to emerging roles, such as usability specialists or digital assets managers. Our Career Pathways web pages link to Community Profile narratives that expose students to real-world examples of professionals pursuing careers supported by specific Career Pathways. The Career Pathways are:

- Academic Librarianship—The Information and Learning Commons
- Digital Services
- Emerging Technologies
- Information Intermediation and Instruction
- Information Organization, Description, Analysis, and Retrieval
- Leadership and Management
- Management, Digitization, and Preservation of Cultural Heritage and Records (Archival Studies and Records Management)
- Public Librarianship—A Community Hub for Learning and Literacy
- Special Librarianship
- Teacher Librarianship
- Web Programming and Information Architecture
- Youth Librarianship

Prior to 2009, we designated groups of classes as “specialties” rather than “Career Pathways.” In changing the designation to Career Pathways, we emphasize to students the connection between the courses they choose to take and the goals they have for life after graduation. Students do not need to adhere to the list of suggested courses for a Career Pathway, but the groupings help students envision how they will parlay the skills and knowledge they are gaining in their classes into rewarding careers in their chosen areas. (Details on our Career Pathways can be found in Standards II.4 and II.5.)

Every elective course supports at least one and usually several of the School’s Core Competencies (Program Learning Outcomes). As mentioned above, all sections of a single course share common Student Learning Outcomes, although individual instructors have the freedom to meet those objectives through their own assignments and class activities.

An overview of elective courses can be found on the SLIS website. To plan their programs, students can also refer to course syllabi, a course rotation schedule that lists the frequency with which electives are offered, course schedules, and a list of courses and seminar topics.

For administrative purposes, electives are broadly grouped into the clusters listed below and described on our website. Each course cluster encompasses a group of related courses under the leadership of three to five full-time faculty members with expertise in these areas.

- Cultural Heritage
- Information Systems and Digital Services
- Knowledge Organization
- Leadership and Management
- Social and Community Informatics
- Technical Innovation and New Literacies
- User Services
- Youth Services

Faculty leads, identified on the course cluster page on our website, are involved in the review of electives within their cluster as part of the curriculum review process.
Internships

Students have the option of completing an internship, where they can gain valuable, real-world experience and course credit. Internships allow students to obtain professional work experience while pursuing defined learning outcomes, testing theories, and applying skills learned in other courses taken during the program.

Although we do not require our MLIS students to complete internships, we highly recommend them. We highlight the benefits of completing an internship during new student orientations and our regular Director's Forums, and academic advisors discuss internships with their advisees. We do not require students to complete internships because many of our students already have experience working in libraries, archives, or other types of information centers.

Additional details regarding our internship program, including virtual internships, structured fieldwork experiences for students pursuing our Teacher Librarian Career Pathway, and the number of students who complete an internship in a typical semester, can be found in Standards II.4 and II.5.

Standard II.2

The curriculum is concerned with recordable information and knowledge, and the services and technologies to facilitate their management and use. The curriculum of library and information studies encompasses information and knowledge creation, communication, identification, selection, acquisition, organization and description, storage and retrieval, preservation, analysis, interpretation, evaluation, synthesis, dissemination, and management.

—ALA Standards, 2008

Our required core courses provide a solid foundation in the examination of “recordable information and knowledge, and the services and technologies to facilitate their management and use.” The curriculum beyond the core classes is guided by our Core Competencies (Program Learning Outcomes), which address all of the topics enumerated in this Standard:

- The curriculum is concerned with recordable information and knowledge, and the services and technologies (Competency H) to facilitate their management and use (Competency I).
- The curriculum of library and information studies encompasses information and knowledge creation, communication (Competency M), identification, selection (Competency F), acquisition (Competency F), organization and description (Competency G), storage and retrieval (Competency E), preservation (Competency F), analysis, interpretation, evaluation, synthesis, dissemination, and management (Competencies D and L).
Each course syllabus lists the Core Competencies supported by the course. (Our syllabi are publicly available on our website.) In addition, students can easily identify courses that support each Core Competency using two tools, both located on our website:

- If students want to search **by course number**, students can view the Core Competencies for each course using a database located on our website. (To use the database, click on a specific course on the drop-down menu. The Core Competencies for the course will be displayed, along with the Student Learning Outcomes.)
- If students want to search **by Core Competency**, they can use another online tool. With this tool, students can select a specific Core Competency, and then the tool will display a list of courses supporting that competency. (To use the tool, select any Core Competency from the drop-down menu, and then view all courses that support the competency.)

We use seminar classes to respond to quickly changing information environments, based on our annual study of emerging trends and job titles and input from our Program Advisory Committees, as described in Standard II.7. These seminar classes are structured so we can easily add a variety of topics. They include:

- LIBR 220: Resources and Information Services in Professions and Disciplines
- LIBR 246: Information Technology Tools and Applications—Advanced
- LIBR 267: Seminar in Services to Children and Young Adults
- LIBR 271A: Genres and Topics in Youth Literature
- LIBR 281: Seminar in Contemporary Issues
- LIBR 282: Seminar in Library Management
- LIBR 284: Seminar in Archives and Records Management
- LIBR 287: Seminar in Information Science

The topics for each seminar course can be viewed on our website. To view seminar topics, use this online tool (see the second drop-down menu on the web page, which appears when any seminar course number is selected from the first drop-down menu). Students can also use our course rotation schedule to view upcoming seminar topics, or they can view seminar topics alphabetically using this web page. A list of seminar topics taught between 2008 and Spring 2013 can be found in Appendix II.3.

**Standard II.3**

The curriculum:

- **II.3.1** Fosters development of library and information professionals who will assume an assertive role in providing services
- **II.3.2** Emphasizes an evolving body of knowledge that reflects the findings of basic and applied research from relevant fields
II.3.3 Integrates the theory, application, and use of technology  
II.3.4 Responds to the needs of a diverse society, including the needs of underserved groups  
II.3.5 Responds to the needs of a rapidly changing technological and global society  
II.3.6 Provides direction for future development of the field  
II.3.7 Promotes commitment to continuous professional growth  
—ALA Standards, 2008

Our required core courses (LIBR 200, 202, and 204) lay the foundation for meeting the curricular objectives defined in Standard II.3, and these objectives are reinforced by elective courses. Our program also offers a wide range of other learning opportunities that strongly support these curricular aims, such as Special Studies projects, internships, Web-based Information Science Education (WISE) Consortium courses offered by other institutions, and language courses offered through an interdisciplinary partnership between SLIS and the SJSU Department of World Languages and Literatures.

Table II.1, below, shows how the subsections of Standard II.3 can be correlated to our Core Competencies (Program Learning Outcomes), which we have mapped to our curriculum. As explained in Standard II.1, all syllabi include a list of the Core Competencies that each course addresses. We also provide students with a database that can be used to view all courses that support each Core Competency. (To use the database, select any Core Competency and then view all courses that support the competency.)

**Table II.1. Correlating ALA Standards II.3.1–II.3.7 and SLIS Core Competencies**

<table>
<thead>
<tr>
<th>ALA Standard</th>
<th>SJU SLIS Core Competency</th>
</tr>
</thead>
<tbody>
<tr>
<td>The curriculum:</td>
<td></td>
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</tbody>
</table>
| **Standard II.3.1**: Fosters development of library and information professionals who will assume an assertive role in providing services. | Competency A: Articulate the ethics, values, and foundational principles of library and information professionals and their role in the promotion of intellectual freedom.  
Competency D: Apply the fundamental principles of planning, management, marketing, and advocacy.  
Competency I: Use service concepts, principles, and techniques to connect individuals or groups with accurate, relevant, and appropriate information. |
| **Standard II.3.2**: Emphasizes an evolving body of knowledge that reflects the findings of basic and applied research from relevant fields. | Competency L: Demonstrate understanding of quantitative and qualitative research methods and of the evaluation and synthesis of research literature. |
Standard II.3.3: Integrates the theory, application, and use of technology.

Competency H: Demonstrate proficiency in identifying, using, and evaluating current and emerging information and communication technologies.

Standard II.3.4: Responds to the needs of a diverse society, including the needs of underserved groups.

Competency C: Recognize and describe cultural and economic diversity in the clientele of libraries or information organizations.

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

Competency H: Demonstrate proficiency in identifying, using, and evaluating current and emerging information and communication technologies.

Standard II.3.6: Provides direction for future development of the field.

Competency D: Apply the fundamental principles of planning, management, marketing, and advocacy.

Competency H: Demonstrate proficiency in identifying, using, and evaluating current and emerging information and communication technologies.

Standard II.3.7: Promotes commitment to continuous professional growth.

Competency A: Articulate the ethics, values, and foundational principles of library and information professionals and their role in the promotion of intellectual freedom.

II.3.1: Fostering Development of LIS Leaders

A central role of LIBR 200 is to provide students with a foundation in the values of LIS professionals. LIBR 204 is designed to prepare our graduates to be leaders in the LIS professions. In addition to LIBR 200 and 204, other classes speak directly to this Standard, with its focus on fostering development of LIS professionals who will assume an assertive role in providing services. The following represent a sampling of electives that prepare future LIS leaders (clicking on links will provide access to course syllabi):

- Advocacy
- Project Management
- Grant Writing
- Marketing Your Skills in a Networked World
- Information Entrepreneurship
- Trendspotting

In addition to these courses, our internship program provides opportunities for students to explore a wide variety of settings where they have to assume assertive roles in providing services.

Students also have opportunities to foster leadership skills as they earn course credit through LIBR 298: Special Studies. Many students who enroll in LIBR 298 support faculty and students in their use of our web conferencing platform, Collaborate. After
a period of training, the student assistants conduct a series of live, online training sessions using Collaborate, guiding participants through hands-on activities. Student assistants, who study and apply learning theory and best practices in oral presentations, are also embedded in classes to assist with use of web conferencing for instruction and student presentations. Other LIBR 298 students work as peer mentors in LIBR 203, as described previously, taking on leadership roles as they give feedback to students, facilitate networking among students, and conduct instruction in online web conferencing sessions and through recorded screencasts.

**Executive MLIS Program**

The Executive MLIS program, a specialized focus within the MLIS degree, was developed in 2005 and ended in 2011. The program was designed to meet the needs of experienced library managers and leaders who did not have an MLIS degree. Students moved through the Executive MLIS program as part of a small, team-based cohort of library managers.

The cohort model proved problematic for many Executive MLIS students, who preferred a more flexible format. Students also disliked the program’s required residencies, which were kept in place even when the School moved to a fully online delivery model in 2009. Although the first Executive MLIS cohort had 20 students, enrollment in the program declined steadily after the first cohort. Based on this data, and with input from faculty and program advisors, SLIS Director Dr. Sandra Hirsh decided not to continue offering the Executive MLIS program. Additional details regarding the Executive MLIS program can be found in Appendix II.4.

**II.3.2: Knowledge of LIS Research**

LIBR 200 and LIBR 204, two of our core courses, expose students to the professional and scholarly literature with a requirement that they each complete a substantial literature review. Building on this foundation, all students also must complete LIBR 285: Research Methods, in which they complete an original research proposal and learn about data collection and analysis methods. As described in Standard II.1, LIBR 285 sections have a variety of foci, allowing students to choose a course focus that is a fit for their career aspirations.

In addition to what they find in these required courses, students encounter cutting-edge research and findings in their elective classes, such as measuring the effectiveness of social media usage in libraries; social science data services and sources; and text, data, and web mining. Finally, because our faculty members come from diverse backgrounds and participate in research activities themselves, they bring students knowledge of current trends across the LIS professions. This current knowledge is reflected in the content of classes that are updated regularly, most visibly through updated assigned readings and lecture materials. Students can also keep abreast of faculty members' scholarly and research activities through the Center for Information Research and Innovation (CIRI).
SLIS students also have the opportunity to earn course credit through LIBR 298: Special Studies by serving on the editorial team of SLIS’s online, open-access *Student Research Journal*. This double-blind peer-reviewed journal publishes two issues annually. It includes articles authored by SJSU SLIS students and graduate students from other ALA-accredited institutions, invited faculty essays, and essays written by the student Editor-in-Chief. The journal promotes graduate scholarship and intellectual inquiry in the fields of library and information science, archives and records management, and museum studies. Journal content includes original research, literature reviews, and critical review essays. The *Student Research Journal* provides opportunities for students to be involved in a range of roles on its 10-member editorial team, which works under the guidance of faculty advisor Dr. Anthony Bernier and the journal’s Editorial Advisory Board comprising the entire full-time faculty. The journal also offers an opportunity for students to gain experience submitting articles for publication in a peer-reviewed journal, evaluating articles, and sharing their knowledge with practitioners.

II.3.3: Technology Application and Use

With our fully online program, technology is not just a topic we examine in our courses; it provides the infrastructure for the program itself. Starting with LIBR 203, which introduces new students to a wide range of technology, and continuing throughout the program, technology is both an instructional tool and a topic of examination in every SLIS course. Competency H states that students are able to demonstrate proficiency in identifying, using, and evaluating current and emerging information and communication technologies. This competency is a focal point for 36 different courses, and virtually all other course offerings involve technology on some level. We pride ourselves on offering a wide range of courses about leading-edge technologies. The following is a small sampling of our numerous technology-focused courses:

- **Web Programming** (HTML5 and CSS)
- **Learning to use Drupal and Understanding Content Management Systems**
- **Information Visualization**
- **Web Usability**
- **The Hyperlinked Library**: Emerging Trends, Emerging Technologies
- **Digital Libraries**
- **Open Access**
- **Mobile Devices**: Services and Applications
- **Virtual Services**
- **Managing Information Technology in the 21st Century**
- **Children and Information Technology**
- **Digital Humanities**
- **PHP/MySQL**
- **JavaScript**
- **XML and XSLT**
In addition to having the opportunity to take technology-oriented courses, students also have the opportunity to attend SLIS Colloquia, many of which feature speakers who are leaders in LIS technology. Because these programs are delivered through web conferencing, we are able to include speakers from all over the world. More information about the SLIS Colloquia can be found in Standard II.3.7, below.

Students also have the opportunity to apply the new technology skills they learn in our program by getting involved as presenters or session moderators at one of the annual Library 2.0 Worldwide Virtual Conferences. More information about the Library 2.0 conferences, which SLIS cofounded, can be found in Standard II.3.7.

In addition, our students can apply the technology skills they learn in their courses through involvement in our School’s Virtual Center for Archives and Records Administration (VCARA), which opened in 2009, providing a place for sharing information and making presentations in the Second Life virtual world. Both guest speakers and students make presentations at VCARA events, and all students are invited to attend. MLIS student Becca Belz worked as a student assistant for faculty member Dr. Patricia Franks, who manages VCARA. Belz coordinated and promoted VCARA events, including VCARA’s second annual conference in 2011, a follow-up to her experience making a poster presentation during the first VCARA conference in 2010.

II.3.4: Responding to the Needs of a Diverse Society

Advancing diversity via inclusive excellence is a central and critical component of our School’s approach to educating the next generation of information professionals. Students begin exploring diversity issues during LIBR 200, where an integral component of the class involves discussing and analyzing the missions and values of information professionals and issues of services to diverse populations. Competency C, which requires students to recognize and describe cultural and economic diversity in the clientele of libraries or information organizations, is an important part of LIBR 200.

Diversity issues continue to be addressed throughout our entire curriculum, which is infused with diversity-related material. In Spring 2012, the SLIS Diversity Committee, chaired by Dr. Kristen Rebmann, conducted a survey to identify how instructors incorporate diversity issues into their courses. Sixteen out of 28 full-time faculty members (57.1%) and 36 out of 137 part-time instructors (26.3%) participated in the survey. Of the 82 classes taught by those instructors, instructors reported that 76 classes (92.7%) cover diversity issues either in course lectures, assigned readings, or course assignments (e.g., case studies, discussions, research papers, and reviews of library collections). In the 76 courses reported as addressing diversity issues, the most frequently cited aspects of diversity were dimensions of culture (76.3%), ethnicity (68.4%), disability (59.2%), age (59.2%), and gender (59.2%). The survey assessed whether our instructors cover a total of 34 different diversity issues in their courses, including learning style, economic status, physical ability, religion, and occupation. A full list of the diversity issues covered in the survey is included with the survey results, which are available to COA reviewers via our Qualtrics survey system.
In addition to having numerous courses with diversity components, we have 28 courses where diverse populations are a focal point and Competency C is a major component. (COA reviewers can use our database to view courses that address Competency C.) For example, twice a year we offer LIBR 275: Library Services for Racially and Ethnically Diverse Communities, which focuses on planning, implementing, and evaluating programs that address the information needs of racially, ethnically, and linguistically diverse communities. Once a year we offer a LIBR 281 seminar on Diversity Issues in Information Environments, which examines characteristics of diverse users in various types of settings, both physical and virtual, in which information professionals may work. Major concepts of cultural values, identity, language, ability, and information-seeking behaviors are explored. We also offer LIBR 220: Resources and Information Services in the Professions and Disciplines, with varied topics including GLBTIQ Resources and Services and Resources and Services for Patrons with Disabilities. Finally, we offer seminar courses on diversity topics, such as LIBR 282: Seminar in Library Management: Correctional Library Management and LIBR 281: Seminar in Contemporary Issues: Intercultural Communication.

To further encourage intercultural understanding, SLIS partners with the SJSU Department of World Languages and Literatures to offer fully online language and culture classes to our MLIS students. The partnership started in Fall 2011 with offerings in Spanish and French. Chinese was added in Fall 2012. The Chinese course prepares future librarians to serve our nation’s growing population of Chinese Americans, as well as our nation’s growing interest in Chinese culture and the ability to participate in a global marketplace.

All SLIS courses that explore diversity issues support our Strategic Direction 1.7, with its focus on identifying ways to build diversity components into our curriculum, and then implementing those initiatives. By choosing from a wide range of elective courses, students emerge from our MLIS program ready to contribute to the cultural, economic, educational, and social well-being of the community.

In addition, we provide students with opportunities to learn about diversity issues through the SLIS Colloquia series. Starting in Spring 2012, at least one colloquium presentation each year has been devoted to diversity issues. In Spring 2012, for example, Molly Raphael and Miguel Figueroa gave a presentation on empowering diverse voices. In Spring 2013, a panel of three experts gave a presentation titled “A Practical Guide to ACRL’s Diversity Standards.”

II.3.5: Responding to a Changing Technological and Global Society

As indicated in Standard II.3.3, all of our courses prepare students to work in a rapidly changing technological and global society. As a fully online program, SLIS is especially well positioned to fulfill this Standard because our faculty and students are scattered around the globe, and technology mediates our interactions. A single class might include students from across the United States and Canada, as well as a student in Brazil, a student in Afghanistan, a student in Turkey, and a student in China. Participating
students have to negotiate time zones to be able to collaborate with one another on group assignments and synchronous meetings. We feel strongly that we are preparing students for a world in which people work collaboratively while they are located around the world.

This attitude of flexibility in the face of a rapidly changing technological and global society is further manifested in our virtual internship program. Our students have the opportunity to intern at institutions around the globe, gaining structured, professional work experience, without the restriction of geography. For example, SLIS student Laura Warren participated in two virtual internships while she lived in Richmond, Virginia. For Dubai Women’s College, located in the United Arab Emirates, Warren supported information literacy instruction for students 7,000 miles away. She completed a second virtual internship with Credo Reference in Boston, where she was later hired; she continues to work from her home office in Richmond with her colleagues in their Boston offices. Additional narratives about SLIS students who have completed virtual internships can be found on our website.

In Spring 2013, we piloted our first Virtually Abroad course, a more flexible, service-oriented international experience, with Dr. Paul Christensen. The course is part of our School’s efforts to encourage commitment to global service while providing students with opportunities to gain work experience and develop international contacts in a range of information centers around the world. Students take on semester-long projects that involve LIS skills such as research, strategic planning, and service evaluation, collaborating virtually with information organizations in other parts of the world. For example, student Kijana Stringer completed the Virtually Abroad course in Spring 2013. Stringer worked with a global organization, conducting research designed to expand understanding of how to create more effective library and information science programs in Latin America. This sort of innovative initiative fits perfectly with our efforts to prepare our graduates for a rapidly changing technological and global society.

Finally, we have several courses that have an explicitly global focus. In LIBR 281: International and Comparative Librarianship, taught by Dr. Paul Christensen, students research libraries and other information organizations outside the United States and examine issues in global information environments. In LIBR 281: Crisis/Disaster Health Informatics, Dr. Christine Hagar has students examine global health organizations, and international guest speakers contribute an international perspective to the course.

These initiatives support our School’s Strategic Direction 1.8, which emphasizes identifying ways to build internationalization and globalization components into our curriculum, and then implementing those initiatives.

II.3.6: Providing Direction for Future Development of the Field

Standard II.3.6 is built into all of our courses through our faculty’s consistent and concerted efforts to prepare LIS professionals for the future. We prepare our students for the myriad ways technology is impacting the future of our field by integrating use of
new technology into most of our courses and by offering many courses that have a specific focus on technology, such as the following:

- **Web and Social Media Analytics** (focusing on Measuring the Effectiveness of Social Media Usage in Libraries)
- **The Hyperlinked Library**: Emerging Trends, Emerging Technologies
- **Open Access**
- **Mobile Devices**: Services and Applications
- **Text, Data, and Web Mining**
- **Information Visualization**
- **Characteristics and Curation of New Digital Media**
- **Children and Information Technology**
- **Digital Humanities**
- **Transformative Learning and Technology Literacies**
- **Managing Information Technology in the 21st Century**

In addition, our students can choose electives in our Leadership and Management Career Pathway. This pathway includes the following courses aimed at preparing future leaders:

- **Advocacy**
- **Project Management**
- **Grant Writing**
- **Trendspotting**

### II.3.7: Promoting Commitment to Continuous Professional Growth

We focus on educating LIS professionals who will continue to learn long after they graduate, and we provide many avenues for continuous professional growth. We encourage all students to make a plan for how they will continue to learn. In the conclusion of the e-Portfolio, students must articulate their plan for professional development and continued learning.

To foster professional growth, we also offer our students a range of opportunities to take on leadership roles, interact with practitioners, and explore professional development experiences. These initiatives support our School's Strategic Direction 2.5, with its emphasis on increasing opportunities for professional education.

**Colloquia**

The SLIS Colloquia series was instituted in 2006 as a forum for current and future information professionals to share their work and research activities. Each semester we offer approximately 10 colloquia, free webinars that are open to anyone, whether or not they are affiliated with SLIS. These sessions are also recorded, so LIS professionals or
other interested parties can view the programs at their convenience, providing a convenient, free, accessible resource for anyone seeking professional growth opportunities. The series includes speakers focused on LIS trends, LIS careers (our career colloquia), virtual worlds, and archives and records management trends (our Master of Archives and Records Administration (MARA) colloquia). Examples of recent programs include:

- “A Day in the Life of a California Department of Corrections & Rehabilitation Librarian,” with R. Allen Baraldi, Principal of Kasson Adult School, Deuel Vocational Institution in the California Department of Corrections & Rehabilitation

- “Nonprofit Organization with Mission to Save the World Seeks Like-Minded Librarian: Following Your Passion and Finding Your Niche in a Small Research Library,” with Bill Musser, Librarian at Seed Savers Exchange in Decorah, Iowa

- “Factors Influencing Funding Decisions by Elected Politicians at the State/Provincial Level: A Case Study of Public Libraries in Canada,” with Dr. Cheryl Stenstrom, SLIS Lecturer

Statistics regarding the SLIS Colloquia, including the numbers of people who attended each live presentation or downloaded a recording, can be found in Appendix II.5.

Library 2.0 Conferences

Our School is a founding partner of the Library 2.0 Worldwide Virtual Conference series, which provides valuable free learning opportunities for our students, alumni, and other LIS professionals. The Library 2.011 conference, the first in the series, featured 153 fully online presentations. The Library 2.012 conference offered 161 sessions, including 11 keynote addresses, and the Library 2.013 conference offered 154 sessions, including 10 keynote addresses and 4 distinguished speaker presentations.

These annual conferences provide opportunities for our students to present, and several have leveraged this opportunity to expand their professional experiences. They include Elaine Hall and Donna Frederick, who copresented with SLIS faculty member Dr. Kristen Rebmann regarding their research on career trends in distance librarianship. Four students who served as research assistants on a grant-funded project that explored young adult library spaces copresented with SLIS faculty member Dr. Anthony Bernier, sharing research findings. A recording of their presentation at the Library 2.012 conference is available online.

SLIS students and Circle of Learning scholars Valarie Kingsland and Tawa Ducheneaux copresented with Circle of Learning Project Codirectors Jane Fisher (a SLIS faculty member) and Liana Juliano (from the American Indian Library Association) at the Library 2.012 conference. Their presentation explored the Circle of Learning program and virtual indigenous community development for MLIS students. A recording of their presentation is available online. Two other Circle of Learning scholars (and SLIS students) presented at the Library 2.012 conference. Jennifer Himmelreich and Jerry
Flanary presented Cultivating Culture: Promising Virtual Practices for Indigenous Communities. A recording of their presentation is also available.

Our students also have the opportunity to serve as session moderators. Students who served as session moderators for past conferences include Zemirah Lee, Jennifer Dinalo, Myles Jaeschke, and Mardi Veiluva.

**Student Associations**

To foster student involvement in professional associations, our School provides complimentary one-year memberships to all our new MLIS students. Students are able to choose among the following professional associations: the American Library Association (ALA), the Special Libraries Association (SLA), the American Society for Information Science and Technology (ASIS&T), or ARMA International.

Our School also hosts three student chapters of national professional associations, providing opportunities for our students to serve in leadership roles, engage in professional development activities, and expand their professional networks. Each group has its own SLIS faculty advisor.

- Our School’s American Library Association Student Chapter (ALASC) was recognized as the ALA Student Chapter of the Year in 2009 and 2010, and was honored as the runner-up for this award in 2011. In their recognition of the student chapter’s accomplishments, ALA leaders singled out the group’s efforts to involve SLIS students who live across the continent, as well as the chapter’s high-quality programs.

- The SLIS Association for Information Science and Technology (ASIS&T) Student Chapter was recognized as the ASIS&T Student Chapter of the Year in 2012, just one year after the chapter was reactivated in 2011. The chapter provides a range of tools to support ongoing interaction for its members, including a dedicated instant messaging channel and a news feed and discussion forum that are integrated into the School’s online learning management system.

- Our School also hosts a Society of American Archivists (SAA) Student Chapter with 125 members. During the 2012–2013 academic year, our SAA Student Chapter hosted multiple activities, including four library and archive tours and three online events with guest presenters that included SLIS faculty and students.

SLIS is also in the process of piloting a Special Libraries Association student chapter.

In addition to the student chapters of national professional associations, our School hosts SLISConnect, our own student-alumni association. SLISConnect brings together LIS professionals and future professionals, with the common bond of SJSU SLIS, for networking and continuous learning.

Details on the activities of our student organizations can be found in Standard IV.5.
Post-Master’s Certificate Program

In response to numerous requests for a formal way for students to continue their education after graduation, we launched our Post-Master’s Certificate program in 2012. Students in this program take five courses plus LIBR 203, which orients them to the online learning environment. Students in the Post-Master’s Certificate program select courses from one of six Career Pathways:

- Digital Archives and Records Management
- Digital Services and Emerging Technologies
- Information Intermediation and Instruction
- Leadership and Management
- Web Programming and Information Architecture
- Youth Services

Students in the Post-Master’s Certificate program join MLIS students in SLIS classes. As a result, current MLIS students benefit from the perspectives of professionals in the field, and Post-Master’s Certificate program students benefit from learning the latest technologies and skills. To date, approximately 25 students have enrolled in the Post-Master’s Certificate program. The first three students completed the program during the 2012–2013 academic year.

Massive Open Online Course (MOOC)

During the Fall 2013 semester, we offered our first not-for-credit massive open online course (MOOC), providing another opportunity for no-cost professional learning. Based on LIBR 287: The Hyperlinked Library, a for-credit course offered to our MLIS students, the Hyperlinked Library MOOC was adapted for the MOOC format by Dr. Michael Stephens and Lecturer Kyle Jones. Approximately 1,400 potential participants expressed interest in the Fall 2013 MOOC session and 500 were accepted.

MOOC students were encouraged to complete constructive, practical, and artifact-based assignments, preparing, for example:

- A director’s brief
- A plan for emerging technologies
- Social media guidelines
- A plan for community engagement

Students earned a certificate upon successful completion of the required components of the course. Informal assessment was provided by the instructors and course assistants, SLIS students registered for a special study course focused on learner engagement and new trends in higher education, in addition to four students who volunteered their time on the project. A badge system was integrated with the course site to encourage activity and provide students with feedback on progress and course success.
Standards II.4 and II.5

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

—ALA Standards, 2008

Our MLIS program consists of 43 units, including 16 units of required courses and 27 units of electives (63% of the coursework). This balance between required and elective units provides students with the foundation and theories they need to build a cohesive body of knowledge, while also allowing students to build a program that is responsive to their individual interests and career aspirations.

Core Competencies

Regardless of the electives that our students select, or their achievements in individual courses, all graduating students must demonstrate that they have mastered our MLIS Core Competencies (Program Learning Outcomes). As described earlier in Standard II.1, these Core Competencies were originally developed after a thorough review of the professional competencies published by various professional associations, and have been reviewed and revised since then, most recently in 2011–2012.

The Core Competencies are explicitly integrated into every course we offer, and every syllabus lists the relevant Core Competencies addressed in the course. We make it easy for students to quickly find courses that support each Core Competency by providing a database that maps competencies to courses. For their capstone project, most of our MLIS students choose to complete an e-Portfolio, which requires that they demonstrate mastery of all 15 competencies through reflective essays supported by a wide array of artifacts, evidence, exhibits, assignments, and experiences produced throughout their program.
Career Pathways

After completing the required core courses (LIBR 200, 202, 203, and 204) described in Standard II.1, students use our Career Pathways as a guide to construct a program that meets their individual needs, goals, and aspirations. The Career Pathways are provided solely for advising purposes, and are frequently used by our academic advisors when discussing options with their advisees. No special designations appear on a graduate’s transcript or diploma. Students are not required to follow a specific Career Pathway; they are free to take any combination of electives.

Each of the 12 Career Pathways was developed by a team of faculty members who are experts in the specific pathway, in consultation with the School’s Program Advisory Committee (PAC) in each area. Additionally, the Teacher Librarian Career Pathway was developed in response to professional standard requirements for Teacher Librarians from the California Commission on Teacher Credentialing (CTC), the American Association of School Librarians (AASL), and the National Council for Accreditation for Teacher Education (NCATE) to ensure adherence to licensure requirements. Our ongoing evaluation of our Career Pathways supports our School’s efforts to address our Strategic Direction 2.4, with its focus on revising and updating Career Pathways to represent new and emerging areas of our discipline.

Each of the Career Pathways pages on our website includes a description of the area, employment opportunities, core theory and knowledge, and recommended coursework. Additionally, we include links to related Career Pathways so students can select classes from more than one Career Pathway to tailor their program to their interests and needs. We include links to narratives about students and alumni who are pursuing each area of employment, which give students real-world examples.

Academic advisors use the Career Pathways as a tool to explain options to students and provide guidance regarding course selection. Resources available to help students plan their programs include course descriptions, course syllabi, course rotation information, and course schedules. Students can also use the Core Competencies mapping tool described earlier to identify courses that support specific competencies. Further details about our Career Pathways can be found in Standard IV.4.

Courses Outside the MLIS Program

Students can transfer up to nine units of coursework from outside the MLIS program into their degree, subject to the approval of Dr. Linda Main, the School’s Coordinator of Admissions and Academic Advising (also called the Graduate Coordinator), who determines whether courses are relevant and whether they meet the stated University requirements for transfer. Courses that have been approved come from a variety of disciplines, including anthropology, historiography, history, communication, art history, statistics, linguistics, and business.
MLIS students also have the opportunity to choose some of their electives from the courses in the School’s fully online Master of Archives and Records Administration (MARA) program. MARA students also take some MLIS electives, thus increasing interdisciplinary opportunities for both sets of students.

Additionally, SLIS participates in the Web-based Information Science Education (WISE) Consortium, which allows students to enroll in courses SLIS does not offer by giving them access to online courses from other ALA-accredited U.S. and Canadian schools and some schools outside North America. At the same time, students in other participating LIS programs benefit from the option of taking classes offered through our program. For example, our MLIS students might take Theological Librarianship at the University of Illinois or Electronic Health Records at the University of North Carolina–Chapel Hill. Our students can access a list of each semester’s approved WISE courses on our website. Approximately three SLIS students enroll in WISE courses offered by other institutions each semester. In addition, through WISE, we typically offer approximately six of our courses to students enrolled in other programs, and an average of six students from other programs enroll in those courses each semester. Our School’s Assistant Director for Distance Learning, Debbie Faires, coordinates our School’s involvement in WISE.

**Interdisciplinary Opportunities**

Through an interdisciplinary analysis of our curriculum, we identified interdisciplinary opportunities and needs in the curriculum as well as gaps in faculty expertise that informed our faculty hiring priorities. (Our interdisciplinary analysis can be found in Appendix II.6.) Our most recent tenure-track faculty hires were made in response to this analysis and involved innovative partnerships with other University programs.

An expert in community and crisis informatics, Dr. Christine Hagar was hired in Fall 2012 to develop interdisciplinary courses with SJSU’s Department of Health Science. During the 2012–2013 academic year, Hagar introduced LIBR 281: Crisis/Disaster Health Informatics, a new interdisciplinary course developed in collaboration with faculty from the SJSU Department of Health Science and Recreation. In addition, our most recently funded tenure-track positions were part of a multidisciplinary initiative involving the Departments of Computer Science, Computer Engineering, Management Information Systems, Psychology, and Library and Information Science. In what the University termed a “cluster hire,” these departments recruited five new faculty members who are experts in cybersecurity and data science, who will work together to develop new SJSU programs and projects. SLIS had such strong candidates in this area that the School was ultimately allowed to hire two new faculty for this cluster in Fall 2013: Dr. Tonia San Nicolas-Rocca, an expert in cybersecurity, and Dr. Michelle Chen, whose research and teaching areas are in big data and data visualization. Dr. Chen is teaching a new LIBR 246: Information Visualization course, and Dr. San Nicolas-Rocca is teaching a new LIBR 287: Cybersecurity course. In a news update published on our website, we share the perspectives of some students were among the first to enroll in the new cybersecurity course.
Starting in Fall 2011, SLIS partnered with the SJSU Department of World Languages and Literatures to offer our MLIS students fully online courses in French, Spanish, and Chinese language and culture. These MLIS electives were collaboratively developed by SLIS and World Languages faculty, who worked with representatives of LIS professional associations focused on improving library services for diverse communities (such as REFORMA). The courses are aimed at helping SLIS students serve culturally diverse communities. Course objectives include helping students understand how to communicate cross-culturally, how to develop a collection of library resources to serve Spanish-speaking, French-speaking, or Mandarin-speaking patrons, and how to develop library services that meet local needs. Links to sample course syllabi can be found on this web page. These types of interdisciplinary collaborations support our School’s Strategic Direction 2.1, with its focus on identifying opportunities for new interdisciplinary courses.

Internships and School Library Fieldwork

The School provides opportunities for supervised professional experiences, which allow students to apply and extend the knowledge gained from their required and elective courses. Students may choose to complement their coursework with field-based learning experiences in the form of an internship or a structured fieldwork experience for students pursuing our Teacher Librarian Career Pathway.

An internship or fieldwork experience gives students the chance to take the concepts 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 host 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 agrees to take on a teaching role when working with interns. Additionally, internship opportunities are very competitive, so our students go through an application process (much like applying for a job) to get the internship. Since we have students who live across the continent, this also means our students are competing with LIS students from other programs for these internships.

The School has developed clear internship guidelines. Each student participating in an internship must have completed the three required core courses and three advanced courses, as well as any additional courses required by the internship host site. Before beginning an internship, students must present intended learning outcomes for discussion and approval to the faculty coordinator and the site supervisor. Interns 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 internship 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).
Internships can be paid or unpaid. Interns typically work between 90 and 180 hours per semester. Internships can be completed on-site, online, or through a combination of both approaches.

A student may choose to apply for an internship found in a database maintained by the School, or may independently identify an internship opportunity that is directly related to his or her professional interests and goals and submit it to the faculty coordinator for approval. In a typical semester, students can choose from more than 200 active internship opportunities listed in the database. These internship opportunities are located across the United States, and we are working to expand opportunities in other countries. For example, of the 846 listings in our internship database in Spring 2013, 716 were in California, 124 were in other U.S. states, and 6 were in other countries. Appendix II.7 provides a list of internships by location, showing where the opportunities are located by U.S. state and by country.

Our students have the option to complete either a face-to-face internship or a virtual internship. Both onsite and virtual internships follow the same process described previously, including oversight by faculty internship coordinators, involvement of a site supervisor, clear guidelines for interns, and defined learning outcomes that are monitored and evaluated. Both onsite and virtual interns earn course credit based on the number of hours they complete (e.g., 90 hours for 2 units or 135 hours for 3 units), and both types of internships are governed by the same guidelines. Students can use our internship database to search for virtual and onsite internship opportunities.

Our growing virtual internship program allows us to provide internship opportunities for our students regardless of their physical location or the location of the host site. For students who live in rural locations with few professional venues, and for those who find it challenging to fit place-based internships around their work, family, and other responsibilities, our virtual internship program opens many opportunities that would not otherwise be possible. Virtual internships also prepare tomorrow’s information professionals for virtual work environments. The School offers resources for students who are considering a virtual internship, including our virtual internship blog, virtual internship FAQ web page, and narratives about our MLIS students who have completed virtual internships. We have also developed material aimed at reaching out to information professionals who may be interested in hosting virtual interns, including a web page that describes the benefits of hosting a virtual intern.

Our internship coordinator (a full-time faculty member) is responsible for cultivating relationships with institutions and encouraging more institutions to host interns. We also reach out to information professionals and encourage them to host interns through our presence at professional conferences and through material shared on our website, email campaigns, and presentations.

Students in our Teacher Librarian program (described later in this section) are required to complete LIBR 295: School Library Fieldwork, which provides them with supervised professional experience in school librarianship at both an elementary and a secondary
The Teacher Librarian Program Coordinator, Dr. Mary Ann Harlan, requires students to develop a fieldwork plan with supervisor input. The fieldwork for the Teacher Librarian credential is guided by the professional standards set by two professional organizations, the National Commission for Accreditation of Teacher Education (NCATE) and the California Commission on Teacher Credentialing (CTC).

Table II.2, below, provides data regarding MLIS graduates who completed internships while enrolled in our MLIS program. (For the total number of MLIS students completing internships, see Table IV.5 in Standard IV.4.)

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Percentage of MLIS Graduates Who Completed Internships</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006–2007</td>
<td>48%</td>
</tr>
<tr>
<td>2007–2008</td>
<td>44%</td>
</tr>
<tr>
<td>2008–2009</td>
<td>47%</td>
</tr>
<tr>
<td>2009–2010</td>
<td>49%</td>
</tr>
<tr>
<td>2010–2011</td>
<td>50%</td>
</tr>
<tr>
<td>2011–2012</td>
<td>45%</td>
</tr>
<tr>
<td>2012–2013*</td>
<td>38%</td>
</tr>
</tbody>
</table>

* Does not include data for Summer 2013 internships.

The data in Table II.2 shows a relatively small decline in the percentage of our 2012–2013 graduates who completed internships while enrolled in our program. (The table does not include data for students who completed the MLIS program in Summer 2013.) Although we do not require our MLIS students to complete internships, we highly recommend that they do. Many of our students work full-time and find it challenging to build time for formal internships into their schedules, and we are pleased that so many students choose to complete internships. As mentioned previously, we are actively working to expand the number of virtual internship opportunities available to our students. Virtual internships offer working students more flexibility and make it possible for SLIS students to participate in an internship regardless of the location of the student or the internship host. We will continue to monitor internship trends, and we expect that as our virtual internship opportunities grow, even more of our students will choose to complete internships. During the 2011–2012 academic year, 22 MLIS students completed virtual internships. During 2012–2013, 25 MLIS students completed virtual internships.
The data demonstrates that we are making progress in addressing our School's Strategic Direction 2.3, with its emphasis on expanding physical and virtual internship opportunities for our students. On our website we share narratives about the experiences of students who have completed internships.

**Special Studies**

Our Special Studies (LIBR 298) elective offers students the chance to undertake advanced independent research or to work on field-based projects in areas of interest to them. These field-based activities allow students to obtain substantive work experience while pursuing stated learning outcomes. They are designed to provide students with real-world opportunities to test theories and practice skills learned in the MLIS program.

In Spring 2012, for example, student Mary Abler participated in a project involved with designing the Teen Digital Learning Lab at the San Francisco Public Library. Abler collaborated with the project team to plan and execute five events where teams crafted a vision for the Digital Learning Lab, an online community engagement space. Under the supervision of SLIS faculty member Beth Wrenn-Estes and the professionals at the San Francisco Public Library, Abler was able to put into practice the concepts she learned in her classes.

Another example of a 298 project resulted in a paid consultancy position for one of our students. In Summer 2012, student Kristen Mulvihill conducted research under the guidance of SLIS faculty members Dr. Mary Somerville and Dr. Michelle Simmons about services for military veterans in public libraries. Suggestive of the importance of Mulvihill’s project topic and the value of her study findings, the California State Library awarded a grant to support this work. Three libraries in different parts of the state were selected to implement the grant. They hired Mulvihill as a consultant to give workshops on sensitivity training regarding veterans at each of the three libraries. Again, an opportunity to undertake advanced independent research resulted in an experiential opportunity that extended this student’s coursework considerably.

In Summer 2013, under the guidance of SLIS faculty member Dr. Michael Stephens, LIBR 298 students worked to support the research, development, and deployment of a customized massive open online course (MOOC) in the Fall 2013 semester. Activities included gathering research materials on topics related to MOOCs; participating in construction of the course site by helping with elements of content strategy and management, information architecture, and user experience testing; developing a knowledge base and self-paced instructional materials (e.g., screencasts); and assisting in the instructional design of the teaching and learning experience.

Another option for LIBR 298 special studies is our Professional Socialization and Trendspotting course. (See a sample course syllabus here.) This one-unit elective examines current LIS trends and issues using an annual professional conference as the “text.” The course has an online and onsite component. The onsite component requires
that students attend a professional conference, such as Internet Librarian, the ALA annual conference, or the California Library Association annual conference. Students who have completed these courses, including Amy Unger and Tina Katz, report a range of benefits from participating in preconference discussions, interaction during the conference, and postconference reflections.

Also among our LIBR 298 opportunities is the Virtually Abroad special study option discussed in Standard II.3.5, which is part of our School’s efforts to encourage commitment to global service. Virtually Abroad provides students with opportunities to gain service-oriented work experience while they apply their skills in research, strategic planning, and service evaluation, collaborating virtually with information organizations in other parts of the world.

Culminating Experience

The California State University system requires that each student enrolled in a graduate program complete a culminating experience to demonstrate mastery of the program’s learning objectives. Our School offers two culminating experience options.

The first option is to research and produce a scholarly thesis on a topic of significance, as discussed in Standard II.1. Each year, a small number of students choose to write theses, exploring a wide range of LIS topics. Digital copies of past MLIS theses are available in the SJSU ScholarWorks archive, including SLIS student Jack Tilney’s Containing Obscenity: The Gathings Committee, Moral Crusades, and Paperback Books, which earned SJSU’s Outstanding Thesis Award in 2012.

The second option for a culminating experience is LIBR 289: Advanced Topics in Information Science, which is the e-Portfolio. This culminating experience, chosen by the vast majority of our students (about 98%), requires students to demonstrate their competency in the 15 Program Learning Outcomes, also known as Core Competencies. Whereas the thesis option asks students to delve deeply into a single area of inquiry, the e-Portfolio asks students to demonstrate broad knowledge and skills. Students collect artifacts (evidence) from their MLIS program and write reflective essays that articulate how these artifacts demonstrate their competence in each of the 15 areas. Standards and grading rubrics for e-Portfolios are included on the School's website. Examples of e-Portfolios include one completed by a student in Spring 2012, and one completed by a student in Fall 2012.

Teacher Librarian Program

The Teacher Librarian program is offered as a distinct program of specialization within the framework of the MLIS degree program. SLIS does not provide a separate “school within a school” for Teacher Librarian Services Credential; rather, candidates for the credential take the majority of their courses within the MLIS program, learning alongside students who are preparing to be librarians in a variety of settings.
Throughout our planning and curriculum development process, we work closely with the SJSU School of Education to ensure that candidates for the Teacher Librarian Services Credential are well prepared to meet the standards of the Commission on Teacher Credentialing. In December 2011, our Teacher Librarian program received accreditation from the National Council of Accreditation of Teacher Education (NCATE). The program also received approval from the California Commission on Teacher Credentialing (CTC), which recognizes SLIS coursework as meeting the standards of teacher preparation for the Teacher Librarian Credential in California. The coursework has also been accepted in other states through State approval and/or reciprocity agreements.

The Teacher Librarian program requires 37 units for recommendation for a teaching credential. These courses are offered within the MLIS program, and students in these courses are a mixture of students working on an MLIS and students who are working on the Teacher Librarian Credential and MLIS (an option for Teacher Librarian candidates). There are four courses that are specifically developed to meet the needs of Teacher Librarian candidates:

- **LIBR 233**: School Library Media Centers
- **LIBR 237**: School Library Media Materials
- **LIBR 250**: Instructional Strategies for Information Professionals (K-12 focus)
- **LIBR 295**: School Library Fieldwork

These courses are taught by Dr. Mary Ann Harlan, our Teacher Librarian program Coordinator, and Dr. David Loertscher. Although the students in these four courses are primarily Teacher Librarian candidates, other MLIS students may take the courses as well. The courses are designed to meet both MLIS program Core Competencies and Teacher Librarian program NCATE standards. In addition to taking 37 units of Teacher Librarian coursework, students in our Teacher Librarian program have the option of taking one more elective and a culminating course to complete the full 43 units required to obtain their MLIS degree, thus greatly expanding their future employment opportunities.

**Standard II.6**

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

—ALA Standards, 2008

SLIS offers our students a quality education that conforms to the requirements of these Standards, delivered in a fully online environment, where students gain the technology skills today’s employers seek. Through our survey of employers who hire our alumni, we receive feedback from employers affirming that we are achieving these objectives. (See sample comments from the Employer Survey on our website.)
Because every course we offer is taught fully online, our online students are not part of an add-on program to the on-campus curriculum. The needs of online students are our sole focus. All of our School’s resources are concentrated on supporting online students, including our career counseling, academic advising, and technology support. Technology is at the forefront of everything we do, with dedicated resources to support adoption of new technologies that advance our online learning environment. The following are all available online:

- Courses
- Internships
- Conferences
- Academic advising
- Faculty office hours
- Career exploration resources and support
- Research assistant opportunities
- New student orientation
- Convocation
- Professional association student chapters
- Guest speaker presentations
- Continuing education
- SLIS Student Research Journal

Our School’s curriculum is designed to take advantage of the unique opportunities inherent in a fully online learning environment. We have not merely transferred face-to-face classes to an online environment. Our curriculum is delivered to all students in a sophisticated, engaging, and interactive online learning environment, where we incorporate the latest technology to enrich the learning experience.

Students interact with peers and instructors through web conferencing (Collaborate), social networking platforms (Facebook, Twitter, Pinterest, and others), a web-based learning management system (Desire2Learn), instant messaging (Blackboard IM), Panopto lecture capture, and other tools. Students use these technologies to interact synchronously and asynchronously with peers and instructors. For example, they may participate in a live course session using web conferencing, send a message using Blackboard IM and receive an immediate response, or use Blackboard IM for a live audio or video chat. They also interact asynchronously as they participate in threaded discussions in our learning management system, post to blogs and read posts authored by peers, or read Tweets sent by an instructor. Most courses include a blend of asynchronous and synchronous interaction; no course is offered in a 100% synchronous manner.

Most courses do not require participation in mandatory live web conferencing sessions. Courses that include mandatory live sessions are noted on our course schedule (see the
column titled “Mandatory Collaborate”), so students are aware of these required live sessions before enrolling in the course.

Some instructors offer optional live Collaborate sessions, and many instructors use web conferencing for their office hours. Many instructors also use Collaborate to record lectures, which students can view at their convenience. For example, during calendar year 2013, instructors required participation in 116 synchronous Collaborate sessions (a total for all courses offered during that time frame). During the same time period, there were 1,303 Collaborate sessions recorded by instructors. The vast majority of Collaborate sessions initiated by instructors are nonmandatory sessions, delivered either synchronously (such as an optional drop-in session) or asynchronously (such as an instructor lecture or student presentation recorded for viewing at the convenience of the students in the course). Additionally, students can initiate their own live Collaborate sessions at any time, and often find these sessions useful for working on group projects or practicing presentations. During 2013, students initiated more than 500 live Collaborate sessions.

All of these technologies combine to create a vital learning community that enculturates students into professional life. Further details regarding the technology we use in our online learning environment can be found in Standard VI.

Our online environment makes it possible to hire instructors who are outstanding in particular professional areas, regardless of where they live. As discussed earlier in this Standard, each part-time faculty member receives guidance, support, and feedback from their assigned Core Course Coordinator or Course Cluster Coordinator (a full-time faculty member), helping ensure that all faculty members are aware of our School’s expectations and how their courses fit within our overall curriculum.

Additionally, we regularly coach our faculty regarding the best ways to deliver curriculum in a fully online environment, with ongoing peer mentoring, review, evaluation, and feedback. We discuss online pedagogy through a Teaching Online course for new faculty; our Teaching Tips & Techniques (T3) workshops; a Teaching and Learning Forum hosted in our learning management system, where faculty exchange ideas; and our two-day Faculty Institute held periodically, on-site in San Jose. (Details regarding these faculty initiatives can be found in Standard III.2, and agendas for our Faculty Institutes from 2010 through 2013 can be found in the D2L site available to COA reviewers.) Also, many of our faculty conduct research regarding online learning and share their knowledge regarding developments in online education via presentations and publications.

The flexibility of our program, due to the fully online delivery model and curricular options, is one of the main strengths our alumni cite on exit surveys. To capitalize on this strength, in Spring 2013, we piloted a new option for scheduling some classes in an intensive format, lasting seven to eight weeks, depending on the calendar. Most courses continue to be offered in a full semester format (15 weeks). During a semester, students can mix course formats, taking an intensive and a full 15-week class. We make it very
clear to all students interested in an intensive class that the change in format does not change the content or workload.

During our Spring 2013 pilot, 182 students chose to enroll in a course offered in an intensive format. In June 2013, we conducted a survey of these students to assess their experiences in the intensive classes, as well as a survey of the faculty who taught the classes. We will use this feedback to make adjustments to our intensive option in the future. Survey results are available to COA reviewers via our Qualtrics survey system.

In the student survey, three-quarters of respondents indicated that they wished more courses were offered in the intensive format, and 70% indicated that they would take another intensive if a course they wanted to complete was offered in this format. Survey questions that probed specific aspects of the intensive course format offered insight into how future intensive courses could be modified. For example, survey respondents indicated that group projects can be problematic in this format, with 63% of respondents stating that it was either more difficult (42%) or much more difficult (21%) to complete group projects in the intensive format compared to regular courses. Some respondents stated that one-credit courses work particularly well in the intensive format, and many respondents cited flexibility as a key advantage of intensive courses.

We have also gathered informal responses from students to the intensive classes, and the response has been overwhelmingly positive. Some of this feedback was captured in an article about the pilot program, which we published on our website.

Eleven faculty members taught intensive courses during the Spring 2013 pilot, and nine of those instructors participated in the faculty survey. Two-thirds of the faculty respondents indicated that they were likely or very likely to volunteer to teach an intensive class again. More than half of the respondents (five) indicated that students absorbed course material as effectively in an intensive format class as in a semester-long class. Faculty participants also provided insights related to offering courses in the intensive format, such as the need to communicate proactively with students who are considering enrolling in the class, ensuring that they are aware of the schedule and the time commitment involved. Like the individuals who responded to the student survey, several respondents to the faculty survey also felt that some courses are better suited to the intensive format than others.

**Standard II.7**

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

—ALA Standards, 2008
SLIS curriculum is rigorously and continuously reviewed to ensure that it is relevant and forward looking. Our ongoing curriculum review process informs our efforts to improve curriculum and plan for the future of our program. In addition, we collect and analyze data from students, faculty, alumni, and employers as part of our efforts to assess student satisfaction and learning outcomes.

**Ongoing Curriculum Review Informs Planning Process**

Our School’s Curriculum and Program Development Committee coordinates a systematic review of the whole curriculum on a three-year cycle. In the first year, we review core courses (LIBR 200, 202, and 204) as well as two other required courses, LIBR 203 and LIBR 285. In the second year, we review the course clusters and the culminating experience (LIBR 289: e-Portfolio). In the third year, we review the Career Pathways. As part of this review, the faculty members involved explore whether the current courses are appropriate, whether the prerequisites are fitting, and whether changes are needed in course descriptions. The faculty members involved also explore whether new courses may be needed, based on their own professional experience as well as feedback from our Program Advisory Committees (composed of practitioners) and International Advisory Council (composed of leaders in our profession).

Table II.3, below, provides an overview of our curriculum review cycle during this accreditation period. All of the reviews included in Table II.3 have been completed. Appendix II.8 provides a more comprehensive curriculum review calendar, which includes the previous accreditation period as well as our plans for the next accreditation period, starting in Fall 2013 and ending with an overall program review in Fall 2019.

**Table II.3. Curriculum Review Calendar for Current Accreditation Period**

<table>
<thead>
<tr>
<th>Curriculum Component</th>
<th>Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Current Accreditation Period: Review #1</strong></td>
<td></td>
</tr>
<tr>
<td>Specializations and Course Clusters</td>
<td>Fall 2007–Spring 2008</td>
</tr>
<tr>
<td>Culminating Experience</td>
<td>Fall 2008–Spring 2009</td>
</tr>
<tr>
<td>Core Courses, LIBR 203, and LIBR 285</td>
<td>Fall 2009–Spring 2010</td>
</tr>
<tr>
<td><strong>Current Accreditation Period: Review #2</strong></td>
<td></td>
</tr>
<tr>
<td>Career Pathways</td>
<td>Fall 2010–Spring 2011</td>
</tr>
<tr>
<td>Course Clusters</td>
<td>Fall 2011</td>
</tr>
<tr>
<td>Culminating Experience</td>
<td>Fall 2011–Spring 2012</td>
</tr>
<tr>
<td>Core Courses, LIBR 203, and LIBR 285</td>
<td>Fall 2012–Spring 2013</td>
</tr>
</tbody>
</table>
**Core Course Coordination and Review**

Each of the core courses is led by a full-time faculty member who serves as the coordinator for that course. The coordinators for the core courses are as follows:

- LIBR 200: [Dr. Debra Hansen](#)
- LIBR 202: [Dr. Judy Weedman](#)
- LIBR 204: [Robert Boyd, JD](#)

Core Course Coordinators maintain close contact with all the instructors teaching sections of the course. Each of the coordinators maintains a site in our learning management system where they post information and documents for instructors such as a syllabus template, assignment guidelines, grading rubrics, sample assignments, and shared lectures. Additionally, Core Course Coordinators maintain regular contact with the instructors teaching the core in order to:

- Alert them to any changes in SJSU and SLIS policy requirements
- Discuss changes in course content or requirements
- Solicit feedback on new courses or teaching matters
- Remind them of SLIS activities involving their students, such as the opportunity to contribute to the *Student Research Journal*

Core Course Coordinators also work with faculty on an ad hoc basis to make sure their classes meet the School’s expectations and to help them with teaching or student-related issues. Dr. Debra Hansen, the Core Course Coordinator for LIBR 200, cites the following examples of her involvement in the day-to-day operations of LIBR 200 classes:

- She worked with faculty to develop guidelines and grading rubrics for the LIBR 200 term paper, since it must have certain components to meet the University’s graduate writing requirement.
- When SLIS created new syllabi templates, she contacted LIBR 200 faculty with information regarding how the new templates would affect their syllabi construction. She let them know she was available to answer any questions, and she responded to instructor questions.
- She examined LIBR 200 syllabi posted by instructors to make sure they contained all required components and assignments. She worked with faculty if any changes were needed.
- When an instructor had concerns about two students, Hansen and the instructor discussed relevant SJSU and SLIS policies and options for addressing the instructor’s concerns.

Core Course Coordinators conduct assessments to ensure that the core courses are complementary and cover the field in a thorough manner. Related tasks may involve recommending changes in assignments or readings, facilitating discussions of effective assignments and teaching techniques, and keeping materials up-to-date and
representative of current practice in the field. Annual reports from the SLIS Core Course Coordinators can be found in the D2L site available to COA reviewers.

Course Cluster Coordination and Review

To manage curricular review and promote consistency among instructors who teach the same elective course, we use a course-cluster method of coordination and supervision. Each course cluster encompasses a group of related courses under the leadership of three to five full-time faculty members with expertise in these areas. Course Cluster Coordinators review the electives in their cluster as part of our curriculum review process, checking on currency, Student Learning Outcomes, and assignments. With this approach, at least one full-time faculty member is connected to every course offered by our School.

To view the course clusters and associated full-time faculty leads, as well as a list of all courses in each cluster, view this interactive web page. Our course clusters include:

- Cultural Heritage
- Information Systems and Digital Services
- Knowledge Organization
- Leadership and Management
- Social and Community Informatics
- Technical Innovation and New Literacies
- User Services
- Youth Services

Review by Program Advisory Committees

In addition to the curricular review that the faculty conducts through the course clusters and core course coordination, our Program Advisory Committees (PACs) provide important information that supports our curricular review process. Each of the PACs is made up of three to five experts, who may live anywhere, as all PAC meetings are held virtually via web conferencing. We currently have LIS experts serving on PACs while they live in Illinois, New York, Oregon, Tennessee, Georgia, Texas, Maryland, Wisconsin, Vermont, Ontario (Canada), and throughout California. Each PAC meets once per semester. Current PAC members are listed on our website, and lists of PAC members from past academic years are included in our annual reviews.

In an iterative cycle, the faculty leaders for each Program Advisory Committee report on the SLIS curriculum and activities to PAC members, gather their input, and report back on implementation of the new ideas previously offered by PAC members. After the meetings, the faculty leader for each PAC shares new ideas with the Curriculum and Program Development Committee cochairs and Dr. Sandra Hirsh, SLIS Director. Reports are also provided to the full faculty at faculty retreats. These reports, along with other information contained in faculty retreat packages, can be found in the D2L site available to COA reviewers.
Annual Job Trends Snapshot

SLIS faculty members also use data gathered each year regarding the evolving job market for LIS professionals as the basis for recommending changes to existing courses and planning new courses. Each year, during June and July, SLIS research assistants index more than 450 job listings from ALA, SLA, LITA, LibGigJobs, monster.com, indeed.com, Idealist.org, Library Crossing, and other sources. Job listings are categorized as traditional or emerging (i.e., new within the last few years). The most frequently cited skills and responsibilities for traditional and emerging job categories are also listed. This data analysis gives us a snapshot of the latest career trends, which we publish in our annual *Emerging Trends and Job Titles* report. Gathering and analyzing data regarding LIS employment trends, and gathering feedback from our Program Advisory Committees and International Advisory Council, help us achieve our School’s *Strategic Direction 1.6*, with its emphasis on broadening the curriculum to address changes in the LIS profession.

New Course Development

The SLIS Curriculum and Program Development Committee takes the lead role in developing, monitoring, and assessing SLIS curriculum. The School uses seminar classes (LIBR 220, LIBR 246, LIBR 267, LIBR 271A, LIBR 281, LIBR 282, LIBR 284, and LIBR 287) to cover current issues and trends and to respond to articulated student interests. These seminar classes are structured so we can easily add a variety of topics, helping our students be competitive in a constantly changing job environment. A list of seminar topics taught between 2008 and Spring 2013 is included in Appendix II.3. In recent semesters, some of the seminar classes we have offered include:

- GLBTIQ Resources and Services
- Psychology of the Information User
- Metadata
- Crisis/Disaster Health Informatics
- Oral History
- Mobile Devices: Services and Applications
- Controversial Literature (for Youth)
- Children and Information Technology
- Information Visualization

As mentioned in Standard II.1, new courses are reviewed and approved by the full-time SLIS faculty. New courses may be proposed by an individual faculty member interested in teaching a new course, or they may be brought forth as a result of a course cluster review or suggestions from a PAC. Faculty members proposing a new course submit a *course proposal* to the Curriculum and Program Development Committee cochairs, and the chairs solicit feedback on the proposal from committee members. The cochairs communicate the suggestions to the proposer, who revises the proposal until the cochairs deem that it is ready to be brought to the full faculty. Once new classes have
been approved, the Curriculum and Program Development Committee cochairs make recommendations regarding which Career Pathway the new class belongs to, with input from relevant faculty. Adding new courses under the umbrella of one of the general seminar courses enables us to respond quickly to an evolving job environment.

New courses that will be given an individual permanent course number (rather than being part of a seminar grouping) go through a formal University review process. The review requires that a formal application (signed by the department chair and library liaison) and fully developed course syllabus are submitted to the College-level and University-level curriculum committees. Once the College and University curriculum committees approve the new course, the official proposal form is signed by the College Dean and the Associate Vice President for Graduate Studies. At this point the course can be assigned a permanent course number.

**Involvement of Students, Alumni, and Employers in Evaluation Process**

Our Course Cluster Coordination model, our Program Advisory Committees, our International Advisory Council, and our formal curriculum review process constitute a significant component of the School’s approach to curriculum planning and assessment. However, SLIS also evaluates the program based on the perspectives of students, faculty, employers, alumni, and other constituents, as well as students’ achievements and subsequent accomplishments. The School uses various tools to assess student satisfaction and learning outcomes. We then use data from these assessment tools to inform our curriculum and program development decisions. These tools include:

- Student Opinion of Teaching Effectiveness (SOTE) surveys
- Alumni surveys
- Employment data
- Employer surveys

**SOTE Surveys**

At the end of each semester, students are asked to complete a Student Opinion of Teaching Effectiveness (SOTE) [online survey](#) for each course in which they are enrolled. These surveys focus on the effectiveness of instruction in individual courses. Results are available to COA reviewers in Appendix II.9, which shows SOTE data by instructor and semester, and Appendix II.10, which shows SOTE data averages by instructor and semester. (SOTE results are discussed more fully in Standard IV.6.)

SOTE results are sent directly to the SJSU [Office of Institutional Effectiveness & Analytics](#). Results are tabulated and returned to the School for analysis and action. The Director reviews these results and uses them as part of the Director’s annual review of part-time faculty, described in Standard III.8.

Our faculty review the anonymous SOTE surveys completed by students in their courses, and in response, they often modify their courses. For example, an instructor
for our LIBR 285 (Research Methods) course modified the course in response to SOTE results. Students mentioned that they would like to be able to listen to her video lectures on their mobile devices, including smartphones and iPads. In response, she converted her Adobe Presenter Flash presentations to Captivate videos, saving the videos in both Flash and MP4 formats with closed captioning.

An instructor for LIBR 281 (Metadata Seminar) modified course assignments in response to student feedback via SOTE surveys. She replaced one of her research paper assignments with a hands-on metadata project, where students explore a metadata scheme. Students not only appreciate this type of hands-on learning, but also find that the new assignment helps prepare them for a research paper regarding metadata due later in the semester.

An instructor for our LIBR 264 and LIBR 265 courses (Materials for Tweens and Teens) responded to survey feedback asking for greater variety in how students are asked to review youth materials. In response, the instructor now asks his students to present some of their reviews as screencasts, rather than papers. This approach provides students with greater variety as well as expanded opportunities to use technology to complete assignments.

In response to student feedback, an instructor for our LIBR 250 (Instructional Strategies) course implemented a peer-review assignment. Students in her course now critique their peers’ presentations regarding their final project. Following the peer review, students can use this feedback to modify their final project prior to submission.

Additional examples of how faculty modified courses in response to SOTE feedback include:

- Improved navigation of the course site
- Adjusted flow of assignments
- Increased frequency of feedback provided to students regarding their performance
- Modified assignments to include group work, presentations, and/or screencasts
- Increased use of collaborative authoring tools to share material with classmates
- Increased use of video lectures by faculty, to supplement audio lectures or written lectures
- Revised course readings
- Incorporated new technology tools into assignments, so students are introduced to emerging technology and required to explore the technology
- Added optional web conferencing drop-in sessions, where faculty and students interact and discuss course activities
- Offered assignment alternatives to accommodate diverse learning interests
- Updated assignment instructions, and provided those instructions via written documents, as well as screencasts and podcasts
Alumni Surveys

We collect data from alumni through our online alumni survey, which we send to alumni 13 months after they graduate, using the following calendar:

- Fall (December) graduates: survey is sent the following January
- Spring (May) graduates: survey is sent the following June
- Summer (August) graduates: survey is sent the following September

This survey gives our alumni the opportunity to reflect on their LIS education after they have been in the field. One of the key questions we ask on the survey is the following: “Please indicate your level of agreement with this statement: The skills and knowledge I learned in the MLIS program at SJSU SLIS prepared me for my job.” The majority of respondents (74-100%) consistently indicate that they “agree” or “strongly agree” that SLIS prepared them well for their careers. Full survey results are available to COA reviewers via our Qualtrics survey system.

Our alumni surveys also track employment trends to ensure that our curriculum remains relevant and to help us anticipate shifts in the job market. For example, survey results indicate that our alumni are increasingly getting jobs outside of traditional library environments. For our Spring 2012 graduates, 25% of respondents reported working for either a nonlibrary employer or “other” employer, compared with 16% of respondents who graduated in Spring 2009. (“Other” employment environments mentioned in survey responses include private consulting companies, art museums, market research, publishing, and military simulations.) This shift toward nontraditional environments may be due to our recent efforts to help students think broadly about Career Pathways for individuals who hold an MLIS: many of our career colloquia focus on nonlibrary environments, and we explore nontraditional career options in one of our seminar courses, LIBR 281: Information Environments: Where Can You Work with an MLIS? The recent survey results affirm that we are making progress toward achieving our objective for Strategic Direction 3.4, which emphasizes encouraging students to think of the MLIS degree as providing skills that they can apply in many settings.

WILIS2 Survey of Alumni

The Workforce Issues in Library and Information Science (WILIS2) survey compares the SJSU SLIS program to other LIS programs across the country. As part of an IMLS grant, the University of North Carolina–Chapel Hill conducted alumni surveys across LIS programs between 2007 and 2010, surveying graduates from each LIS program in the preceding five years.

In response to the question, “The program provided me with skills I can apply on the job,” 94% of SJSU SLIS alumni respondents indicated either “agree” or “strongly agree,” evidence that our curriculum prepared them well across a range of jobs. In addition, 69% of SJSU SLIS respondents indicated that their job search lasted three months or fewer, and 89% of SJSU SLIS respondents indicated that they were employed. The full WILIS2 report for our School can be found in Appendix II.11.
Employer Survey

In 2012, we conducted our first survey of employers who have hired our alumni, and we plan to repeat this survey every two years. We built an employer survey database by asking our alumni to submit their supervisors’ contact information via a web form, and promoted the survey through email lists. We also sent emails to potential employers of our alumni, such as our internship supervisors, and asked them to fill out the web form if they employed our alumni. Table II.4 provides an overview of survey responses. Note that respondents were asked to mark “not applicable” to any question that did not apply to the alumni they had hired.

Table II.4. Evaluation of SLIS Alumni Skills by Hiring Employers

<table>
<thead>
<tr>
<th>Alumni Skill or Ability</th>
<th>Assessment of Skill Level</th>
<th>Total Responses</th>
<th>Percentage of Total Responses Ranked as Excellent or Satisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Excellent</td>
<td>Satisfactory</td>
<td>Needs Improvement</td>
</tr>
<tr>
<td>Technological skills</td>
<td>68</td>
<td>46</td>
<td>8</td>
</tr>
<tr>
<td>Project management skills</td>
<td>48</td>
<td>52</td>
<td>15</td>
</tr>
<tr>
<td>Marketing &amp; advocacy skills</td>
<td>25</td>
<td>52</td>
<td>24</td>
</tr>
<tr>
<td>Oral &amp; written communication skills</td>
<td>66</td>
<td>48</td>
<td>9</td>
</tr>
<tr>
<td>Interpersonal &amp; collaborative skills (e.g., teamwork)</td>
<td>76</td>
<td>38</td>
<td>9</td>
</tr>
<tr>
<td>Ability to organize physical &amp; digital items and collections</td>
<td>66</td>
<td>38</td>
<td>6</td>
</tr>
<tr>
<td>Ability to create &amp; deliver instructional programs</td>
<td>54</td>
<td>38</td>
<td>10</td>
</tr>
<tr>
<td>Ability to facilitate the provision of information to various audiences</td>
<td>55</td>
<td>49</td>
<td>8</td>
</tr>
</tbody>
</table>
In response to the survey findings, we added the following new courses to our curriculum:

- **Advocacy**
- **Project Management**

Many respondents also added comments to their survey responses. Some of those comments include the following:

- “We hired two recent graduates from SJSU SLIS, and they definitely excel at using technology to serve our customers, at adapting to change, and ability to deliver exceptional customer service across the board.” The graduates’ job titles: Virtual Services Librarian, Librarian I/II, and Manager.

- “We currently have one SJSU SLIS graduate, and she is excellent across the board. She is a new graduate and is fully prepared to contribute to every project we’ve given her.” The graduate’s job title: Electronic Resources Specialist.

- “Our Corporate Library employs two librarians and one is a SLIS graduate. We also, over the last eight years, have hired four summer interns from your program. All SLIS students that worked with us graduated and are now employed. All of these students were well prepared and trained. Our company benefited from their employment and we plan on hiring more for future intern positions as they come up. In my estimation, your program has done an excellent job of preparing your students.” The graduate’s job title: Research Librarian.

- “I thoroughly enjoy my SJSU employee. She has a great foundation in library science and technology, and is a great asset to the library and our company.” The graduate’s job title: Digital Initiatives Librarian.

Additionally, we receive unsolicited compliments about our graduates. For example, one of our Spring 2013 graduates, Stephanie Gritz, was hired as the new Director of the Learning Resource Center at Ashworth College, an online learning program based in Norcross, Georgia. The college’s chief academic officer sent a letter to SLIS praising the program for preparing Stephanie to be a leader in their institution. This expression of confidence and enthusiasm suggests that SLIS graduates possess the skills and knowledge employers are seeking. Additional information about the careers our alumni pursue and the employers they work for is compiled in *Life After the MLIS*, an article published on our website. We also share narratives about our alumni as part of our series of **Community Profiles**, and we invite alumni to share information about their career success in the **Alumni Career Spotlights** section of our website.

**WASC Assessment Review**

As part of the accreditation process by the Western Association of Schools and Colleges (WASC), all programs at San Jose State University must demonstrate their assessment of Program Learning Outcomes. SLIS conducts this assessment systematically. As described in Standard II.1, we assess our students’ mastery of Core Competencies (Program Learning Outcomes) by having our students complete e-Portfolios at the culmination of their program. This process helps us assess our School’s effectiveness in imparting the profession’s core knowledge and skills.
Each year, we examine a rotating set of the MLIS Core Competencies in depth by collecting and analyzing assessment data and results from all e-Portfolio advisors (see Standard II.1 for details on our review of Competency J). Our reports on Program Learning Outcomes, which describe how we use our evaluation of LIBR 289: e-Portfolio student achievement data to make curriculum and program improvement decisions, can be found on our website.

**Other Evidence of the Impact of our Curriculum on Student Achievement**

Finally, anecdotal evidence of SLIS student success abounds, helping to demonstrate the breadth of our curriculum and how it helps our students pursue a range of career opportunities. Examples include the following narratives from our Community Profiles, published on our website:

- Students Working with Digital Assets
- Students Working with Usability and Design
- Students Working with Virtual Services
- Students Working with Web Programming
- Students Working with Youth Services
- International Students
- Student Assistantships
Standard III

Faculty
Standard III: Faculty

More than 100 full-time and part-time faculty teach at our School, enabling us to offer a broad curriculum. These individuals represent a diversity of backgrounds that enrich our teaching, service, and research environment. With our School’s exclusively online delivery model, we foster a culture of innovation, where faculty continuously expand their expertise as educators. Our fully online environment also enables us to recruit highly qualified faculty, regardless of where they live.

In this discussion of Standard III, we share how our process to recruit, mentor, and evaluate our faculty supports our School’s strategic directions. COA reviewers will learn more about:

- Our 28 full-time faculty, who teach 77% of our School’s classes while also engaging in academic planning and assessment, academic advising, mentoring of part-time faculty, research, and service
- Our tenure-track faculty, who have a sustained record of publication, are active in applying for external funding for their research, and engage in international and interdisciplinary research collaborations and consultancies
- Our part-time faculty, including industry leaders and experienced educators who infuse our curriculum with a wide range of current professional knowledge
- The diversity of our faculty, who bring experience working in and studying a range of information environments, and who represent diverse perspectives, cultures, and geographies
- Active involvement by our faculty in myriad scholarly and professional organizations
- Our clearly articulated retention, tenure, and promotion process for tenure-track faculty, and formal procedures for evaluating full-time lecturers and part-time faculty
- Extensive support for part-time faculty, including mentoring by tenured faculty and leadership by assigned course coordinators
- Financial support from our School that encourages faculty to adopt innovative teaching methods, participate in professional organizations, and conduct and report on research
- Ongoing training to help all our faculty improve their expertise as online instructors
Standard III.1

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

— Standards for Accreditation of Master’s Programs in Library & Information Studies (ALA, 2008)

SLIS has recruited and nurtured an accomplished, diverse faculty that contributes in multifaceted ways to the development of SLIS students, the University, and the profession. With more than 100 full-time and part-time faculty members, SLIS is able to offer a wide-ranging curriculum; provide leadership for the School, College, and University; and, through research and professional engagement, advance the discipline and profession. SLIS faculty members have also helped pioneer distance education, winning numerous accolades and awards in recognition of their commitment and success. As of Fall 2013, our student-to-faculty ratio is 14:1, according to data provided by the SJSU Department of Institutional Effectiveness and Data Analytics.

Full-Time Faculty

Since our School’s last accreditation review in 2007, the number and diversity of our full-time faculty have steadily increased. This is a significant achievement, as our School is part of a public university system. The state of California has faced economic difficulties in recent years, resulting in substantial budget cuts throughout the California State University (CSU) system and reductions in faculty allocations for most SJSU departments. However, because of our School’s robust student body, our faculty’s innovative approaches to delivering quality online education, and the high regard for our program by University leaders, our faculty numbers have increased while other departments have contracted.

At the time of our School’s last accreditation review, SLIS had 14 tenure-track faculty members (9 tenured, 5 tenure track) and 5 full-time lecturers, for a total of 19 full-time faculty members. Supporting this stable core was a group of part-time faculty members from a wide range of backgrounds and specializations, representing 15.5 full-time-equivalent (FTE) faculty. Since that review, we have been fortunate to hire at least one new tenure-track faculty member each year. Because of retirements in the intervening years, however, as of 2013-2014, we have 16 tenure-track faculty: 11 tenured, 5 on tenure track.
Because of the School’s solid financial position (discussed in Standard V), we have been able to steadily increase the number of full-time lecturers during the period under review, while also adding new tenure-track faculty. The total number of full-time faculty has increased 47% compared to the School’s faculty numbers at its last accreditation review (i.e., 19 full-time faculty members during 2007–2008, and 28 full-time faculty members during 2012–2013). These initiatives demonstrate our success in addressing the School’s Strategic Direction 4.1, with its emphasis on increasing the number of new tenure-track faculty.

Figure III.1 shows the growth in our full-time faculty (tenured and tenure-track faculty as well as non–tenure-track lecturers who teach full time) during this review period. Table III.1 provides details regarding our full-time faculty, including the number of full-time faculty who are tenured, tenure track, and non–tenure track.

![Figure III.1. Total Number of Full-Time Faculty (Tenured Faculty, Tenure-Track Faculty, and Full-Time Lecturers)](image)

<table>
<thead>
<tr>
<th>Year</th>
<th>Full Professor</th>
<th>Associate Professor</th>
<th>Assistant Professor</th>
<th>Lecturer</th>
<th>Total Full-Time Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008–2009</td>
<td>7</td>
<td>2</td>
<td>4</td>
<td>7</td>
<td>20</td>
</tr>
<tr>
<td>2009–2010</td>
<td>7</td>
<td>2</td>
<td>4</td>
<td>7</td>
<td>20</td>
</tr>
<tr>
<td>2010–2011</td>
<td>6.5</td>
<td>2</td>
<td>4</td>
<td>12</td>
<td>24.5</td>
</tr>
<tr>
<td>2011–2012</td>
<td>6</td>
<td>2</td>
<td>5</td>
<td>11</td>
<td>24</td>
</tr>
<tr>
<td>2012–2013</td>
<td>7</td>
<td>5</td>
<td>3</td>
<td>13</td>
<td>28</td>
</tr>
<tr>
<td>2013–2014</td>
<td>7</td>
<td>5</td>
<td>4</td>
<td>12</td>
<td>28</td>
</tr>
</tbody>
</table>
Tenure-Track Faculty

Our School’s tenured and tenure-track faculty members have earned doctorates (as required by SJSU) and professional experience in a variety of information environments. Appendix III.1 provides a list of our tenured and tenure-track faculty members, including their educational backgrounds and teaching areas. This list demonstrates that the faculty’s diverse academic and professional backgrounds encompass the course groups (Career Pathways) that shape the School’s curriculum. Tenured and tenure-track faculty teach 33 different courses, accounting for 62% of the School’s curriculum. When the teaching load of our entire full-time faculty is considered (including full-time lecturers described below), our School’s 28 full-time faculty cover 41 out of 53 classes, or 77%. Appendix III.1 also shows that each of the School’s Career Pathways has one or more tenured or tenure-track faculty members teaching in that area.

Because of serious budget constraints during the recent recession, SJSU has been extremely selective in approving new tenure-track faculty hires. SLIS has participated in a rigorous competition for these coveted tenure-track positions and has been remarkably successful in advocating for expansion of our faculty. In fact, during the 2010–2011 academic year, SLIS was granted one of only seven positions across the University. Our 2011–2012 faculty hire was one of only 20 new faculty hired at SJSU that year. SLIS has been one of the few units on campus that has been allowed to hire new tenure-track faculty each year since 2010, despite the severe budget crisis faced by the state of California and the California State University system. Since 2008, the School has hired seven new tenured or tenure-track faculty, as shown in Table III.2 below.

Table III.2. New Tenured or Tenure-Track Faculty

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Teaching Area</th>
<th>Tenure-Track Faculty Member</th>
</tr>
</thead>
</table>
| 2008–2009     | Virtual reference Archives and electronic records | Dr. Lili Luo  
                             |                                               | Dr. Patricia Franks |
| 2009–2010     | Administration (SLIS Director)  | Dr. Sandra Hirsh                          |
| 2010–2011     | Emerging technologies          | Dr. Michael Stephens                      |
| 2011–2012     | Informatics                    | Dr. Christine Hagar                       |
| 2012–2013     | Information security Big data  | Dr. Tonia San Nicolas-Rocca              |
                             |                                               | Dr. Michelle Chen |

We have developed a formal recruitment plan that outlines our School’s current situation, departmental goals, and changing curricular needs, all of which shape our recruitment activities. Following this plan, we have strategically expanded our curricular coverage, particularly in the area of digital collections and services. The recruitment plan, which can be found in Appendix III.2, supports our School’s Strategic Direction 2.1, with its emphasis on an interdisciplinary focus for faculty hiring.
Our School’s newest hires were part of several innovative partnerships with other SJSU programs. An expert in community and crisis informatics, Dr. Christine Hagar was hired in Fall 2012 to develop interdisciplinary courses with SJSU’s Department of Health Science and Recreation. Our most recently funded tenure-track positions (in 2012–2013) were part of a multidisciplinary initiative involving the Departments of Computer Science, Computer Engineering, Management Information Systems, Psychology, and Library and Information Science. In what the University termed a “cluster hire,” these departments recruited nine new faculty members who are experts in cybersecurity and data science, who will work together to develop new SJSU programs and projects. While originally approved to hire one new faculty member, SLIS had such strong candidates in this area that the School was ultimately allowed to hire two new faculty for these clusters: Dr. Tonia San Nicolas-Rocca, an expert in cybersecurity, and Dr. Michelle Chen, whose research and teaching areas are in big data and data visualization.

Based on our annual study of LIS emerging trends and job titles and input from our School’s Program Advisory Committees, we have determined that future recruitment efforts will continue to expand faculty expertise in information science areas of the curriculum. Of particular interest will be the addition of faculty members who are experts in knowledge organization and digital asset management and curation.

To encourage the best-qualified and most appropriate applicants, we consider various criteria in our recruitment efforts. These criteria include an earned doctorate, subject expertise, a strong record of scholarly and professional achievement, and an excitement for and enjoyment of teaching and working online. A recent job announcement illustrates how we emphasize these criteria when recruiting. The University also imposes requirements for all new hires. In particular, SJSU is an Equal Opportunity/Affirmative Action Employer committed to nondiscrimination consistent with federal and state laws. Diversity will be addressed in more detail in Standard III.3.

**Full-Time Lecturers**

During the 2012–2013 academic year, SLIS benefited from the expertise of 13 full-time lecturers, seven with doctoral degrees, two with JDs, one with an EdD, and three with MLIS degrees. Appendix III.3 provides a list of our full-time lecturers, including their educational backgrounds, teaching areas, and other curricular responsibilities. As Appendix III.3 illustrates, our full-time lecturers bring diverse experience and expertise to the program. They cover a wide array of fields, ranging from database retrieval, information architecture, and archival studies to reference and information services, children’s services, and multicultural populations. SLIS full-time lecturers teach 29 different courses.

In addition to teaching a variety of courses, our full-time lecturers assume other duties, such as participating in quarterly faculty retreats and serving on shared governance committees. For example, Dr. Sue Alman and Dr. Cheryl Stenstrom cochair our School’s Leadership and Management Program Advisory Committee; Robert Boyd, JD, is the course coordinator for LIBR 204, one of our core courses; and Dr. Mary Ann Harlan
supervises our Teacher Librarian program. Of particular importance is the curricular work of Debbie Faires, who serves as our School’s Assistant Director for Distance Learning. Her contribution to the program will be discussed in more detail in Standard III.2.

Finally, our tenure-track faculty and full-time lecturers are involved in the San Jose Gateway PhD program. For example, Dr. Cheryl Stenstrom is the Assistant Coordinator for the doctoral program; Dr. Mary Ann Harlan organizes monthly doctoral meetings held via web conferencing, preparing the monthly agenda and moderating the meetings; and Dr. Virginia Tucker is currently serving on one of the dissertation committees. Drs. Stenstrom, Harlan, and Tucker also participate in the semiannual doctoral residencies and serve as mentors to current doctoral students. Their involvement is extremely useful, as they were among the San Jose Gateway PhD program’s first graduates.

**Part-Time Faculty**

As an exclusively online program, SLIS is not limited to hiring instructors who live within commuting distance of campus. Thus, we have attracted a rich pool of part-time faculty who infuse the curriculum with a wide range of current professional knowledge.

Approximately 50 part-time faculty members teach in our MLIS program each semester. Some of our part-time faculty teach at least one course per semester, while others teach less often. A list of our current faculty, including part-time faculty, can be found on our website, along with a list of former part-time faculty who taught for our School during the period under review.

As shown in Appendix III.4, our School’s part-time faculty come from a wide variety of information environments and many have extensive teaching experience. Many are active in regional and national professional and scholarly organizations, while others are pioneers in designing innovative programs and services. In addition:

- Sixteen are academic or public library directors.
- More than 40 have taught for other universities.
- Forty-eight hold a PhD or EdD. (Appendix III.5 lists all part-time faculty members who hold a PhD or EdD.)
- At least nine are or have been tenure-track faculty members in other LIS programs (Dr. Adele Fasick, Dr. Carrie Gardner, Dr. Renee Jefferson, Dr. Christie Koontz, Dr. Linda Lillard, Dr. Gillian Oliver, Dr. Ann Riedling, Dr. Ali Shiri, and the late Dr. Brooke Sheldon).

Part-time faculty expertise covers a variety of traditional environments: academic libraries, public libraries, school libraries, special libraries, archival repositories, and government agencies, as shown in Figure III.2, below. An increasing number of our part-time faculty bring experience in emerging areas such as data visualization, digital curation, metadata, and social technologies.
Our largest group of part-time instructors brings connections to academic libraries, and the courses they teach highlight the broad spectrum of specializations encompassed in this rapidly evolving environment. Some representative faculty members include:

- **Dr. Susan Aber**, U.S. Federal Depository Map Library Manager, Emporia State University (LIBR 220: Topic: Maps and GIS)
- **Dr. Mary Bolin**, Professor and Chair of Technical Services, University Libraries, University of Nebraska-Lincoln (LIBR 281: Topic: Metadata)
- **Aaron Collier**, Digital Repository Services Manager for Systemwide Digital Library Services of California State University (LIBR 287: Topic: Mobile Devices: Services and Applications)
- **Dr. Todd Gilman**, Librarian for Literature in English, Yale University (LIBR 210: Reference and Information Services)
- **Dr. Henry Lowood**, Curator for History of Science and Technology Collections, Stanford University Libraries (LIBR 284: Topic: Characteristics and Curation of New Digital Media)
- **Elizabeth McAuley**, Librarian for Digital Collection Development, University of California, Los Angeles (LIBR 246: Topic: XML)
- **Katharin Peter**, Social Sciences Data Librarian, Von KleinSmid Center Library for International and Public Affairs, University of Southern California (LIBR 220: Topic: Social Science Data Services and Sources)
- **Brent Roberts**, Director, Montana State University-Billings Library (LIBR 286: Interpersonal Communication Skills for Librarians)
- **Dr. Mary M. Somerville**, University Librarian, Auraria Library, University of Colorado, Denver (LIBR 204: Information Organizations and Management)

- **Dr. Debra Wallace**, Executive Director, Knowledge and Library Services, Harvard University Business School (LIBR 250: Design and Implementation of Instructional Strategies for Information Professionals)

Part-time faculty in other specialties bring similar credentials and experience, including the following individuals who have taught for SLIS during the period under review:

- Public library leaders, including **Dr. Ron Critchfield**, chief administrator of Kentucky’s Jessamine County Public Library, and four California library directors: Wayne Disher (Hemet Public Library), Brian Reynolds (San Luis Obispo County Public Library System), Lisa Rosenblum (Sunnyvale Public Library), and Patty Wong (Yolo County Public Library)

- Faculty with special libraries expertise in a wide variety of for-profit and nonprofit organizations, including Qualcomm (Scott Brown), Boeing (Sue Brewsaugh), PricewaterhouseCoopers (Sean Gaffney), and Oracle (Christy Confetti Higgins)

- Faculty teaching in the archival studies and records management Career Pathway, who are drawn from some of the major historical repositories in California, notably the University of California, Berkeley, Bancroft Library (David de Lorenzo); the University of Southern California’s Special Collections and Libraries (Dr. Michael Hooks); UC Berkeley’s Pacific Film Archive Library and Film Study Center (Nancy Goldman); the American Film Institute (Mahnaz Ghasnavi); and the University of California, Riverside, California Museum of Photography (Leigh Gleason)

- Faculty teaching in the archival studies and records management Career Pathway who work outside of California, including Sara Jones, Librarian and Administrator of the Nevada State Library and Archives; Dr. Gillian Oliver, Senior Lecturer in Archives and Records Management, School of Information, Victoria University, Wellington, New Zealand; Lynne Thomas, Curator of Rare Books and Special Collections, Northern Illinois University; and Erin Lawrimore, Associate Head and Curator for the Special Collections Research Center, North Carolina State University

Our curriculum has also benefited from an infusion of expertise from information industry consultants. One of the best known is Mary Minow, JD, a respected authority on library law, who teaches a course on digital copyright once a year. Other industry consultants include Dr. Joanna Fountain (Bibliotechnics), Aaron Schmidt (Influx Library User Experience Consulting), Diane Kovacs (Kovacs Consulting Internet & Web Training), Jean Bedord (EContent Strategies), and Dawne Tortorella (BellCow Technology Consulting).

Among the most exciting additions to our School's part-time faculty pool are experts in digital libraries and digital curation. This international group of educators has
developed innovative courses in digital asset management (John Horodyski),
digitization (Amy Rudersdorf), and digital preservation (Alyce Scott). Dr. Andrew
Wilson, Principal Research Analyst in the Digital Archives Unit at the Queensland State
Archives, also contributed a course in digital preservation.

SLIS has made a strong effort to hire part-time instructors to help full-time faculty
develop curriculum within our emerging technologies Career Pathway, as well as
our web programming and information architecture Career Pathway. For example,
Dr. Debra Weissmann (Weissman Research & Consulting) developed a unique course
on children and information technology (LIBR 267). Lori Bell, whose work with
emerging technologies was praised in Marilyn Johnson’s 2010 *This Book Is Overdue!: How Librarians and Cybrarians Can Save Us All*, taught LIBR 287: Using Mobile Phones
and Handheld Devices in Information Environments, while Steve Perry (Palomar
College) delivers advanced web design courses on PHP/MSQL and JavaScript.

During the period under review, SLIS benefited from the expertise of distinguished
industry leaders who served as part-time faculty but who no longer teach for our
School. They include Elizabeth Martinez, former ALA Executive Director and former
Director of the Salinas Public Library in California, now retired, who taught LIBR 275:
Library Services for Racially and Ethnically Diverse Communities in 2010. Dr. Susan
Schreibman taught for us while she also served as the Director of the Digital Humanities
Observatory, a project of the Royal Irish Academy in Dublin, Ireland. In 2011,
Dr. Schreibman, currently with Trinity College Dublin, taught LIBR 220, with Digital
Humanities as her course topic.

Individuals interested in teaching part-time for our School complete an online form,
providing information on their experience and the course(s) they would like to teach.
This information is used to populate a Google spreadsheet, which makes it easy for us to
track the information and identify individuals interested in teaching specific courses.

Once they are hired, part-time faculty receive a range of training and support, described
throughout Standard III. This includes:

- Preparation to teach online for our School via our Teaching Online course for
  new faculty
- Ongoing training and support through our Teaching and Learning Forum, which
  faculty access via our learning management system
- Participation in our online Teaching Tips and Techniques (T3) workshops for
  faculty, as well as the opportunity to attend our onsite Faculty Institute
- Ongoing support from our Assistant Director for Distance Learning
- Support from our technology team
- Support from student assistants, who help facilitate live web conferencing
  sessions, or provide support as faculty members develop and update course
  sites in the learning management system
- Support from our School’s SJSU Library liaison
Support from our Student Services Coordinator, who helps answer student questions that are not related to course content

Support from our Online Student Advisor, who provides advising resources and responds to students' general advising questions

Administrative support from our School's Associate Director, including ongoing communication with faculty via email and through information posted on a faculty site in our learning management system

Support from SLIS staff regarding hiring, payroll, and other related human resources functions

Feedback from a tenured faculty member, who is responsible for our School’s peer-review process

Standard III.2

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

—ALA Standards, 2008

SLIS strives to develop and promote teaching, research, and service on many levels. The School counsels tenure-track faculty members as they progress through the retention, tenure, and promotion (RTP) process. We also provide ongoing support for full-time lecturers and part-time faculty. In this way, the School cultivates a supportive, collegial environment for all teaching faculty, regardless of rank or position.

SLIS faculty support falls into five general areas: mentoring, training, financial support, technical and administrative assistance, and promotion and recognition, all of which foster innovation, collaboration, and engagement. Although our faculty may live anywhere while teaching in our fully online program, they have numerous opportunities to interact with one other. As described throughout Standard III, examples of how our faculty collaborate with colleagues include:

- Serving on committees, which meet in person and online
- Engaging in collaborative research and grant seeking
- Copresenting at onsite and virtual conferences, as well as panel presentations for our School’s T3 teaching workshops, Faculty Institute, and colloquia
- Copublishing in professional and scholarly publications
- Collaboratively developing new curricula and updating existing curricula
- Conducting peer reviews of colleagues' courses and providing feedback and mentoring to colleagues
- Engaging in ongoing discussions in our online Teaching and Learning Forum
Mentoring

Faculty mentoring occurs in formal and informal ways. Every tenure-track faculty member who is untenured is assigned a faculty mentor, who provides advice and support as the individual progresses through the RTP process. A list of these mentoring assignments can be found in Appendix III.6.

Our School’s non–tenure-track faculty members receive guidance and support from tenured faculty through our course coordination system. All MLIS students begin the program with three required core courses (LIBR 200, 202, and 204). Each of the core courses is led by a full-time faculty member who serves as the coordinator for that course. The coordinators for the core courses are as follows:

- LIBR 200: Dr. Debra Hansen
- LIBR 202: Dr. Judy Weedman
- LIBR 204: Robert Boyd, JD

Core Course Coordinators maintain close contact with all of the instructors teaching sections of the course. Each of the coordinators maintains a site in our learning management system where they post information and documents for instructors such as a syllabus template, assignment guidelines, grading rubrics, sample assignments, and shared lectures. Additionally, Core Course Coordinators maintain regular contact with the instructors teaching the core in order to:

- Alert them to any changes in SJSU and SLIS policy requirements
- Discuss changes in course content or requirements
- Solicit feedback on new courses or teaching matters
- Remind them of SLIS activities involving their students, such as the opportunity to contribute to the SLIS Student Research Journal

Core Course Coordinators also work with faculty on an ad hoc basis to make sure their courses meet the School’s expectations and help them with teaching or student-related issues. For example, Dr. Debra Hansen, the Core Course Coordinator for LIBR 200, cites the following examples of her involvement in the day-to-day operations of LIBR 200 classes:

- She worked with faculty to develop guidelines and grading rubrics for the LIBR 200 term paper, since it must have certain components to meet SJSU’s graduate writing requirement.
- When SLIS created new syllabi templates, Dr. Hansen contacted LIBR 200 faculty with information regarding how the new templates would affect their syllabi construction. She let them know she was available to answer any questions, and she responded to instructor questions.
- Dr. Hansen examined LIBR 200 syllabi posted by instructors to make sure they contained all required components and assignments. She worked with faculty if any changes were needed.
When an instructor had concerns about two students, Dr. Hansen and the instructor discussed relevant SJSU and SLIS policies and options for addressing the instructor’s concerns.

To manage curricular review and promote consistency among instructors who teach the same elective course, we use a course-cluster method of coordination and supervision. Each course cluster encompasses a group of related courses under the leadership of three to five full-time faculty members who have expertise in the cluster area. Course Cluster Coordinators review the electives in their cluster as part of our curriculum review process, checking on currency, Student Learning Outcomes, and assignments. With this approach, at least one full-time faculty member is connected to every class offered by SLIS. Full-time faculty who are part of a course cluster also work with part-time faculty on an individual basis, assisting them with their course design and answering questions.

To view the course clusters and associated full-time faculty leads, as well as a list of all courses in each cluster, view this interactive web page. Our course clusters include:

- Cultural Heritage
- Information Systems and Digital Services
- Knowledge Organization
- Leadership and Management
- Social and Community Informatics
- Technical Innovation and New Literacies
- User Services
- Youth Services

Also available for faculty mentoring on an as-needed basis are our RTP Committee Chair, currently Dr. Debra Hansen; our School’s Director, Dr. Sandra Hirsh; and our School’s Associate Director, Dr. Linda Main. Dr. Main works closely with part-time faculty. The mentoring initiatives described in this section support our School’s Strategic Direction 4.2, with its emphasis on providing mentors for all faculty.

**Training**

SLIS has high expectations for our faculty members, and we support them with several types of training to help them be effective online instructors. These training initiatives support our School’s Strategic Direction 4.2, with its emphasis on helping our faculty be more engaged with our programs and more comfortable using technology.

**Teaching Online Course**

All new faculty members (both full-time and part-time) are required to complete our School’s Teaching Online course before they teach for SLIS. Debbie Faires, Assistant Director for Distance Learning, conducts this online course each semester, using our
Desire2Learn learning management system. COA reviewers will have access to a Teaching Online course site.

The Teaching Online course consists of eight units, which cover the technology instructors will use as well as the pedagogy of teaching online. New faculty members also participate in at least one web conference session associated with the class to discuss possible uses of this synchronous communication platform. The course is updated each semester based on feedback from participating new faculty members as well as from administrators who note new areas of need. We also update the Teaching Online course content as SLIS introduces new technology in our teaching and learning environment.

The Teaching Online course has been an important part of SLIS faculty development for more than seven years. Not only do new faculty members benefit from learning about the online environment they will be using, they also have the individual support they need as they prepare to teach.

**T3 Teaching Workshops**

SLIS introduced a series of Teaching Tips & Techniques (T3) workshops in Fall 2012 as a tool for learning from colleagues about the latest technologies and ways to teach more efficiently and engage students in learning. The online sessions are led by SLIS colleagues and librarians who have found interesting ways to use existing services and technologies. Debbie Faires, our School's Assistant Director for Distance Learning, and Dr. Sue Alman, SLIS Lecturer, coordinate the T3 workshops.

Three one-hour T3 workshops were offered to all faculty during Fall 2012, and an evaluation survey was conducted after each presentation. Our online T3 survey is used to capture feedback from each participant who attends a live workshop or views a recording of the session. The completed form is also used to gather data regarding the number of participants. Past survey respondents provided suggestions for future T3 workshop topics, which were incorporated into the Spring 2013 workshop series. Attendance has been strong, and the evaluations have been helpful in guiding workshop content.

The T3 workshops provide ongoing and relevant information to support faculty development. Thus, since Spring 2013, all SLIS faculty are required to attend at least one live T3 session or view at least one recording each semester. All participants must also complete a survey at the end of the session. This requirement was approved by our School's Director and added to the minimum instructional expectations for all SLIS faculty.

Table III.3 provides an overview of T3 workshops held in Fall 2012 and Spring 2013. Participants include those who attended live sessions as well as those who viewed recordings (as of May 2013). COA reviewers will have access to workshop recordings.
Table III.3. Teaching Tips & Techniques (T3) Workshops, Fall 2012 and Spring 2013

<table>
<thead>
<tr>
<th>Date</th>
<th>Topics</th>
<th>Synchronous Attendance</th>
<th>Recording Views</th>
</tr>
</thead>
<tbody>
<tr>
<td>10/17/12</td>
<td>Collaborate: Content Creation and Mobile Access</td>
<td>31</td>
<td>11</td>
</tr>
<tr>
<td>10/31/12</td>
<td>Social Software: Blogs, Wikis and More</td>
<td>22</td>
<td>12</td>
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<tr>
<td>11/14/12</td>
<td>Fair Use Considerations in Course Readings</td>
<td>12</td>
<td>9</td>
</tr>
<tr>
<td>03/04/13</td>
<td>Assignment Buffet: Ideas for Student Engagement and Interaction</td>
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<td>03/18/13</td>
<td>Using Panopto</td>
<td>17</td>
<td>17</td>
</tr>
<tr>
<td>04/22/13</td>
<td>Collaborate: Mobile Access, Alternative Formats and Breakout Rooms</td>
<td>34</td>
<td>13</td>
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</tbody>
</table>

**Teaching and Learning Forum**

In Spring 2013, SLIS created the SLIS Teaching and Learning Forum, which is shared with all faculty via a D2L course site. Debbie Faires, our School’s Assistant Director for Distance Learning, and Dr. Sue Alman, SLIS Lecturer, coordinate the Teaching and Learning Forum. COA reviewers will be provided with access to the faculty D2L site that includes the Teaching and Learning Forum.

The Teaching and Learning Forum provides a centralized space for faculty to:

- Exchange ideas
- Mentor peers in an area of their expertise
- Post questions and establish a dialog in one location
- Access resources

SLIS faculty can subscribe to the Teaching and Learning Forum as a digest to minimize the number of email updates they receive and explore topics at their convenience. Topics include:

- Professional updates, including articles and webinars
- Sloan-C information about online education
- Quality Matters (QM) professional development resources related to online teaching
- Technology insights

To continually promote the Teaching and Learning Forum and encourage faculty to access the content, a biweekly digest of new content is pushed out to faculty. Also, at the end of each term, relevant information is extracted and placed in a permanent location on the course site.
Faculty Institute

Since 2007, SLIS has periodically hosted a two-day Faculty Institute in May. All SLIS full-time and part-time faculty are invited, with attendance typically ranging between 80 and 100 participants. Travel and accommodations for all participants are paid for by SLIS. Debbie Faires, our School's Assistant Director for Distance Learning, and Dr. Sue Alman, SLIS Lecturer, coordinate the Faculty Institute.

The SLIS Faculty Institute evolved from an earlier Distance Education Workshop that was held in previous years starting in 2002. The Distance Education Workshop promoted faculty learning and use of instructional tools for enhancing distance education, and also facilitated discussions regarding pedagogy and best practices. Based on highly positive feedback from attendees, the Distance Education Workshop was expanded into the Faculty Institute as part of SLIS's strategic planning for 2007. The first Faculty Institute was held in May 2007, and the program has been regularly offered since then on an annual or biennial basis.

As part of the School's commitment to faculty development and success, the Faculty Institute includes presenters who discuss and demonstrate use of instructional tools. They also discuss strategies and best practices for improving student learning and engagement in the online environment. The majority of presentations are made by SLIS faculty, who describe tools, strategies, and best practices they have used successfully in their own online teaching.

Technology tools are demonstrated at the Institute, with the intent of promoting faculty interest and adoption. The Faculty Institute is also used to introduce recently deployed technologies and new systems to SLIS faculty. For example, technology demonstrations have been used to:

- Introduce faculty to the Desire2Learn learning management system prior to the transition from ANGEL to Desire2Learn
- Introduce faculty to the Blackboard Collaborate web conferencing system and the Blackboard IM instant messaging system
- Demonstrate use of the Panopto video capture system

Examples of past presentations and facilitated discussion topics include:

- Effective use of web conferencing to enhance online teaching
- Techniques for eliciting online discussion, engaging students in rich interaction, and assessing participation
- How to teach with social media and use Web 2.0 tools to boost collaborative learning
- Developing instructor and student presence in online classes to reduce student isolation and build a learning community
- Leveraging technology and tools to give quality feedback to students on assignments (e.g., using Jing screencasts to provide rich feedback)
Leveraging guest speakers to expand student learning and interaction with practitioners
- Effective use of blogging to enhance student learning and participation
- Organizing a user-friendly course in the learning management system
- Using YouTube EDU to distribute recordings of class lectures
- Using rubrics and clear assignment guidelines to encourage student creativity and promote student success

Agendas for our Faculty Institutes from 2010 through 2013, with links to supporting information, can be found in the D2L site available to COA reviewers.

**Quality Matters (QM) Program**

San Jose State University recently joined **Quality Matters** (QM), a faculty-driven peer-review program that is designed to certify the quality of online courses. The **QM rubric** of standards is widely recognized as a guide to quality online course design. Membership in QM also includes access to training and professional development materials regarding online teaching.

SLIS is using QM as a “train the trainer” opportunity. Two of our full-time faculty, Dr. Sue Alman and Debbie Faires, participated in QM training in November and December 2012, and shared their knowledge with faculty at our School’s May 2013 Faculty Institute. Seven other SLIS faculty members participated in QM training during the summer of 2013 and are sharing their knowledge with their SLIS faculty colleagues via online workshops, including one held during the Fall 2013 semester.

**Technical and Administrative Assistance**

While SLIS provides ample opportunity for faculty to develop their online teaching skills, as described above, new SLIS instructors may also need support in locating and effectively using our School’s resources. To assist with faculty socialization, our **Faculty Development and Faculty Research Committee** (FDFRC) created several online guides to SLIS resources. New instructors are first directed to the **New Faculty Checklist**, which addresses the administrative steps involved with getting hired and becoming an official part of our program. The checklist includes links to teaching tutorials, instructions for developing syllabi and ordering texts, and other course-related steps to take prior to the semester’s start. Also listed are various individuals that a new faculty member may need to contact, such as Vicki Robison, our **Student Services Coordinator**, Suzanne Harris, our **Administrative Coordinator**, and Stanley Laufer, our **Network Administrator**.

The FDFRC also maintains a **Faculty Handbook** that contains more extensive administrative information. This handbook contains links to information and resources concerning personnel, travel, course management, and student advising. The handbook also describes the SJSU Library’s resources and services and provides additional information regarding SLIS-supported instructional tools.
A final resource for SLIS faculty members is a site within the School’s learning management system (D2L) created specifically for faculty and maintained by Dr. Linda Main, Associate Director. Dr. Main creates a new faculty D2L site each semester and uses it to distribute time-sensitive information for that term. There, faculty can find information about semester dates and deadlines, passwords, contact lists, and instructional information and guidelines. The D2L site also provides a convenient way for Dr. Main to communicate with all faculty who are teaching that semester. COA reviewers will have access to this faculty D2L site.

These resources, including the Faculty Handbook and New Faculty Checklist, support our School’s Strategic Direction 4.2, including its focus on helping faculty be more familiar with our programs and policies.

While the New Faculty Checklist, Faculty Handbook, and faculty D2L site make available important administrative, personnel, and curricular information, our faculty also have access to more personalized assistance with their teaching, research, and student advising. Examples of personalized assistance include the following:

- Our School’s highly competent technology staff help faculty members with problems they may encounter using instructional technologies and software.
- All faculty are assigned a student assistant each semester to help with their D2L course sites, and faculty can request a second student assistant to work with them on their class-related web conferencing sessions.
- The School’s Student Services Coordinator, Vicki Robison, consults with faculty members when a student asks an administrative question that is beyond the instructor’s expertise.

In addition, full-time faculty members receive a range of support to aid them with their academic advising responsibilities. All students are enrolled in an advising site in our learning management system, which provides responses to common advising questions. Faculty use this site as a resource when interacting with their advisees. Faculty members can also refer students to other advising resources, including:

- The advising FAQ page on our website, where we provide information on topics such as how to register for courses, or how to add or drop a course
- Our advising blog, where the SLIS Associate Director responds to students’ questions and provides additional information regarding the School’s advising resources
- Our curriculum blog, where the SLIS Associate Director answers registration and curriculum questions
- Career Pathways web pages, which serve as a resource to students as they choose courses, as well as a resource for advisors and students as they discuss those choices

Faculty advisors serve as the primary resource for students’ academic questions. Vicki Robison, our Student Services Coordinator, supports faculty advisors by serving
as the main point of contact to respond to students’ administrative questions, such as how to apply for graduation. In addition, Sheila Gurtu, our Online Student Advisor, provides support to faculty advisors by administering the advising site in our learning management system, hosting general advising webinars that explain the School’s advising process and resources, and hosting a virtual help desk to respond to general advising questions.

Financial Support

SLIS provides financial support to encourage faculty to adopt innovative teaching methods, participate in professional organizations and communities, and conduct and report on research. In addition to the various teaching workshops and tutorials described above, SLIS faculty have access to instructional tools and software such as Camtasia, Panopto, and Adobe Presenter. SLIS also provides full-time faculty with laptop or desktop computers and iPads to ensure that they have the requisite technology to teach their courses effectively. Further information about these technologies can be found in Standard VI.

SLIS also uses financial support to encourage faculty participation in professional organizations. SLIS pays for Association for Information Science & Technology (ASIS&T) and Association for Library and Information Science Education (ALISE) memberships for all full-time faculty and will provide travel funds for faculty to attend those organizations’ annual meetings. SLIS reimburses full-time faculty members for travel to other professional conferences and meetings as long as the faculty member is participating as a speaker or committee member, or in another approved activity. (Guidelines for full-time faculty travel reimbursement are included in our Faculty Handbook, along with the travel support request form.) SLIS will also reimburse full-time and part-time faculty for conference travel expenses when they are meeting with students or alumni and/or representing the School in another official capacity. (Guidelines for part-time faculty travel reimbursement are included in our Faculty Handbook, along with the travel support request form.) The School also covers travel to the SLIS Faculty Institute.

A number of the School’s tenure-track faculty members participate in the San Jose Gateway PhD program, and the School provides those faculty with financial reward. SLIS pays for faculty travel to attend the doctoral program’s two annual on-site residencies; one is held in San Jose and the other is held at a major national conference, such as ALISE or ASIS&T. (Other meetings are held via web conferencing.) In addition, as a doctoral student achieves three designated milestones in his or her academic program, the SLIS faculty member who is the student’s doctoral supervisor is awarded a stipend.

Finally, SLIS and SJSU provide substantial support for faculty research, particularly for tenure-track faculty who are expected to publish as part of their appointment. The University also sponsors a number of research-based grants, most notably the SJSU Research, Scholarship, and Creative Activity grant program and the College of Applied
Sciences and Arts (CASA) research grants. SLIS research support includes the hiring of graduate assistants to help on various projects, the support of SLIS’s Grant Coordinator to assist faculty with grant seeking, and released time from teaching to work on grant-funded research and other School-related research endeavors. (Grants are discussed further in Standard III.5.)

**Promotion and Recognition**

A list of our tenure-track faculty who have been promoted and who have received tenure since our last review is included in Standard III.8.

SLIS takes pride in the accomplishments of our faculty and strives to recognize faculty successes. We use several strategies to celebrate faculty work. When a faculty member has a notable achievement (wins an award, publishes a book or article, receives a grant, etc.), we publicize these achievements in the News and Community Profile sections of the School's website as well as through our School’s social media sites, such as Facebook and Twitter. Our School's annual review, Innovate, also recognizes faculty success. For example, the 2012 issue of Innovate highlighted faculty award winners Dr. Scott Walter (ACRL Distinguished Education and Behavioral Science Award), Ellen Greenblatt (ACRL Award for Career Achievement in Women & Gender Studies Librarianship), Dr. Lili Luo (SJSU Research Foundation Early Career Investigator Award), and Patty Wong (ALA Equality Award). Three additional faculty (Dr. Michelle Simmons, Ellen Greenblatt, and Meredith Farkas) were also mentioned in the 2012 issue as winning the 2011 WISE Consortium Online Teaching Award.

SLIS and the College of Applied Sciences and Arts also sponsor annual teaching, research, and service awards. These include SLIS recognition for the School's Outstanding Professor, Outstanding Teacher, Outstanding Lecturer, and Outstanding Scholar. SLIS has two additional awards: the Faculty Excellence Award for Outreach and Collaboration (since 2011) and the Faculty Distinguished Service Award. Recipients of these awards are listed on a Faculty and Staff Awards page on our website. Through these award and recognition programs, we support our School’s Strategic Direction 4.2.

In 2012, SLIS launched the Center for Information Research and Innovation (CIRI), which showcases faculty and student research and innovative practice. CIRI is organized around seven broad research areas: digital records and curation, information access and use, LIS online learning, new literacies and learning, management and leadership, social dynamics of information, and technological innovation and change. The CIRI website highlights current faculty research and collaborations, while the CIRI blog provides a venue for faculty to discuss their research informally. CIRI recognizes and endorses the School's research and shares it with a worldwide audience, thereby contributing to the School’s learning and research environment.
Standard III.3

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

—ALA Standards, 2008

San Jose State University takes seriously the importance of attracting and retaining a diverse faculty. The SJSU Guide for Recruitment and Appointment of Tenure-Track Faculty (2013) stipulates that departmental recruitment committees have diverse membership and that their members attend an educational session jointly offered by the Office of Faculty Affairs and the Office of Equal Opportunity. This session covers strategies to diversify the applicant pool and suggests ways to avoid unconscious bias. A set of presentation slides from one of these sessions is included in Appendix III.7. In addition, the University provides a resource guide to help search committees diversify their applicant pools. The guide includes a list of conferences, websites, associations, and publications to help search committees recruit and post faculty advertisements to attain a diversified, high-quality applicant pool. This resource guide can be found in Appendix III.8.

According to University policy, SJSU job announcements should contain the following statement regarding diversity: “SJSU is an Equal Opportunity/Affirmative Action Employer committed to the core values of inclusion, civility, and respect for each individual” (Guide for Recruitment, p. 14). Job announcements must also include a broader statement, such as the following suggested in SJSU recruiting guidelines:

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.

The University emphasizes diversity in its general description, which is also included in recruiting documents:

San Jose State University is California’s oldest institution of public higher learning. The campus is located on the southern end of San Francisco Bay in downtown San Jose (Pop. 945,942), hub of the world-famous Silicon Valley high-technology research and development center. . . . A member of the 23-campus CSU system, San Jose State University enrolls approximately 29,000 students, a significant percentage of whom are members of minority groups. The University is committed to increasing the diversity of its faculty so our disciplines, students, and the community can benefit from multiple ethnic and gender perspectives.
Our School follows the University’s guidelines regarding increasing faculty diversity. At the conclusion of each search, the School’s recruitment committee submits a report to the Office of Faculty Affairs that describes efforts to attract a diverse applicant pool, including both active and passive recruitment methods. The School also provides all applicants with a form they can choose to complete and submit directly to the SJSU Office for Equal Opportunity. The form includes options for the applicant to state his or her gender, ethnicity, veteran status, and citizenship. All of the policies and forms discussed in this section are available on the SJSU Office of Faculty Affairs website.

As a result of these efforts to attract a diverse faculty, ethnic diversity of the School’s full-time faculty has increased in size and scope. In 2012, our full-time faculty included one Hispanic, one Black/African American, and four Asian faculty members. The School’s two newest tenure-track hires, who began in Fall 2013, are also from diverse backgrounds: Pacific Islander and Asian. In 2012, the School’s part-time faculty included two Black/African American, three Hispanic, one American Indian, one Arab, and two Asian faculty members. In addition to ethnic diversity, as of Fall 2013, SLIS has increased the number of full-time faculty born outside of the United States from four to nine, adding a significant global perspective to the School. These initiatives demonstrate our success addressing the School’s Strategic Direction 4.1, including its emphasis on increasing the diversity of our faculty.

**Standard III.4**

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

—ALA Standards, 2008

Our faculty are experts in a wide range of areas, and they are skilled online instructors. In addition, they are actively engaged in the profession, serving at all levels in professional associations, including international organizations and groups that promote professional diversity.

**Competence in Designated Teaching Areas and Effectiveness in Teaching**

As discussed in Standard III.1, full-time and part-time faculty are recruited for their expertise in specific areas of the School’s curriculum. Each new faculty member must demonstrate his or her academic and professional background (through, for example, a CV, recommendations, and formal presentations) in their proposed teaching areas. All tenure-track faculty and a majority of full-time lecturers have PhDs, as do many part-time instructors. (See Appendix III.5 for a list of part-time faculty who hold PhDs.) Part-time instructors also bring a variety of professional experience, from academic and public library directors and teacher librarians to digital curators, records managers, and research analysts. Faculty CVs can be found in the D2L site available to COA reviewers.
Teaching competence, however, is not assumed, and each semester full-time and part-time faculty members undergo rigorous peer review. Peer reviews are based upon the School’s Online Teaching Standards and Indicators, which stipulate that “the instructor demonstrates a mastery of the subject area and communicates this knowledge consistently throughout the semester” (SLIS Online Teaching Standard 3). These teaching standards also require that “course content is up-to-date, reflecting recent developments and current professional practice” (SLIS Online Teaching Standard 2). Course assignments should be “graduate level,” emphasize a “conceptual grasp of the material,” incorporate “recent developments and established professional standards,” and facilitate “practical applications in the field” (SLIS Online Teaching Standard 2). Additional information regarding our peer-review process and the role it plays in our systematic evaluation of faculty can be found in Standard III.8.

Faculty teaching competence is also an important component of Student Opinion of Teaching Effectiveness (SOTE) surveys, which are conducted online at the end of each semester. These surveys focus on the effectiveness of instruction in individual courses. They give students the opportunity to rate and comment upon important areas of teaching competence, most notably the value of course content, the effectiveness of assignments, and the instructor’s contribution to student learning. SOTE ratings have a significant impact on retention, tenure, and promotion decisions for full-time faculty.

Any part-time or non-tenure-track faculty member receiving SOTE scores below 4.0 on a 1-to-5-point scale for three consecutive semesters is not retained. SOTE results can be found in Appendix II.9, which shows SOTE data by instructor and semester, and Appendix II.10, which shows SOTE data averages by instructor and semester. Additional information regarding how SOTE results are used in our systematic evaluation of faculty, including retention policies, can be found in Standard III.8.

A number of SLIS faculty have received teaching awards, including the faculty listed below who have received the Excellence in Teaching Award from the Web-based Information Science Education (WISE) Consortium.

- Dr. Michael Stephens, 2012
- Gawain Weaver, 2012
- Patty Wong, 2012
- Ellen Greenblatt, 2011
- Meredith Farkas, 2009, 2011
- Mary Minow, JD, 2008

Technological Awareness

As our instructors teach in an exclusively online program, faculty interest in and ability to adopt new technologies is essential to teaching effectiveness. Our School’s faculty
recruiting literature emphasizes online teaching experience, and this factor plays an important role when hiring full-time and part-time faculty.

As discussed in Standard III.2, all new faculty members are required to complete our School's Teaching Online course before they teach for SLIS. Debbie Faires, our School's Assistant Director for Distance Learning, conducts this online course each semester. The course is hosted on our Desire2Learn learning management system. COA reviewers will have access to a Teaching Online course site.

All instructors are also expected to participate in our School’s Teaching Tips & Techniques (T3) workshops, where they learn about the latest technologies and how to incorporate them into their courses. These one-hour online sessions are led by SLIS faculty members who share strategies with their colleagues, discussing how they use technology in their courses, both as teaching tools and as tools for engaging students in the learning process. T3 workshops are discussed in detail in Standard III.2.

**Active Participation in Organizations**

Our School’s full-time faculty are active members of myriad scholarly and professional organizations representing all areas of the School’s research specialties and Career Pathways. As noted earlier, SLIS leaders feel that faculty engagement with the profession is so important that we pay for Association for Library and Information Science Education (ALISE) and Association for Information Science & Technology (ASIS&T) memberships and financially support faculty attendance at these organizations’ conferences. In addition, full-time faculty belong to a wide range of organizations relevant to their research and teaching specializations. These include the major national professional associations: the American Library Association (ALA), Canadian Library Association (CLA), Special Libraries Association (SLA), ARMA International, American Association of Law Libraries (AALL), Society of American Archivists (SAA), and American Association of School Librarians (AASL). A number of faculty are members of regional associations, most notably the California Library Association (CLA), and many belong to multidisciplinary groups such as the American Educational Research Association (AERA), the Association for Computing Machinery (ACM), and the Oral History Association (OHA). A list of the scholarly and professional organizations that our tenure-track faculty belong to can be found in Appendix III.9, and a list of the organizations that our full-time faculty lecturers belong to can be found in Appendix III.10.

The involvement of our full-time faculty in professional associations occurs in many venues and at all levels. For example, SLIS Director Dr. Sandra Hirsh was elected president of ASIS&T in 2013; she will start her term as president elect in 2014 and will serve as president in 2015. Beth Wrenn-Estes is Director-at-Large for the California Library Association, Dr. Sue Alman is a member of the Beta Phi Mu National Board, and Dr. Anthony Bernier sits on ALA’s Committee on Accreditation. Table III.4 provides a representative list of recent activities in which our tenure-track faculty are engaged.
### Table III.4. Representative Professional Activities of Tenure-Track Faculty, 2009–Present

<table>
<thead>
<tr>
<th>Faculty Member</th>
<th>Organization</th>
<th>Activity</th>
<th>Role</th>
<th>Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Anthony Bernier</td>
<td>ALA</td>
<td>Committee on Accreditation</td>
<td>Member</td>
<td>2011–2014</td>
</tr>
<tr>
<td>Dr. Joni Richards Bodart</td>
<td>ALA</td>
<td>YALSA/Alex Award Committee</td>
<td>Member</td>
<td>2013–2015</td>
</tr>
<tr>
<td>Dr. Bill Fisher</td>
<td>SLA</td>
<td>Leadership &amp; Management Division</td>
<td>Chair</td>
<td>2009–2011</td>
</tr>
<tr>
<td>Dr. Patricia Franks</td>
<td>ARMA</td>
<td>ARMA/ANSI 18-2011 Standard: “Implications of Web-based Technologies on Records Management”</td>
<td>Team Lead</td>
<td>2011</td>
</tr>
<tr>
<td></td>
<td>NAGARA</td>
<td>Board of Directors</td>
<td>Board Member</td>
<td>2013–2014</td>
</tr>
<tr>
<td>Dr. Christine Hagar</td>
<td>ALISE</td>
<td>Bohdan S. Wynar Research Paper Committee</td>
<td>Reviewer</td>
<td>2013–Present</td>
</tr>
<tr>
<td>Dr. Debra Hansen</td>
<td>California Library Association</td>
<td>CLA Hall of Fame</td>
<td>Selection Committee</td>
<td>2012–Present</td>
</tr>
<tr>
<td>Dr. Sandra Hirsh</td>
<td>IFLA</td>
<td>Continuing Professional Development and Workplace Learning (CPDWL) Committee</td>
<td>Member</td>
<td>2011–Present</td>
</tr>
<tr>
<td></td>
<td>ALA</td>
<td>American Libraries Advisory Board Committee</td>
<td>Chair</td>
<td>2013–2014</td>
</tr>
<tr>
<td></td>
<td>ASIS&amp;T</td>
<td>President Elect; President</td>
<td></td>
<td>2014; 2015</td>
</tr>
<tr>
<td>Dr. Geoffrey Liu</td>
<td>ALISE</td>
<td>The Jean Tague-Sutcliffe Competition of Doctoral Posters</td>
<td>Judge</td>
<td>2012</td>
</tr>
<tr>
<td>Dr. Ziming Liu</td>
<td>ASIS&amp;T</td>
<td>Information Science Education Committee</td>
<td>Member</td>
<td>2003–2010</td>
</tr>
<tr>
<td>Dr. David Loertscher</td>
<td>AASL</td>
<td>Distinguished Service Award Committee</td>
<td>Member</td>
<td>2010–2011</td>
</tr>
<tr>
<td>Dr. Lili Luo</td>
<td>ALA</td>
<td>ALA Guide to Reference</td>
<td>Section Editor</td>
<td>2008–Present</td>
</tr>
<tr>
<td>Dr. Linda Main</td>
<td>European Digital Library</td>
<td>EU Digitization Project</td>
<td>Project Consultant</td>
<td>2011–Present</td>
</tr>
<tr>
<td>Dr. Kristen Rebmann</td>
<td>ALA/ACRL</td>
<td>Distance Learning Section Instruction Committee</td>
<td>Member</td>
<td>2011–Present</td>
</tr>
<tr>
<td>Dr. Michael Stephens</td>
<td>Library Journal</td>
<td>“Office Hours” Column</td>
<td>Columnist</td>
<td>2010–Present</td>
</tr>
</tbody>
</table>
Of particular note is our School’s increasing involvement in international organizations. As shown in Appendices III.9 and III.10, our full-time faculty include members of the International Federation of Library Associations and Institutions (IFLA), the Information and Records Management Society (UK), the International Society for Cultural and Activity Research (ISCAR), Zukunftswerkstatte [Future Workshop] (Germany), the European Sociological Association’s Disasters and Social Crisis Research Network, and the Association of Canadian Archivists. Some faculty members hold offices in these organizations, including Dr. Cheryl Stenstrom (Chair, Canadian Library Association Scholarships Committee) and Dr. Sandra Hirsh (member, IFLA’s Continuing Professional Development and Workplace Learning Committee). Still others serve on international conference planning committees, including Dr. Michael Stephens (Internet Librarian International, UK), Dr. Michelle Chen (International Workshop on Data Mining for Service, Canada), Dr. Geoffrey Liu (Yunnan Provincial Library’s Centennial Anniversary International Conference, China), Dr. Jeremy Kemp (Third Annual Emerging Technologies for Online Learning International Symposium), and Dr. Christine Hagar (Fourth International Symposium on Information Management in a Changing World, Ireland).

Our School’s part-time faculty are also prominent in their professional communities. They are engaged in activities ranging from serving as association presidents to helping develop best practices and international standards. Below is a sampling of the professional leadership provided by our School’s part-time faculty during the period under review:

- Camila Alire, American Library Association President, 2010–2011
- **Scott Brown**, Association of Independent Information Professionals President, 2011–2012
- Mary Minow, JD, U.S. Institute of Museum and Library Services (IMLS) Board Member, 2010–present
- **Penny Peck**, Infopeople, California State Library Workshop Instructor, 2004–present
- Beth Whittaker, *RBM: A Journal of Rare Books, Manuscripts, and Cultural Heritage* Editor, 2008–present

Our full-time and part-time faculty also participate in numerous organizations that support and promote professional diversity. A survey conducted by our School’s
Diversity Committee in Spring 2012 found that 38.5% of our instructors are currently members of 12 different diversity-related professional associations, most notably REFORMA; the Chinese American Librarians Association; the Gay, Lesbian, Bisexual, and Transgender Round Table; the Asian/Pacific American Librarians Association; the American Indian Library Association; and the Native American Archives Roundtable. (Full survey results are available to COA reviewers through our Qualtrics survey system.) In addition, SLIS faculty members have been involved in ALA’s Committee on the Status of Women in Librarianship, ALA’s Black Caucus, and SAA’s Archivists and Archives of Color Roundtable. Nine faculty members have received awards from these groups. At the 2013 conference of the California Library Association, several members of our School’s Diversity Committee made a presentation regarding the importance of diversity in libraries. Presenters included SLIS faculty members Dr. Kristen Rebmann, Dr. Arglenda Friday, Patty Wong, and Beth Wrenn-Estes.

A final indicator of our faculty’s involvement in the profession is the numerous awards they have received from professional associations. Appendix III.11 provides a selective list of full-time and part-time faculty who have been recognized by professional associations.

SLIS makes its own contribution to the profession as a founding partner of the Library 2.0 Worldwide Virtual Conference series, which provides a valuable free learning opportunity for our students, alumni, and other LIS professionals across the globe. The Library 2.011 conference, the first in the series, featured 153 fully online presentations, including 6 keynote addresses. The Library 2.012 conference offered 161 sessions, including 11 keynotes, and the Library 2.013 conference offered 154 sessions, including 10 keynotes and 4 distinguished speaker presentations.

The goal of the Library 2.0 conference series is to engage the professional community in an international exchange of ideas concerning current and future professional practice and research. Each conference has covered a wide variety of topics, ranging from the library as physical and virtual spaces to user-centered access and changing information delivery methods. The Library 2.013 conference included two new features: a forum for doctoral student research and virtual library and information center “tours.”

SLIS faculty are highly involved in these conferences, serving as presenters, moderators, and facilitators. They also find opportunities for their students to participate, adding an educational component to this important professional activity. Specific examples of student presentations in these conferences can be found in Standard IV.5.

**Standard III.5**

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

—ALA Standards, 2008
The School’s full-time faculty members include both tenure-track and non-tenure-track faculty, and there are different expectations regarding research and scholarship for each group. The emphasis for our tenure-track faculty is on the quality of their publications. Our tenure-track faculty have a sustained record of publication, and they have also been active in applying for external funding for their research and other scholarly activity.

**Tenure-Track Faculty Research and Scholarship**

As we recruit new tenure-track faculty, we look for candidates who have a demonstrated track record of research and scholarly achievement. The School’s qualifications for retention, tenure, and promotion are aligned with those of SJSU. The University policy is stated in S98-8, a resolution passed by the Faculty Senate in 1998, which recognizes diversity in the nature of scholarship and research across disciplines: “Scholarly achievement includes, but is not limited to, books, articles, reviews, technical reports, computer software, application for and/or awards of grants, or papers read to scholarly associations—in general, work based on research and entailing theory, analysis, interpretation, explanation, or demonstration” (S98-8, B1).

Quality of publications is a key measure of research and scholarship. As noted in the [SLIS Guidelines for Retention, Tenure, and Promotion](#) (discussed in greater detail in Standard III.8), there are differences in the medium for publication depending on one’s specialization within library and information science. In those areas closely related to computer science, proceedings of conferences are as significant as journal publications, if not more so, because of their timeliness. A historian may write monographs and very few refereed articles. A researcher in information retrieval may write only conference papers and journal articles and never publish a monograph. Another characteristic of LIS research is the difference between single-authored and coauthored works. Most scholarly historical publications will have only a single author, whereas it is not uncommon in information retrieval research to have much larger teams of experimenters. The range of expertise that we find desirable within our faculty leads to a range of scholarly publication patterns. The School RTP Guidelines underscore the variety in publication patterns: “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” (Section III.A).

Faculty in a professional school have a dual responsibility to the discipline and the profession. Contributions to the professional literature should reflect the scholarship of the author as well as the audience for which they were written. Thus, many faculty publish both in refereed and professional journals, especially those faculty members whose research focuses on a particular user group or institution.

Appendix III.12 provides a list of the publications and presentations of our current tenured and tenure-track faculty from 2008–2013. Scholarly work shown in the
Appendix III includes refereed journal articles, books authored (not edited), book chapters, refereed and published conference proceedings, annual reviews and encyclopedias, and technical reports and similar work for focused distribution. Professional and unrefereed publications and presentations are shown for the same time period. Three of our current tenure-track faculty members, including the SLIS Director, were hired after 2008. Appendix III.12 includes data regarding their publications and presentations before they joined our School, as well as data after they joined the SLIS faculty.

SLIS tenure-track faculty demonstrate the range of publishing patterns one would expect from a faculty with diverse research and professional interests. For example, one faculty member has a total of 18 refereed journal articles and 15 conference proceedings since 2008, while another has no refereed articles but two authored books. Three faculty members have publications or presentations in seven of the eight categories displayed in Appendix III.12. Some faculty members have a balance of scholarly and professional papers and publications, while for others the majority or all of their productivity is in their area of research. Faculty members whose interests focus on a particular population (e.g., children or young adults) or a particular kind of institution (e.g., public libraries or archives) have a higher number of publications for the profession than do those whose research is less closely tied to professional issues.

As a whole, the SLIS tenure-track faculty represents a healthy diversity in research and scholarship, and all tenure-track faculty members have a sustained record of publication and presentations. All but one (who has retired, but taken advantage of the California State University system’s option to continue to teach) have produced scholarly works within the last two years, regardless of their rank (assistant, associate, or full professor). All faculty at all ranks have publications dating back to 2008 or 2009. Additionally, they are diverse in their contributions to various segments of the profession. Seven have focused exclusively on research, while six have written or presented for a professional audience within the last two years along with their scholarly work. As Appendix III.12 demonstrates, the School has been successful in attracting and retaining productive faculty members who contribute to the discipline and the profession in a variety of ways.

Appendix III.13 provides details regarding tenure-track faculty publications in refereed journals from 2008–2013, and Appendix III.14 provides details regarding refereed conference papers by tenure-track faculty from 2008–2013. Between 2008 and 2013, the faculty published 54 refereed articles in 35 different journals, and presented 22 refereed papers in 10 conferences. The pattern reflects both the breadth and the complementarity of faculty research. The journals in which faculty most frequently published were *Library and Information Science Research* (four articles) and *Reference Services Review* (six articles). Two conferences accounted for half of faculty refereed papers, the Association for Library and Information Science Education (six papers) and the American Society for Information Science & Technology (five papers). Two conferences, IFLA and the prestigious ACI CHI, each had two papers by our faculty in their *Proceedings*. 
These appendices also demonstrate the international reach of our faculty: They presented refereed papers in Australia, China, and Poland, and published two articles in Australian journals and three articles in Chinese English-language journals. Finally, these appendices demonstrate our success addressing SLIS’s Strategic Direction 6.2, with its emphasis on fostering a research environment where faculty publish in peer-reviewed publications.

**Full-Time Non–Tenure-Track Faculty Scholarship**

The publication patterns of our current full-time lecturers are quite similar to those of our tenure-track faculty, even though lecturers do not have the requirement for scholarly work that tenure-track faculty have. This demonstrates the very high quality of the individuals we recruit for full-time lecturer positions. Appendix III.15 provides data regarding the publications and presentations of our current full-time lecturers from 2008 to 2013. Refereed journal articles make up the majority of these publications, a total of 14 articles. During this period, SLIS’s full-time lecturers also authored six books, six book chapters, and 13 articles in unrefered journals.

These faculty members have also done an excellent job of representing the School at both scholarly and professional or unrefered conferences. In doing so, they bring valuable visibility to SLIS, while also disseminating knowledge arising from their work. Between 2008 and 2013, they made 71 presentations at conferences with a peer-review process and 39 presentations to professional audiences. A list of refereed journals in which our full-time lecturers published can be found in Appendix III.16, and a list of refereed conferences where they presented can be found in Appendix III.17.

**Grants**

The ability to obtain grants to fund projects also provides evidence of the quality of a program’s faculty. As with publication in peer-reviewed journals, the award of a grant demonstrates that experts in the field have considered a project’s merits, usually in competition with other projects, and found it well designed and intellectually important.

Since 2008, SLIS tenured faculty, tenure-track faculty, and full-time lecturers have received 26 grant awards, resulting in more than $2.3 million in grant funding. (These awards are listed in Appendix III.18.) SLIS faculty members have received grants in every year from 2008 to 2013, and two grant applications submitted in late 2012 and early 2013 are pending. Both tenure-track faculty and full-time lecturers have been active in applying for external funding. A SLIS faculty member is the principal investigator or a coprincipal investigator for the majority of the grants received. In addition, several grant-funded projects were initiated when our faculty members were recruited to collaborate on a project with a principal investigator outside of SLIS.

The grants show a natural distribution between smaller, “seed money” awards and larger awards for projects at more mature stages. The funding agencies include federal...
agencies, such as the Institute of Museum and Library Services (IMLS), industry (such as the IBM Center for the Business of Government), private foundations, and the University and College.

Grant-funded projects reflect the School’s dual commitments to the growth of knowledge through research and to the profession into which we are sending our students. The School’s commitment to obtaining external funding to enhance the scope and scale of scholarship is demonstrated by the presence of the SLIS Grant Coordinator, Lisa Valdez, who works with faculty in all stages of grant proposal development. These initiatives support our School’s Strategic Direction 6.1, with its focus on fostering grant development and developing research-based products for the profession.

Examples of grant-funded projects include:

- **Dr. Anthony Bernier**’s research on the design of young adult spaces in public libraries, funded through a three-year, $335,156 IMLS grant. Dr. Bernier also received a one-year planning grant from IMLS for $39,977, which funded initial work on the project.

- The **Circle of Learning** program, a four-year project funded by a $842,532 IMLS grant, which involves a partnership between SLIS and the American Indian Library Association aimed at recruiting and supporting American Indians and Alaska Natives who are interested in earning an MLIS degree. The project codirector from SLIS is Jane Fisher, a former full-time lecturer and now a part-time faculty member.

- **Dr. Lili Luo**’s two-year research project, funded by a $122,683 IMLS grant, to study how to meet the information-seeking needs of library patrons via text messaging and how to deliver text reference services through multi-institution collaborations.

- A study by **Dr. Patricia Franks** on how government agencies manage social media records, funded by a $20,000 grant from the IBM Center for the Business of Government.

- A research project conducted in partnership with Vietnam National University (VNU) and the SJSU School of Social Work, studying the feasibility of transforming VNU’s existing graduate programs in library science and social work to an online delivery model. **Dr. Sandra Hirsh** was the principal investigator on this one-year project funded by a $25,000 research grant from the SJSU College of Applied Sciences and Arts.

- A $52,500 grant from the Juniper Networks Foundation for research and development of a children’s search engine.

- A partnership with the SJSU College of Business to develop and pilot a joint virtual internship program. **Dr. Patricia Franks** is the principal investigator for this 18-month project, funded by a $27,855 Curricular Innovation Project Grant from SJSU.

- Dr. Lili Luo’s interdisciplinary research on how to prepare librarians for consumer health information service, conducted in partnership with the SJSU
Department of Health Science, and a second research study on how librarians and social workers can team up to improve access to information about local social service resources, conducted in partnership with faculty from the SJSU School of Social Work and librarians from the San Jose Public Library. Both research projects were funded by $25,000 grants from the SJSU College of Applied Sciences and Arts.

- A one-year collaborative planning grant to explore the development of a new post-MLIS residency model that emphasizes leadership development and emerging technology integration. Dr. Sandra Hirsh served as the principal investigator for the project, collaborating with leaders of four national organizations, with funding from a $45,968 IMLS grant.

- A grant-funded partnership with the SJSU Department of World Languages and Literatures to develop, pilot, and evaluate an online Chinese language and culture course for MLIS students. The one-year project, guided by principal investigator Dr. Linda Main, was funded by a $7,071 Curricular Innovation Project Grant from SJSU.

**Standard III.6**

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

—ALA Standards, 2008

SLIS faculty have varied academic and professional backgrounds which, taken together, enable the School to cover our ambitious program goals and curriculum and contribute to the advancement of the University and the profession.

**Advanced Degrees from a Variety of Academic Institutions**

Our School’s tenure-track faculty hold doctorates from 12 different universities, including some of the most prestigious LIS programs in the nation. Six faculty members hold doctorates from institutions located in California: the University of California (UC), Berkeley; UCLA; UC San Diego; the University of Southern California; and two from UC Irvine. Two faculty have doctorates from the University of Illinois, while other institutions represented include the University of Michigan, Indiana University, the University of North Carolina, the University of Hawaii, Capella University, the University
of North Texas, and Texas Women’s University. Our two newest tenure-track faculty members bring fresh backgrounds and perspectives, with Dr. Michelle Chen coming from the University of Texas, Austin, and Dr. Tonia San Nicolas-Rocca from California’s Claremont University. Our full-time lecturers represent additional programs, including the University of Pittsburgh, the University of Iowa, Santa Clara University, Fielding Graduate University, and Queensland University of Technology. (See Appendices III.1 and III.3 for a complete listing of full-time faculty degrees.)

**Diversity of Backgrounds, Ability to Conduct Research, and Specialized Knowledge**

Of particular value is the diverse knowledge that the full-time faculty bring to the program. Eight of our tenure-track faculty members hold doctorates in library and information science, two in information science, two in history, one in organizational management (business), and one in communications. Our two new tenure-track faculty hires add more expertise in the area of information systems and technology. Among our full-time lecturers, three hold LIS doctorates, two have law degrees, and others specialize in information systems; education; archives; and language, literacy, and culture. As noted in Standard III.1, each of our School’s Career Pathways has at least one full-time faculty member expert in the area. Research specializations and productivity are addressed in Standard III.5.

**Academic Planning and Assessment, Multidisciplinary Interaction, and Close Contact with the Field**

The multidisciplinary nature of our faculty enables them to participate in academic planning and assessment for the School, College, and University, working effectively with faculty across the SJSU campus. Our faculty members also maintain close contact with the library and information science community, both nationally and internationally.

**Academic Planning, Assessment, and Cross-Disciplinary Interaction on Campus**

To improve School planning and assessment, for example, Dr. Kristen Rebmann, who has a doctorate in communications, surveyed full-time and part-time SLIS faculty to track their coverage of diversity topics in their courses. This is an ongoing project that is being used to develop School initiatives and inform curriculum development. Full-time lecturers Dr. Michelle Simmons and Beth Wrenn-Estes collected quantitative and qualitative data to evaluate LIBR 289, our School’s e-Portfolio culminating experience option. Not only does their research assist in our School’s assessment of LIBR 289 outcomes, but they have also used their findings to develop a series of professional publications and presentations. As the course coordinator for LIBR 285: Research Methods, Dr. Lili Luo conducted a survey of students and faculty regarding their experiences with LIBR 285. Based on her findings, Dr. Luo recommended certain improvements in the course, such as adding certain course components across all LIBR 285 sections.
Our faculty contribute to College and University planning and decision-making in a similar fashion. For example, in Spring 2012, Debbie Faires, SLIS Assistant Director for Distance Learning, cochaired SJSU’s Learning Management System Committee, which had the important responsibility of investigating and recommending a new learning management system for the entire University. Dr. Geoffrey Liu spent two years on the SJSU Student Evaluation Review Board, serving as committee chair for several semesters; it was under Dr. Liu’s leadership that the University explored and approved the move to an online mechanism for the Student Opinion of Teaching Effectiveness (SOTE) surveys in Spring 2013. Dr. Ziming Liu served on the College’s personnel committee for two years, and SLIS Director Dr. Sandra Hirsh is a member of the University Budget Committee. Dr. Linda Main, our School’s Associate Director, serves on numerous College and University committees, including the University’s Academic Technology Faculty Committee, University Program Planning Committee, and Graduate Studies and Research Committee. A complete list of faculty university service from 2008 to 2013 can be found in Appendix III.19.

Several faculty members have collaborated in interdisciplinary grant-funded projects on campus. For instance, Dr. Lili Luo conducted collaborative research with several SJSU departments on grants funded by the College of Applied Sciences and Arts. In a collaboration with faculty from the Department of Health Science, Dr. Luo studied how to prepare public librarians for consumer health information services. In another grant-funded project, Dr. Luo joined forces with the School of Social Work to investigate how librarians and social workers can team up to improve access to information on local social service resources, including an assessment of a local public library program that uses volunteer social workers to provide one-on-one consultations with patrons. Dr. Patricia Franks is involved in an interdisciplinary project funded by SJSU’s Curricular Innovation Project Grant program. Dr. Franks and a colleague from the SJSU College of Business are exploring a joint virtual internship program as a model for other departments on campus, a project that supports our School’s Strategic Direction 2.3, with its emphasis on expanding on-site and virtual internship opportunities for our students.

Starting in Fall 2011, in partnership with the SJSU Department of World Languages and Literatures, our School has offered online courses in French, Spanish, and Chinese language and culture to SLIS students. The courses were developed collaboratively by SLIS and World Languages faculty, who received input from representatives of LIS associations (such as REFORMA) that focus on improving library services for diverse communities. The courses aim to help SLIS students serve culturally diverse communities in the United States as well as areas of Canada. The Chinese course was developed as part of a grant awarded to Dr. Linda Main; Yuhfen Diana Wu, an SJSU librarian and past president of the Chinese American Librarians Association, served as an advisor to the curriculum development team. This partnership between SLIS and World Languages supports our School’s Strategic Direction 1.8, with its focus on building globalization components into the curriculum.
Continuing Interaction with the Field

SLIS faculty also use their research activity to advance the profession. For example, Dr. Anthony Bernier used his expertise in young adult services to obtain a three-year IMLS grant to collect and analyze data to improve young adult spaces in public libraries. Dr. Patricia Franks is making a similar contribution to her field of electronic records management: she was awarded an IBM Center for the Business of Government grant in 2009, allowing her to study and report on how federal government agencies are managing social media–based public records. Dr. Lili Luo completed a two-year grant funded by IMLS to study the best practices of delivering reference service via texting. Her findings have been widely published and presented to help libraries develop and implement texting-based reference service, including service delivery through multi-institution collaborations. Another IMLS grant recipient, Dr. Sandra Hirsh, oversaw a one-year planning grant to develop a new residency model for recently graduated information professionals.

A number of SLIS faculty have high professional profiles, making them popular speakers at professional conferences and workshops. Well known for his Library Journal column, “Office Hours,” and his blog, Tame the Web, Dr. Michael Stephens frequently speaks on the future of libraries and the hyperlinked library. During the 2011–2012 academic year alone, he delivered more than 10 presentations and workshops throughout the United States and Europe. Dr. Christine Hagar, a specialist in crisis information management, delivered presentations and workshops throughout the world, including Turkey, Poland, Tanzania, Armenia, Norway, the Republic of Ireland, and the UK. School library expert Dr. David Loertscher has been equally in demand over the last few years, making 18 presentations (primarily on developing learning commons) since 2010. Dr. Joni Richards Bodart, an authority on controversial young adult books, is another popular speaker, particularly in the area of booktalking. In 2010, Dr. Bodart's work in promoting young adult literature earned her the American Library Association’s Scholastic Library Publishing Award, an honor given to individuals who have made “extraordinary contributions to the profession.”

International Contributions to the Profession

As noted above, SLIS faculty are increasingly involved in our profession’s international arena. For example, Dr. Geoffrey Liu has distinguished himself through his work with the award-winning Evergreen Education Foundation, an organization that automates school libraries, trains school library staff, and provides scholarships to students in poverty-stricken areas of rural China. Associate Director Dr. Linda Main is a consultant for the Swedish firm ISIM, and in this capacity has guided manuscript digitization projects in Europe and Great Britain. In 2009, Dr. Michael Stephens spent five weeks in Australia conducting research sponsored by CAVAL, a consortium of academic libraries, on using Learning 2.0 to develop self-paced, online training programs on emerging technology for library staff. Currently Dr. Stephens is collaborating with public librarians in Denmark to educate staff about tablet and smartphone applications. SLIS Director Dr. Sandra Hirsh established connections with Vietnam National University (VNU), working collaboratively with SJSU’s Department of Social Work on
a grant-funded project to explore options for delivering online education to VNU students. During a June 2013 visit to VNU, Dr. Hirsh and Debbie Faires, our Assistant Director for Distance Learning, shared their initial findings with VNU leaders and discussed the project’s next steps. Dr. Christine Hagar is an affiliate of the Disaster & Development Centre, Northumbria University, UK, and a member of the organizing committee of the Fourth Conference of the International Society for Integrated Disaster Risk Management.

Debbie Faires is currently working on the Pakistan Distant Education Enhancement Program (PDEEP), a partnership between SJSU and Allama Iqbal Open University (AIOU) in Islamabad, Pakistan. Funded by the U.S. State Department, the program’s purpose is to enhance the distance education capacity of AIOU. PDEEP will create, teach, and distribute training modules on a variety of topics associated with distance learning. As part of the program, Debbie Faires created two training modules on “Developing Quality Online Programs” (parts 1 and 2) and delivered them in July 2013, when professors from AIOU visited the San Jose State campus.

Dr. Patricia Franks is a U.S. member of the InterPARES Trust, an international group of scholars and professionals funded by the Social Sciences and Humanities Research Council of Canada. The InterPARES Trust has five teams based in Latin America, North America, Europe, Australasia (Australia, New Zealand, and Asia), and multinational institutions. Dr. Gillian Oliver, a SLIS part-time faculty member, is the leader of the Australasian team. With the most recent grant award for $2.5 million, the international team will study the issue of trust in a digital and networked society.

**Intellectual Environment**

The public face for all of this intellectual activity is our School’s online presence, including our Center for Information Research and Innovation (CIRI), which showcases faculty and student research and innovative practice. The center’s website highlights current faculty research and collaborations, while the CIRI blog provides a venue for faculty to informally discuss their current research.

The SLIS Colloquia series provides another avenue to promote faculty scholarly and professional achievements, such as Dr. Cheryl Stenstrom’s online presentation in October 2012 regarding her dissertation research into the factors affecting politicians’ library funding decisions. (More information on the SLIS Colloquia can be found in Standard II.3.7.) In addition, our School’s Second Life “island” offers an alternative venue for SLIS faculty to share their knowledge, particularly for those interested in new technologies. An example is a February 2013 lecture by part-time faculty member Henry Lowood on preserving virtual worlds. The SLIS Colloquia and CIRI support our School’s Strategic Direction 6.1, with its focus on showcasing faculty research.
Standard III.7

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

—ALA Standards, 2008

Our School’s full-time faculty members are hired for their expertise in designated course clusters and Career Pathways, and they routinely teach courses in these areas. Prior to the beginning of each semester, faculty members consult with Dr. Linda Main, our Associate Director, regarding their teaching assignments. Dr. Main then presents a suggested course schedule to Dr. Hirsh, who reviews it, makes any modifications, and approves teaching assignments for the semester. Typically faculty have a regular rotation of classes that meet their professional needs as well as the needs of the School.

Because SLIS is an entirely graduate program, per University standards our tenure-track faculty teach a 3/3 schedule in the fall and spring semesters. As our full-time lecturers do not have research and service as official elements of their academic assignment, per University standards they teach a 4/4 schedule unless their teaching assignment is reduced because of other responsibilities. Both tenure-track faculty and full-time lecturers have the option to teach courses in the summer, and receive additional compensation when they do. In addition, faculty can receive course releases for assigned projects (e.g., coordinating the SLIS Student Research Journal). They can also use grants to fund course releases.

All full-time faculty advise students enrolled in LIBR 289, our e-Portfolio culminating experience, each fall and spring semester. Faculty workloads also include student advising and committee work.

In addition to their regular course rotations, many full-time faculty engage in extra teaching activities during the academic year. These include supervising students enrolled in LIBR 298: Special Studies, participating on LIBR 299: Thesis committees, and supervising doctoral students in the San Jose Gateway PhD program. Faculty members also represent SLIS on College and University committees, work with our School’s student associations and the SLIS Student Research Journal, and serve as Core Course Coordinators and Course Cluster Coordinators. These extracurricular activities are considered part of a faculty member’s service record in personnel reviews, as discussed in Standard III.8.

As already noted, all tenure-track faculty members are expected to develop a solid research stream, and over the course of their careers establish a strong record of peer-reviewed publications. Grant seeking is highly encouraged, and faculty have the benefit
of working with our School’s Grant Coordinator, Lisa Valdez, to develop fundable proposals. Since being hired at the end of 2007, Valdez has helped SLIS faculty obtain more than $2.3 million in grant funding. Further details regarding these grants can be found in Standard III.5.

SLIS recognizes the challenges of fulfilling these myriad publishing and professional responsibilities while maintaining a strong teaching presence in classes. To help faculty (particularly untenured faculty) succeed, SLIS generously allocates released time to assist faculty in meeting nonteaching research and service commitments. For example, Core Course Coordinators are given released time to manage these administrative duties. Other faculty members receive reduced teaching loads when assuming significant administrative duties, such as serving as advisor to the Student Research Journal or coordinating the SLIS Colloquia. Faculty are encouraged to include funds for released time in their grant applications to afford them sufficient time to complete the projects, and many have been successful in this area.

Another way SLIS supports faculty in meeting their teaching, service, and research requirements is to limit class size. The maximum number of students allowed to enroll in a core course is 25. For elective courses, student enrollments are capped at 30. With this limit on class size, faculty can devote the time necessary to instructing and evaluating student work and still meet other commitments. As noted earlier, faculty also have teaching assistants to help them develop their D2L course sites and deliver synchronous web conferencing course sessions. Faculty can also request a student research assistant for up to 20 hours per week. These assistants can play a pivotal role in moving a faculty member’s research forward. Narratives about our students who have served as research assistants are included in our Community Profiles, published on our website.

**Standard III.8**

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

—ALA Standards, 2008

Faculty evaluation is governed by policies established by the California State University system in conjunction with the California Faculty Association, a union that represents all full-time and part-time instructors. Within the CSU system’s overarching guidelines, each CSU campus establishes its own criteria and procedures for the retention, tenure, and promotion (RTP) process. San Jose State’s RTP rules and regulations, available on the Office of Faculty Affairs website, dictate our School’s evaluation process.
Retention, Tenure, and Promotion Standards

SJSU’s RTP standards and procedures are outlined in University Senate Policy S98-8. Approved by the Faculty Senate and signed by the University President in 1998, this document establishes criteria that individual units use to evaluate tenure-track faculty for effectiveness and accomplishment. According to the policy, “There are two basic criteria for evaluation: effectiveness in academic assignment, and scholarly or artistic or professional achievement. ‘Service’ to students and the University is generally subsumed under the first criterion, while ‘service’ to the larger community and/or to a discipline or professional community is generally subsumed under the second criterion” (S98-8, p. 2).

Policy S98-8 stipulates that “the basic evaluation of faculty members’ potential, performance, and achievement should be made by their peers both within their departments and their disciplines at large” (p. 2). Therefore, each University department or school creates its own RTP guidelines that are used in the evaluation of its tenure-track faculty members. Our School's RTP Guidelines, available in our Faculty Handbook, include detailed information about faculty performance in teaching, research, and service. The goal of these guidelines is to develop 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” (SLIS RTP Guidelines, 2012).

The SLIS RTP Guidelines were updated in 2011–2012 so that course cluster coordination became an official component of a faculty member’s academic assignment and used in evaluating teaching effectiveness. In advocating for this change, approved by the University in July 2012, SLIS argued that course cluster coordination “is a far-reaching activity that has an impact on student learning in a number of courses. A coordinator works directly with course content and with the instructors of those courses; the ability to do this successfully is evidence of a faculty member’s teaching effectiveness” (SLIS RTP Guidelines, 2012). Such regular review and updating of the RTP Guidelines supports our School’s Strategic Direction 4.1, with its emphasis on faculty development and renewal.

Evaluation of Teaching Effectiveness

SJSU’s Office of Faculty Affairs has also developed formal procedures and criteria for the evaluation of full-time lecturers and part-time faculty. These guidelines, available on the Office of Faculty Affairs website, provide instructions on the preparation of the required “annual summary of achievements” as well as detailed information regarding evaluation criteria and deadlines.

All faculty, whether tenure track or non-tenure track, are subject to evaluation. Faculty undergo two types of reviews: Student Opinion of Teaching Effectiveness (SOTE) surveys, which are conducted online at the end of each semester, and peer reviews, which are conducted by tenured faculty members.
According to SJSU and SLIS policy, each tenure-track faculty member has one course that is subject to peer review each semester. Each tenure-track faculty member has the opportunity to select which course is reviewed, as long as all courses taught by the faculty member are evaluated over a period of time. The peer reviewer (a tenured faculty member) follows specific guidelines developed and approved by the School, and articulated in the SLIS Faculty Handbook (located in the section titled Personnel Materials). Based on an evaluation of teaching strategies, course materials, course content, and mode of delivery, the peer reviewer considers both the context and purpose of the course and its implementation (see SJSU Policy F12-6). Ultimately, the peer review is “intended to assist a candidate’s pedagogical development, and critical comments should not be automatically construed as a negative review” (SLIS RTP Guidelines). The peer review becomes part of a tenure-track faculty member’s personnel file. A new University policy regarding peer reviews (F12-6) went into effect in Fall 2013, with the major change being that faculty members are now required to have one peer review each academic year, rather than one per semester.

Full-time, non-tenure-track faculty are reviewed in the first year they are appointed. Thereafter they are reviewed once during the appointment period. Part-time instructors are reviewed in at least one course during their first semester of appointment and at least every third semester thereafter. Specific guidelines for peer review of part-time faculty are articulated in the SLIS Faculty Handbook. Examples of part-time faculty peer reviews will be available to COA reviewers during their site visit.

Peer review of faculty is conducted by a tenured faculty member assigned by the SLIS Director. In recent years, the tenured faculty member who has conducted these peer reviews is Dr. Debra Hansen. Peer reviews are done using a Faculty Peer Review form.

The results of peer reviews for full-time, non-tenure-track faculty, as well as part-time faculty, are considered by the School’s Director when deciding whether or not to retain faculty. However, as mentioned previously, any part-time or non-tenure-track faculty member receiving scores below 4.0 on a 1-to-5-point scale for three consecutive semesters on the Student Opinion of Teaching Effectiveness surveys is not retained.

SJSU’s personnel documents emphasize that when considering teaching effectiveness, administrators and personnel committees must conduct a “holistic evaluation” and use multiple sources of evaluation. Student Opinion of Teaching Effectiveness (SOTE) surveys, which assess students’ experience in a given course are typically the second means of evaluation for full-time and part-time faculty. Every faculty member, tenured or not, has one class of his or her choice evaluated by students each semester. (As of Fall 2013, all courses are evaluated by students, per new union contract terms agreed upon by the California Faculty Association and CSU system.) Through SOTEs, students evaluate the perceived quality of course content and the effectiveness of its delivery. Students are also given the opportunity to provide written, open-ended comments, which are included in the faculty member’s personnel file. SLIS uses SOTEs in retention decisions, and students are strongly encouraged to submit their reviews. However, SJSU recognizes that “student opinion surveys measure student satisfaction rather than
learning” (SJSU policy F12-6, p.10). Therefore, certain protections are in place. For example, SOTEs with less than a 50% response rate (or having fewer than 10 respondents) are flagged as potentially unreliable and used with caution in faculty reviews (see SJSU policy F12-6). As a further protection, a faculty member may choose to exclude the SOTEs from one course per year.

**Evaluation of Scholarly and Professional Achievement**

In addition to an assessment of their teaching, tenure-track faculty are also evaluated on their scholarly productivity and leadership in the profession. According to the School’s RTP Guidelines, a steady flow of peer-reviewed publications is expected, based on a faculty member’s disciplinary area and position within the RTP process. Although absolute publication numbers are not given, it is expected that all faculty members will have a clear research agenda and a publication trajectory that promises continued scholarly productivity throughout their careers. In evaluating scholarly achievement, monographs, book chapters, and refereed journal articles are considered most significant. Refereed conference papers and funded grants are also valued. As the RTP Guidelines state, “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.”

Professional achievement is also considered in faculty evaluations, and each individual is encouraged to establish his or her own sphere of activity and influence based on personal interests and skills. This might include serving on association committees and journal editorial boards, conducting workshops, consulting, and writing for professional (nonscholarly) publications. Faculty are reminded, however, that these professional activities should not overwhelm their research pursuits.

**Progress of SLIS Tenure-Track Faculty**

The RTP process is a biennial activity that occurs over a six-year period. In years two, four, and six, a faculty member submits a substantive “dossier” containing evidence of his or her teaching effectiveness, service to students and the University, and scholarly achievements. (Dossier guidelines are available online.) The dossier contains all student evaluations, peer reviews, and copies of publications. The faculty member also writes an interpretive narrative describing and highlighting his or her work. The dossier is evaluated by faculty-based committees on three levels: School, College, and University. The School Director, College Dean, and University Provost also write reviews of the faculty member’s performance. The purpose of these reviews is to ensure that each faculty member meets the School and University RTP requirements and to provide guidance and feedback for improvement. Faculty are also encouraged to meet annually with the School Director and College Dean for further advice on how to succeed. The faculty member’s sixth-year evaluation will determine retention and tenure, and the University President, based on committee recommendations, makes the final decision. A faculty member is often promoted to Associate Professor or full Professor at this time as well.
In recent years, SLIS has had success with our faculty receiving tenure, including:

- Dr. Anthony Bernier in 2011
- Dr. Joni Richards Bodart in 2012
- Dr. Kristen Rebmann in 2013
- Dr. Lili Luo in 2013 (two years early)

In addition, the following faculty members were promoted:

- Dr. Ziming Liu, promoted to Professor in 2010
- Dr. Anthony Bernier, promoted to Associate Professor in 2011
- Dr. Joni Richards Bodart, promoted to Associate Professor in 2012
- Dr. Kristen Rebmann, promoted to Associate Professor in 2013
- Dr. Geoffrey Liu, promoted to Professor in 2013
- Dr. Lili Luo, promoted to Associate Professor in 2013
Standard IV

Students
Standard IV: Students

Our School’s support for our students meets and exceeds ALA standards, is responsive to our strategic directions, and addresses identified needs of our students, who are all online students. Students’ interactions with one another, with their instructors, and with our School staff primarily take place virtually. Thus, our recruitment and admission practices, as well as our ongoing student support, are designed to work effectively in an exclusively online environment. We tailor our approach to online students in an effort to involve all students in the total learning experience, regardless of their location.

In this discussion of Standard IV, we share how our student-related initiatives support our School’s strategic directions. COA reviewers will learn more about:

- Transparent sharing of our School’s performance data with prospective students and other audiences, by posting the data on our website
- Partnerships with national professional associations, aimed at recruiting and supporting individuals from underserved groups
- Our systematic evaluation of student achievement within individual courses as we evaluate student mastery of course-based Student Learning Outcomes, providing data we use to update course content and develop new courses
- Regular examination of student achievement at three key transition points in our program, including success in core courses and achievement in the culminating experience course
- Our evaluation of students’ mastery of Program Learning Outcomes, using findings to drive programmatic change
- Involvement by a range of individuals in our process to analyze and respond to student achievement data and student satisfaction data
- A required one-unit course that introduces new students to our School’s online learning environment and assesses their readiness for online learning
- The opportunity to complete on-site or virtual internships
- A wealth of career development resources, all available to students virtually, including webinars, career counseling, job listings, and web-based resources
- Opportunities to participate in and lead our School’s award-winning student chapters of national professional associations, our combined student-alumni association, and the editorial team for our Student Research Journal
- A range of scholarships, financial aid, and research assistant opportunities
Standard IV.1

The school formulates recruitment, admission, financial aid, placement, and other academic and administrative policies for students that are consistent with the school's mission and program goals and objectives; the policies reflect the needs and values of the constituencies served by a program. The school has policies to recruit and retain students who reflect the diversity of North America's communities. The composition of the student body is such that it fosters a learning environment consistent with the school's mission and program goals and objectives.

— Standards for Accreditation of Master's Programs in Library & Information Studies (ALA, 2008)

Our School’s polices regarding student recruiting, admission, retention, and financial aid allow us to recruit and retain a diverse group of individuals who live across North America, as well as students who live abroad. Our students bring a depth of personal and professional experience, enriching our School's learning environment and increasing the number of future information professionals who understand how to serve diverse communities.

Recruitment Practices

Our School’s recruitment practices are aimed at recruiting individuals from a wide range of backgrounds, including groups that are underrepresented in our profession. In addition, our approach to student recruiting is designed to work well in a fully online environment, allowing us to address the needs of prospective students who may live anywhere at the time they apply, as well as after they enroll. Thus, we use a blend of virtual events, online resources, and email communication, as well as events at on-site professional conferences, to share information with prospective students. Our recruiting practices also support our School’s Strategic Direction 2.6, with its focus on using a range of approaches to reach diverse audiences.

Recruitment efforts are primarily coordinated by a team of four full-time staff members, with guidance by the School’s administrators. Our Marketing and Outreach Specialist establishes our student recruiting strategy and implements a range of recruiting initiatives in collaboration with our School’s Communication Coordinator. In addition, our School’s two-member event team, consisting of our Events Manager and Events Coordinator, organizes and staffs our School’s on-site presence at professional conferences, offering a valuable opportunity for prospective students to interact in person with our School’s faculty, staff, and alumni at exhibit booths and receptions. Recruiting efforts are also supported by other individuals, including our Student Services Coordinator, who regularly communicates with prospective students and new applicants via email and telephone.
Online Open House Events

Open house events for prospective students are held periodically throughout the year. During these events, prospective students can interact with School administrators, faculty, and current students. The majority of our open house events are held online, via Collaborate web conferencing, giving prospective students the opportunity to explore the platform our School uses to hold live class sessions and allowing prospective students to participate, regardless of their location. We occasionally hold on-site open house events at various locations in order to reach out to new groups of prospective students. For example, in 2013, our School’s Director, Dr. Sandra Hirsh, SLIS faculty member Dr. Cheryl Stenstrom, and current students who live in Canada visited eight Canadian libraries and held open house events at those locations.

Open house recordings are available for individuals who are unable to attend live events. In addition, students are invited to post follow-up questions on our Open House Blog, where our School’s Associate Director, Dr. Linda Main, responds. We first started offering live, online open house events in January 2012. During the 2012–2013 academic year, we hosted 10 open houses. Table IV.1, below, provides data regarding the number of people who attended our live open house events or viewed recordings between January 2012 and May 2013.

Table IV.1. Prospective Student Participation in Recent Online Open House Events

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</tr>
</tbody>
</table>
Resources for Prospective Students

Our School’s website provides access to a wealth of information regarding SLIS and our MLIS program. A special landing page serves as a gateway for prospective students to explore a broad range of information on our website, including descriptions of our curriculum, faculty, current students, financial aid, student assistantships, and online learning environment. The prospective student landing page also features a prominent link to a page that explains how to apply to our MLIS program. Individuals can also view our About SLIS, where we present MLIS program performance data, including retention data, student satisfaction data, and program learning outcomes.

The School publishes a general brochure on our MLIS program, as well as a specialized brochure on our Teacher Librarian Career Pathway. The brochures are available for download via our website and are distributed at our School’s booths at professional conferences. Prospective students are also invited to read the SLIS Innovate magazine, which serves as the School’s annual review, showcasing accomplishments of our faculty, current students, and alumni.

Prospective students who are interested in receiving updated information from our School can use an online form to opt in to receive monthly email announcements. Recent topics covered in the emails include announcements about new courses and new faculty members, new professional development opportunities offered by our School, and upcoming open house events and application deadlines. We implemented this email program in August 2011, and we receive approximately 100 new sign-ups each month.

Prospective students can also interact with us via social media, including our Facebook page, Twitter feed, and Pinterest page. Further details regarding our social media platforms can be found later in this section.

Participation in Professional Conferences

During the 2012–2013 academic year, our School had a presence at 40 professional conferences, including state, regional, national, and international conferences. Through our presence at these conferences via exhibit booths, presentations, and receptions, we recruit MLIS students, promote our professional development opportunities, and provide a venue where prospective students can interact with School administrators, faculty, current students, and alumni. As our MLIS program is delivered exclusively online, our physical presence at professional conferences is especially important, offering students the opportunity to interact with our School community face-to-face.

Our website features a list of upcoming events, including conference exhibit booths and receptions, allowing interested individuals to connect with us. Examples of conferences we have attended include:

- American Association of School Librarians (AASL)
- American Library Association (ALA)
- Association for Information Science & Technology (ASIS&T)
Association for Library and Information Science Education (ALISE)
Association of College and Research Libraries (ACRL)
Association of Tribal Archives, Libraries, and Museums (ATALM)
British Columbia Library Association (BCLA)
California Library Association (CLA)
Canadian Library Association (CLA)
International Federation of Library Associations (IFLA)
Internet Librarian
Joint Conference of Librarians of Color (JCLC)
Ontario Library Association (OLA)
Public Library Association (PLA)
Society of American Archivists (SAA)
Special Libraries Association (SLA)

Appendix IV.1 provides a complete list of conferences we attended in 2012–2013. Note that several of the conferences we attend focus on issues relevant to underrepresented groups in our profession. Thus, our involvement in these conferences supports our School’s efforts to recruit a more diverse student population. Information about conference-related events can be found on a site in our Desire2Learn (D2L) learning management system, which is available to COA reviewers.

Advertising

Our School promotes our MLIS program and professional development opportunities via online and print advertising. Our print advertising focuses on trade publications (e.g., American Libraries magazine). Our online advertising includes online display banner ads and text ads on LIS websites, as well as Internet search campaigns, where ads appear in search engine results. Samples of our ads can be found on a site in our D2L system, which is available to COA reviewers.

Grant-Funded Diversity Recruiting Initiatives

In addition to our School’s emphasis on recruiting practices that build a diverse student body, we also invest in special recruiting initiatives that enrich the diversity of our nation’s future librarians and prepare our graduates to serve diverse communities. In order to achieve these objectives, since 2007 we have actively led or partnered with other organizations on four diversity recruitment projects funded through multiyear grants from the Institute of Museum and Library Services (IMLS).

Due in part to these initiatives, our School’s Hispanic student population increased from 9.4% of our student population (176 students) in 2006 to 14.1% of our student population (311 students) in 2013. In addition, our American Indian student population jumped from 11 students in 2006 to 84 students in Spring 2013.
The IMLS-funded Circle of Learning (COL) program began in September 2010, and the initial period of grant funding is now nearing completion. The four-year, grant-funded project involves a partnership between SLIS and the American Indian Library Association (AILA) aimed at recruiting and supporting American Indians and Alaska Natives who are interested in earning an MLIS degree. SLIS students receive financial assistance and other support, including mentoring, career advisement, field experiences, involvement in professional conferences and workshops, and interaction with Native leaders in the profession. SLIS Lecturer Jane Fisher is the COL project codirector, and SLIS alumna and Lecturer Liana Juliano is the project codirector on behalf of AILA. SLIS alumna Heather Devine, a member of the Eastern Shawnee tribe, is the project manager.

Nineteen SLIS students participate in the Circle of Learning program, and all are on track to earn their MLIS degrees by the end of the COL program. They represent a diverse array of tribal and linguistic groups. Several live and work on tribal lands, while others volunteer for tribal organizations. In addition, COL students have received promotions and awards and been involved in professional conference presentations and other leadership opportunities. (Details regarding their accomplishments can be found on the Circle of Learning website.) We expect nine COL students to complete their MLIS degrees in Fall 2013, and we anticipate that the remaining ten students will complete their degrees by the time the grant-funded project wraps up in Summer 2014.

More than a dozen webinars on issues relevant to tribal librarianship were presented as part of the Circle of Learning project, and recordings are available on the COL website. As part of the project’s final evaluation, an external evaluator conducted case studies regarding the broad impact two Circle of Learning students have on their communities. A report from the evaluator regarding the case studies can be found in Appendix IV.2. Based on the case studies and other evaluation activities, at the end of the grant, project leaders will share recommendations regarding how to best support Native students as they earn online MLIS degrees and serve their communities.

As Circle of Learning project evaluations have demonstrated, the project has had powerful and measurable positive impacts both on the professional lives of COL students and also on the communities where they live and work. This success has resulted in a commitment by AILA and SLIS to identify ways to continue to serve Native individuals and tribal communities after the current grant-funded project ends. Discussions on several fronts are taking place, involving COL project leaders, AILA representatives, current COL students, and COL advisors and mentors. Together they are exploring the possibility of submitting a follow-up grant proposal to support a new group of Native MLIS students. They are also discussing plans to continue offering online workshops regarding tribal librarianship: AILA will develop workshop content, and SLIS will facilitate delivery of the workshops via the School’s web conferencing platform and host workshop recordings on the School’s website. SLIS and AILA are also exploring the possibility of building a virtual association of Native MLIS and PhD students, enabling them to support one another and provide advice to their peers.
SLIS was a major partner on three additional IMLS-funded projects aimed at recruiting individuals from diverse backgrounds to our profession. SLIS faculty helped develop the programs and write the grant proposals, served on advisory boards and as workshop presenters, helped with student recruitment, and served as academic advisors for the scholarship recipients, working closely with students to help them succeed. These grants have now ended, with excellent results in terms of student graduation and success. These initiatives include partnerships with the following organizations:

**The Serra Cooperative Library System**, a network of public, academic, and special libraries located in the two California counties that border Mexico. The project’s aim was to support paraprofessionals who worked in Serra libraries. During the three-year project that ended in 2012, 39 MLIS students received scholarships and other support, and 32 students completed their degrees prior to the end of the project. All scholarship recipients lived in the two counties served by the Serra Cooperative Library System and expressed their commitment to continue to serve these highly diverse communities after graduation. During the time period funded by the grant, 57% of students who completed their degrees found new professional-level library jobs by the end of the grant period, while the rest remained in their current paraprofessional employment. Of those who received scholarships but were not able to complete the degree by the end of the grant period, 50% received promotions at their current workplaces.

SLIS Grant Coordinator Lisa Valdez and faculty member Jane Fisher worked with Serra to develop the grant proposal. After the proposal was funded, Fisher continued to work closely with Serra grant administrators as a key member of the advisory council, delivering on-site workshops for students and mentors, and providing academic advising, career advising, and networking opportunities for scholarship recipients.

**The San Jose Public Library and San Jose State University Library**, with 13 students from diverse ethnic backgrounds receiving mentoring, financial assistance, internship placement, and other support. This project started in 2007, and all students graduated with their MLIS degrees by the end of the project in 2010. Three of the students are now employed in professional librarian positions in academic libraries, three in public libraries, one in a corporate setting, one as a university researcher, one in a museum, and three in public schools. SLIS faculty member Jane Fisher served on the project’s advisory board, functioned as the students’ academic advisor, and provided guidance regarding the project’s management.

**The Los Angeles Public Library**, in a grant-funded partnership from 2007 to 2010, which provided tuition scholarships for the library’s paraprofessional employees. A total of 19 SLIS students received scholarship funds. In addition, SLIS faculty participated in professional development workshops for library personnel and promoted the workshops to SLIS students. SLIS faculty member Jane Fisher helped with the design of the project, recruited current and prospective SLIS students to participate as scholarship recipients and workshop attendees, and served as the SLIS liaison to the project team at the Los Angeles Public Library.
These diversity recruiting initiatives were built on the premise that many individuals cannot leave their jobs and family obligations in order to attend a face-to-face graduate program. For example, many of our Circle of Learning students live and work in tribal communities, far from the nearest campus-based MLIS program. Scholarship recipients in the grant-funded partnership with Serra Cooperative Library System also lived too far away from a campus-based MLIS program: many lived in rural areas along our nation’s border with Mexico. By offering a fully online degree and providing the support scholarship recipients needed to succeed in an online learning environment, we have been able to expand the diversity of our student body and our profession.

These grant-funded initiatives support our Strategic Direction 5.5, with its emphasis on increasing funds available for student scholarships, and Strategic Direction 3.5, which focuses on providing support to a diverse student body.

Admitted Student Resources

Newly admitted students have access to a range of advising resources, described in Standard IV.4. In fact, advising begins before students are admitted, and it continues upon admission, during matriculation, and after graduation.

In 2012, we created several other initiatives to expand our School’s engagement with applicants and newly admitted students, in an effort to promptly address any questions or concerns. We believe this effort is especially important in an exclusively online environment. It is also important because our recruiting cycle can be as long as nine months for individuals who apply for admission during the Fall semester, with prospective students applying as early as October and waiting for courses to begin in mid-August the following year. These new initiatives include:

- Early and frequent communication with applicants and admitted students. We send an email to each new applicant within one week of the date he or she submits an application. We then follow up with a series of email messages to applicants and newly admitted students, confirming their admission status, welcoming them to the School, reminding them of next steps and deadlines, and connecting them with important resources. Our Student Services Coordinator distributes the emails and responds to any questions.

- A New Student Blog that provides information and advice for newly admitted students. The School’s Communication Coordinator hosts the blog with help from student assistants—individuals in our MLIS program.

- A website landing page that highlights resources of interest to newly admitted students, including our New Student Checklist.

- Online information sessions for newly admitted students, held two or three times per semester. These live events, accessible via web conferencing, are hosted by a range of individuals, including our School’s Career Center Liaison and student assistants trained as peer mentors.
Each semester, we invite all newly admitted students to complete an online survey, allowing us to assess the effectiveness of our communication initiatives. Survey results indicate that applicants to our MLIS program value these new communication initiatives. For example, in our survey of new Fall 2012 students, nearly a third of respondents indicated that they visited our New Student Blog and attended an online information session.

**Evaluating Recruiting Practices**

We conduct surveys of all new students in order to assess the effectiveness of our recruiting practices and gather information we use to improve our recruiting efforts. Each new student is invited to participate in an online survey. COA reviewers can view surveys within our Qualtrics survey system. Examples of questions include:

- Why did you choose to attend SJSU SLIS?
- How did you learn about the graduate programs at SJSU SLIS?
- Are you a member of a professional association?
- Which Career Pathway do you plan to pursue?

The number of applications to our School’s MLIS program continues to be strong, despite a downturn in the economy. Data regarding our application trends from Spring 2011 to Spring 2014 is included in Appendix IV.3. This appendix also provides data regarding our enrollment trends for the same time period, and shows the total number of MLIS students enrolled in courses each term. In addition, it provides data regarding our current “active students,” or students who are eligible to enroll in courses. (Students are not required to enroll in courses every semester.)

In addition, our students are a diverse group of individuals in terms of where they live, their ages, and their ethnic diversity, which demonstrates our progress in addressing our School’s Strategic Direction 2.2, with its focus on growing our student base across the continent and internationally. Figure IV.1, below, highlights the current ethnic diversity of our students. Appendix IV.4 provides further details regarding the ethnic and gender diversity of our students with data from Fall 2006 through Spring 2013.
Figure IV.1. Ethnic Diversity of Students, 2012–2013

Figure IV.2, below, provides an overview of the locations where our students live, illustrating trends from 2007 through 2013. Appendix IV.5 provides further details regarding where our students live, listing numbers of students by location and semester, from Fall 2006 through Spring 2013.

Figure IV.2. Geographic Diversity of Students, 2007–2013
Retention

Our efforts to educate a diverse group of future information professionals do not end with our recruitment practices. They extend to our retention practices, which include scholarships and financial aid, as well as retention initiatives that meet the needs of students in an exclusively online graduate program. These initiatives support our School's Strategic Direction 3.1, with its focus on retaining and graduating as many students as possible.

Orientation to Online Learning Environment and Ongoing Support

To help new students learn how to be successful in an online learning environment, in Fall 2008, as we transitioned to an exclusively online delivery model, we started requiring all new MLIS students to complete LIBR 203: Online Social Networking: Technology and Tools. This one-unit course, described more fully in Standard II, introduces new students to the technology we use in our online environment, including our learning management system, web conferencing platform, blogs, wikis, and instant messaging, as well as how to access SJSU Library resources from a distance. The course structure fosters high levels of interaction: Debbie Faires, our School's Assistant Director for Distance Learning, serves as the course lead; instructors are assigned to each course section; and peer mentors provide additional support and coaching.

All new MLIS students are required to successfully complete LIBR 203 within the first four weeks of their first semester. Data regarding the number of new students who successfully complete LIBR 203 can be found on our website. During Spring 2013, for example, 99% of students enrolled in LIBR 203 passed the course. Students who do not successfully complete LIBR 203 are not allowed to register for future classes; instead, they are required to talk with the Graduate Advisor about why they were unable to complete the course successfully. The Graduate Advisor then decides if the student will be allowed one more opportunity to complete LIBR 203. If a student is allowed to repeat LIBR 203 and does not successfully complete the course, the student is disqualified from the program. Since Fall 2010, four students have repeated LIBR 203, and all of them received a passing grade the second time they took the course.

All our MLIS students receive ongoing assistance from members of our technical support team, which helps troubleshoot any issues students may have using technology and assists students who want to increase their knowledge of technology. Support includes online tutorials (e.g., the D2L learning management system student tutorials and the student guide to using Collaborate web conferencing), virtual drop-in sessions, and one-on-one consultation. Our technical support team includes three full-time staff members who routinely provide assistance to students: our Help Desk Technician, our Network Administrator, and our Learning Management System Administrator.

We ensure that the support services we provide are all fully accessible for our online students. For example, our students can receive online writing tutoring. Because the University's Writing Center only offers on-campus tutoring, we developed writing tutoring services for our online students, collaborating with the SJSU Writing Center to
train our tutors. Since Spring 2010, we have provided one-on-one writing tutoring to our MLIS students via live web conferencing sessions. In addition, our students can attend live online writing workshops or view recordings. Each semester, approximately 20 of our MLIS students receive individual online writing tutoring.

We faced a similar challenge in 2007 when we recognized that our University’s Career Center was primarily focused on meeting the needs of on-campus students. In response, we developed a unique partnership with the Career Center, which includes a Career Counselor who is dedicated to SLIS students and alumni. Since 2008, Jill Klees, our Career Center liaison, has worked closely with SLIS faculty to offer career development resources for our online MLIS students. Klees also hosts our School’s career blog, coordinates our online career colloquia and interactive career workshops, organizes and hosts virtual career fairs for our students, and provides one-on-one job seeking advice for students and alumni. Further details on career development services for our students can be found in Standard IV.4.

SLIS students also have ready access to other support services, regardless of the student’s location, including academic advising, support from our SJSU Library liaison, and access to services provided by our University’s Accessible Education Center.

Scholarships and Financial Aid

There are several types of financial assistance available to SLIS students. Many of our students receive financial aid in the form of student loans, grants, and other programs (such as the Circle of Learning program mentioned previously). Federal financial aid is available to all SLIS students. A page on our website provides students with information on where to learn more about financial aid and how to apply. Table IV.2, below, provides data from our University's financial aid office, showing the number of SLIS students who have received financial aid.

Table IV.2. Number of Students Receiving Financial Aid, 2008–2013

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of SLIS Students Who Received Financial Aid</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008</td>
<td>653</td>
</tr>
<tr>
<td>2009</td>
<td>979</td>
</tr>
<tr>
<td>2010</td>
<td>1,156</td>
</tr>
<tr>
<td>2011</td>
<td>1,149</td>
</tr>
<tr>
<td>2012</td>
<td>1,160</td>
</tr>
<tr>
<td>2013</td>
<td>1,022</td>
</tr>
</tbody>
</table>

The School also offers student scholarships. Information about scholarship recipients can be found on our web page that lists all SLIS scholarship recipients since 2006. SLIS
students are also eligible to apply for scholarships awarded by our College and by the University; we list SLIS students who are recipients of College and SJSU scholarships on our website. As mentioned earlier, many SLIS students have also benefited from grant-funded scholarship programs, including our Circle of Learning program.

Some of our School’s scholarships are aimed at meeting the financial needs of students from groups that are underrepresented in our profession. For example, the Blanche Woolls Spectrum Scholarship is awarded each year to a SLIS student who already holds a Spectrum scholarship from the American Library Association. Each year, several of our MLIS students are honored as ALA Spectrum Scholars. A list of our School’s Spectrum Scholars from 2007 to the present is available on our website. Our School’s Diversity Committee reaches out to our School’s Spectrum Scholars through a Spectrum Scholar Advising Group, where scholars and faculty can interact via a special discussion forum within our learning management system. Our School’s Director also sends a welcome letter to each Spectrum Scholar enrolled in our MLIS program. These initiatives to support Spectrum Scholars address our School’s Strategic Direction 3.5, with its emphasis on providing support to a diverse student body.

Each semester, approximately 30 SLIS students receive financial support by serving as research assistants. Opportunities include serving as a peer mentor (e.g., helping students learn to use technology), providing support to faculty in their teaching and research, and serving on our School’s website team. Articles about many of our School’s research assistants are regularly published on our website. Table IV.3, below, provides data on the number of SLIS research assistants for the last seven years. This investment in providing student assistantships, as well as offering student scholarships, supports our School’s Strategic Direction 3.1, with its emphasis on improving student retention by offering student assistantships and scholarships.

**Table IV.3. Number of Students Who Served as Research Assistants, 2007–2013**

<table>
<thead>
<tr>
<th>Semester</th>
<th>Number of SLIS Students Who Served as Research Assistants</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring 2007</td>
<td>29</td>
</tr>
<tr>
<td>Summer 2007</td>
<td>29</td>
</tr>
<tr>
<td>Fall 2007</td>
<td>35</td>
</tr>
<tr>
<td>Spring 2008</td>
<td>280</td>
</tr>
<tr>
<td>Summer 2008</td>
<td>26</td>
</tr>
<tr>
<td>Fall 2008</td>
<td>26</td>
</tr>
<tr>
<td>Spring 2009</td>
<td>25</td>
</tr>
<tr>
<td>Summer 2009</td>
<td>13</td>
</tr>
<tr>
<td>Fall 2009</td>
<td>21</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>----------------</td>
<td>------</td>
</tr>
<tr>
<td>Spring 2010</td>
<td>29</td>
</tr>
<tr>
<td>Summer 2010</td>
<td>23</td>
</tr>
<tr>
<td>Fall 2010</td>
<td>31</td>
</tr>
<tr>
<td>Spring 2011</td>
<td>34</td>
</tr>
<tr>
<td>Summer 2011</td>
<td>26</td>
</tr>
<tr>
<td>Fall 2011</td>
<td>34</td>
</tr>
<tr>
<td>Spring 2012</td>
<td>35</td>
</tr>
<tr>
<td>Summer 2012</td>
<td>22</td>
</tr>
<tr>
<td>Fall 2012</td>
<td>29</td>
</tr>
<tr>
<td>Spring 2013</td>
<td>30</td>
</tr>
</tbody>
</table>

**Evaluating Retention**

For a discussion of retention data in relation to key transition points in the MLIS program when we evaluate student achievement, see Standard IV.6. Appendix IV.6 provides data on the total number of graduates from our MLIS program from Fall 2006 through Spring 2013. Appendix IV.7 provides detailed information on our graduates by gender and ethnicity, from Fall 2006 through Spring 2013. Over the past seven years, approximately 40% of our graduates have represented ethnicities other than White, showing that our efforts to recruit and retain an ethnically diverse student population continue to be effective.

**Standard IV.2**

Current, accurate, and easily accessible information on the school and its program is available to students and the general public. This information includes announcements of program goals and objectives, descriptions of curricula, information on faculty, admission requirements, availability of financial aid, criteria for evaluating student performance, assistance with placement, and other policies and procedures. The school demonstrates that it has procedures to support these policies.

 —ALA Standards, 2008

The SLIS website is the primary source of information about our School and its MLIS program, providing content that is easily accessible to prospective students, current students, alumni, faculty, and the general public. In addition, the School provides information via blogs, social media channels, email lists, e-newsletters, print publications, and live web conferences. Together, these initiatives support our School’s Strategic Direction 3.2, with its emphasis on fostering an environment where students have myriad opportunities to interact with faculty and staff and with one another.
Information regarding how we evaluate student performance is provided in Standard IV.6.

**Website**

Our School’s [website](#) was redesigned in 2012. The website now uses a Drupal content management system, making it easier for School administrators and staff to update content and ensure that current and accurate information is available to website visitors. The site’s functionality is maintained by the School’s web team, including one full-time staff position (our [Web Technologist](#)) and several part-time student assistants.

Each month, more than 30,000 unique visitors access our website. The site provides access to a wealth of information regarding our School and our program. Popular pages are highlighted in Table IV.4.

**Table IV.4. SLIS Website Highlights**

<table>
<thead>
<tr>
<th>Type of Website Content</th>
<th>Frequently Accessed Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Information about SLIS programs</td>
<td>- MLIS program landing page&lt;br&gt;- Admissions standards&lt;br&gt;- Application process</td>
</tr>
<tr>
<td>Information for students</td>
<td>- MLIS program learning outcomes&lt;br&gt;- Course descriptions&lt;br&gt;- Course syllabi&lt;br&gt;- Class schedules&lt;br&gt;- Career Pathways&lt;br&gt;- Advising overview and advising FAQs&lt;br&gt;- Student resources landing page&lt;br&gt;- Fees and financial aid&lt;br&gt;- Scholarships&lt;br&gt;- New student checklists&lt;br&gt;- Technology support</td>
</tr>
<tr>
<td>Career development information</td>
<td>- Career development and job search resources&lt;br&gt;- Webinars, including colloquia and career webcasts</td>
</tr>
<tr>
<td>Information about SLIS people</td>
<td>- Faculty credentials&lt;br&gt;- Student groups&lt;br&gt;- Staff, including the Student Services Coordinator&lt;br&gt;- Alumni</td>
</tr>
<tr>
<td>Information about SLIS</td>
<td>- MLIS program performance&lt;br&gt;- School news&lt;br&gt;- Events&lt;br&gt;- Publications</td>
</tr>
</tbody>
</table>
Blogs

To facilitate the timely distribution of information and make it easier for key audiences to interact with us, the School hosts a number of blogs. A complete list of SLIS blogs can be found on our social media web page. The following are among our most popular blogs:

- **Curriculum Blog**—Provides updated information regarding course schedules and registration. Dr. Linda Main, the School's Associate Director, hosts the blog and promptly responds to all comments and questions. The blog receives an average of 2,800 unique visitors each month.

- **Advising Blog**—Provides general academic advising information. The School’s Associate Director, who is also our coordinator of admissions and academic advising, hosts the blog. The blog receives an average of 2,700 unique visitors each month.

- **Career Blog**—Provides advice on choosing a career direction and job seeking, as well as news about career trends. Jill Klees, the SLIS Career Counselor, hosts the blog, and responds to questions and comments. The blog receives an average of 7,700 unique visitors each month.

- **New Student Blog**—Provides information and advice for new students. Lisa Valdez, the School’s Communication Coordinator, hosts the blog with help from student assistants. Between 900 and 1,000 people visit the blog each month.

Social Media Channels

Our School uses several social media channels to share news and keep in touch with prospective students, current students, alumni, and the general public. We launched our YouTube channel in 2006 and our Facebook page in 2010, started communicating regularly with our Twitter followers in 2011, and created our Pinterest page in 2012. Social media icons at the top of each of our web pages provide visible links to our social media sites. In addition, a page on our website provides a list and description of all of our social media channels.

Our social media channels continue to see increased participation. As of August 2013, we have more than 3,800 Facebook “likes,” more than 1,200 Twitter followers, and more than 23,000 views of our YouTube content annually. We launched our Pinterest page in December 2012, and as of August 2013, the page had 274 followers.

Email Lists and E-Newsletters

Our School’s SLISAlert email notification system is used by administrators and staff to distribute information to students via email on topics such as registration deadlines, scholarship opportunities, and technology updates. We distribute an average of 55 messages each month to students using the SLISAlert system. All students are automatically added to the SLISAlert distribution list.
Not only does the SLISAlert notification system allow us to quickly send messages to all students, but it also allows us to connect with students in specific geographic areas, making it easier to build connections in our exclusively online environment. Using the notification system, administrators and staff can send emails to SLIS students in any particular geographic area, notifying them of a local event, such as a library tour, faculty presentation at a professional conference, or a student group event.

Starting in October 2012, we started publishing a quarterly alumni e-newsletter, which is distributed to more than 3,800 of our School’s alumni. The e-newsletter shares relevant news about the School, along with career development resources. Our alumni e-newsletter archives can be accessed via our School’s alumni web page.

**Publications**

Each year, our School publishes *Innovate magazine*, which serves as SLIS’s annual review, showcasing accomplishments of our faculty, current students, and alumni. *Innovate* is published as a print publication, mailed to more than 13,000 individuals, including alumni and other stakeholders, and distributed at our School's booths at professional conferences. The magazine is also available for viewing via the School’s website, along with additional data regarding our School, such as lists of graduates, governance committee members, and student association officers. The School has been publishing its annual review since 2007, and transitioned to the name *Innovate* in 2012. Archived copies of this publication can be found on our website.

The School also publishes print brochures, which provide a brief overview of the program, including admission and graduation requirements. We publish a general brochure on our MLIS program, as well as a specialized brochure on our Teacher Librarian Career Pathway. The brochures are available for download via our website and are distributed at our School’s booths at professional conferences.

We also publish an annual Convocation booklet, honoring our graduates. The booklet is distributed at Convocation, mailed to graduates who are not able to attend the ceremony, and made available on our website.

**Live Web Conferences**

We frequently use web conferencing to communicate with students, who live in a variety of locations due to our exclusively online delivery model. For example, we host the following live web conferences to share information and interact with attendees:

- **Open house events** for prospective students, with a dozen open house events held throughout the year. During the events, prospective students can interact with School administrators, faculty, and current students. Recordings are available for individuals who are unable to attend live events.
- **Information sessions** for newly admitted students, held two or three times per semester. These live events are hosted by a range of individuals, including our
School’s Career Counselor, who discusses career trends, and student assistants trained as peer mentors, who introduce new students to the tools used in our School’s online learning environment.

- New student orientation, held at the start of each semester, with presenters that include our School’s Director and Associate Director, other faculty, staff, and current students. A blog post summarizing a new student orientation event provides an overview of the types of information covered during these live web conference sessions, along with a link to the session recording. Students who miss a live session can view a recording at their convenience.

- Orientation sessions for students who choose to complete an internship, hosted by SLIS internship coordinators. A recording of a recent orientation session, for students who enrolled in our internship course for Summer 2013, is available online.

- A Director’s Forum, held once each semester, where the School’s Director shares news with the School community and answers questions. A blog post summarizing one of the forums provides an example of the types of topics covered during these live online events.

**Standard IV.3**

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

—ALA Standards, 2008

Our School’s admission standards are clearly articulated via online and print material, and applied consistently. Our School’s Associate Director serves as our Coordinator of Admissions and Academic Advising. (The University uses the term Graduate Advisor to refer to this role.) The Coordinator of Admissions and Academic Advising is assisted by the School’s Student Services Coordinator, a dedicated staff position.

**Admission Requirements**

Students can apply for admission two times a year, for the Fall or Spring semesters. Admission requirements are clearly articulated on our [website](#) and in our MLIS
MLIS program applicants must meet the following admission requirements:

- A bachelor’s degree from any regionally accredited institution in any discipline with a grade point average (GPA) of at least 3.0 at the bachelor’s degree institution or in the last 60 semester or 90 quarter units. Our University’s Graduate Admissions and Program Evaluation Department (GAPE) reviews transcripts and confirms that applicants meet the GPA requirements.

- A general understanding of computers and technology. The technology literacy requirements are clearly listed on our website.

- Computer access from home and an Internet connection. Home computing environment requirements are clearly defined in the Admissions section of our website.

We expect that all applicants seeking admission understand and comply with the stated technology literacy and home computing environment requirements. However, to ensure this, the School requires that all students demonstrate this critical technical competency in the first four weeks of their first semester by successfully completing LIBR 203, the required one-unit introductory course that covers our online learning technology. During LIBR 203, all students take a quiz that assesses whether or not they comply with our home computing requirements. If they do not meet all requirements, the LIBR 203 instructor follows up, advising the student regarding how to meet all requirements. If needed, the student is referred to Debbie Faires, our Assistant Director for Distance Learning.

In addition, international applicants must have a TOEFL score of 600 (paper version), 250 (computer version), or 100 (Internet-based). Data regarding our application trends from Fall 2006 to Fall 2013 can be found in Appendix IV.3.

**Meeting GPA Requirements**

The University’s admissions department calculates grade point averages in two ways. First, they identify the applicant’s overall undergraduate GPA at the bachelor’s degree-granting institution. If the overall GPA does not meet our minimum standard of 3.0, the admissions department calculates the GPA using the applicant’s last 60 semester (or 90 quarter) units. If this second GPA calculation reaches 3.0 or above, the applicant is admissible.

Applicants who do not meet the GPA requirements receive an email from our Student Services Coordinator with information regarding available options for raising the applicant’s GPA and then reapplying for admission. They can take additional classes at any regionally accredited institution, and those classes will be used to calculate the applicant’s GPA using the last 60 semester units. The classes cannot be personal or professional development classes, but must be classes used in a degree program at that institution. Once the applicant’s GPA calculated using the last 60 units earned reaches 3.0, the applicant is admissible. This admission standard is applied to all applicants, regardless of when they earned their undergraduate degrees.
**Assessment of Computing Requirements**

To help prospective students understand our requirements regarding access to a computer and an Internet connection, SLIS publishes a web page outlining the minimum [home computing requirements](#) that all students must meet. Students who do not meet the minimum requirements will not be able to access course materials and complete assignments, access critical online systems (such as the learning management system and web conferencing platform), access university and library online resources, view SLIS multimedia resources, and reliably communicate with instructors and classmates. In addition, we detail [technology literacy requirements](#) for incoming students in the admissions section of our website.

**Student Screening After Admission**

SLIS does not ask applicants to submit personal statements or letters of reference, and the School does not require applicants to take the GRE and submit results. In our experience, these items are not useful predictors of success in graduate school. In the past, we did require applicants to submit personal statements. However, we now screen new students after admission by mandating that all students pass LIBR 203 and earn a “B” grade or higher in each of the required core courses (LIBR 200, LIBR 202, and LIBR 204), which cover the foundational theories and principles of the LIS field. These courses must be taken within the first 16 units.

During LIBR 203, we assess the aptitude and interest of new students as they explore the types of technology they will need to use as an information professional. All new MLIS students are required to successfully complete [LIBR 203](#) within the first four weeks of their first semester. (LIBR 203 is described more fully in Standard II.) Data regarding the number of new students who successfully complete LIBR 203 can be found on our [website](#). During Spring 2013, 99% of students enrolled in LIBR 203 passed the course.

In addition to the requirement to pass LIBR 203, the requirement to earn a grade of “B” or higher in each core course ensures that our new students have demonstrated that they possess sufficient interest, aptitude, and qualifications for successful completion of the MLIS program and subsequent contribution to the field. Students who do not earn a grade of “B” or higher in any of the three core courses are placed on administrative probation and then allowed to retake the course one more time. If they do not earn a “B” or higher the second time they take the course, they are disqualified from the program and cannot continue. Data regarding the number of students who do not meet this requirement to earn at least a “B” in each of the core courses can be found on our [website](#). In the Fall 2012 semester, for example, 10.7% of students enrolled in LIBR 200 did not earn a “B” or higher and needed to retake the course in order to avoid being disqualified from the program. Of those students who took LIBR 200 a second time (during Spring 2013), half of them earned a grade of “B” or higher. Additional information regarding administrative probation and academic probation can be found in Standard IV.6.
In order to provide consistent guidelines for assessment of graduate level work in the School, the following guidelines are used by faculty members to assign letter grades:

- An “A” represents exceptional work and is assigned only for outstanding work.
- A “B” represents good work that clearly meets the standards for graduate level work.
- A “C” represents adequate work and counts for credit for the course.

As individuals apply to our program and move through the admission process, we make every effort to disclose these standards to new students. For example, grade requirements are clearly articulated on the web page on our core courses as well as on the course descriptions for each core course and on a page dedicated to explaining the grade requirements for core courses. We also include an explanation of these minimum grade requirements in the syllabus for each of the core courses. (View a LIBR 200 syllabus, LIBR 202 syllabus, and LIBR 204 syllabus on our website.) We also encourage newly admitted students to assess their interest in the LIS field by exploring a range of resources, including our New Student Blog, our Career Pathways web pages, and our career development resources.

**Transferring Units and Waiving Required Courses**

All MLIS students must complete 43 semester units. However, students can transfer up to nine semester units from other departments at SJSU and/or from other accredited institutions. A grade of “B” or better is required for any course to be transferred to the MLIS program. The courses to be transferred must be graduate-level courses and may not be more than seven years old by the expected graduation date from the MLIS program. Courses cannot have been used for a completed degree. Requirements regarding transferring units, as well as how to secure credit for a transfer course, are explained on our website.

A student may receive a waiver for the requirement to complete LIBR 285, our research methods course, if the student has taken and passed a graduate-level research methods course and completed a thesis or dissertation as part of a previous graduate degree (as documented by an official transcript). A waiver does not reduce the total units required for the MLIS degree. A page on our website explains how students can petition to waive the LIBR 285 requirement.

**Application Process**

The process to apply for admission to our MLIS program can be completed entirely online. The process, explained on our application procedures web page, includes three steps:

- Complete an online application form.
- Pay the application fee.
- Submit transcripts.
Our website also lists upcoming application deadlines and offers a tutorial on how to complete the online application form. After an individual submits an application, the University's Graduate Admissions and Program Evaluations (GAPE) department downloads the application, evaluates it to determine whether the applicant meets eligibility requirements (e.g., appropriate undergraduate degree and GPA), and then admits the individual or denies the request for admission.

Once GAPE downloads an application, our School’s Student Services Coordinator begins tracking that application and communicating with the applicant. Within one week of submitting an application, applicants receive their first email from our School, a welcome email from our Director.

Individuals who meet admission requirements based on the information they provide in their applications are provisionally admitted. However, they are not matriculated until they submit their transcripts for evaluation and that information is verified by GAPE. Applicants who are provisionally admitted are assigned to an academic advisor and encouraged to contact their advisor if they have any questions regarding the curriculum or choosing courses. They also receive a link to our New Student Checklist, which provides further guidance to new students as they move through the admissions and enrollment process.

Our Student Services Coordinator sends follow-up emails to all applicants, confirming each step in the process (e.g., requests for any missing documents, confirmation of a complete application, acknowledgment of admission, and information regarding the process to enroll in courses and deadlines). Throughout the process, the Student Services Coordinator reminds applicants that she is available to respond to any questions regarding admission or enrollment. She also encourages applicants to visit the New Student Resources page on our website as well as our New Student Blog. In addition, our registration web page provides detailed information regarding how to enroll in courses, and an FAQ page on our website responds to common questions regarding how to register.

At the start of each semester, we hold an online new student orientation via our web conferencing platform. A recording of a new student orientation is available online.

**Standard IV.4**

Students construct coherent programs of study that allow individual needs, goals, and aspirations to be met within the context of program requirements established by the school. Students receive systematic, multifaceted evaluation of their achievements. Students have access to continuing opportunities for guidance, counseling, and placement assistance.

—ALA Standards, 2008
SLIS provides opportunities for all our students to construct coherent programs of study that are responsive to each student’s individual interests and aspirations. Opportunities described in this section include a wide range of electives, internships, interdisciplinary courses, independent study courses, and two culminating experience options. To help our students best leverage these opportunities, we provide them with academic advising and career counseling.

**Coherent Programs of Study**

Our MLIS program requires 43 units of study, including 16 units of required courses and 27 units (63%) of electives. This balance between required and elective units provides students with the foundation and theories they need to build a cohesive body of knowledge, while also allowing students to build a program that is responsive to their individual interests and career goals.

**Core Competencies**

Regardless of the electives our students select, or their achievements in individual courses, all graduating students must demonstrate that they have mastered our MLIS Program Learning Outcomes, also known as Core Competencies. These competencies were originally devised by distilling the professional competencies published by the American Library Association (ALA) and competencies articulated by ALA divisions, the Special Libraries Association (SLA), the American Association of Law Libraries (AALL), and two major state associations, the California Library Association (CLA) and the California School Library Association (CSLA). As part of our ongoing strategic review cycle, we review and revise our Core Competencies as these professional associations revise their competencies. For instance, ALA published revised competencies in 2009, and we undertook a thorough review and revision of our Core Competencies in 2009–2010 and again in 2011–2012. More information about the development of and revision of our Core Competencies can be found in Standard II.

Program Learning Outcomes (Core Competencies) are explicitly integrated into every course we offer. Every syllabus lists the relevant Core Competencies addressed in the course. We make it easy for students to quickly find courses that support each competency by mapping Core Competencies to classes through our Core Competency database. For their capstone project, most of our MLIS students choose to complete an e-Portfolio, which requires that students demonstrate their mastery of all 15 competencies through reflective essays supported by a wide array of artifacts, evidence, exhibits, assignments, and experiences generated throughout their program.

**Career Pathways**

After completing the required core courses (LIBR 200, 202, 203, and 204), students use our Career Pathways as a guide to construct a program that meets their individual needs, goals, and aspirations. The Career Pathways are provided solely for advising purposes, and are frequently used by our academic advisors when discussing options with their advisees. No special designations appear on a graduate’s transcript or
Students are not required to follow a specific Career Pathway; they are free to take any combination of electives.

Each of the 12 Career Pathways was developed by a team of faculty members who are experts in the subject of the specific pathway, in consultation with the School’s corresponding Program Advisory Committee (PAC). The Teacher Librarian pathway was developed in response to professional standards for Teacher Librarians from the California Commission on Teacher Credentialing (CTC), the American Association of School Librarians (AASL), and the National Council for Accreditation for Teacher Education (NCATE) to ensure adherence to licensure requirements. Our 12 Career Pathways are:

- **Academic Librarianship** — The Information and Learning Commons
- **Digital Services**
- **Hyperlinked Libraries and Emerging Technologies**
- **Information Intermediation and Instruction**
- **Information Organization, Description, Analysis, and Retrieval**
- **Leadership and Management**
- **Management, Digitization, and Preservation of Cultural Heritage and Records** (Archival Studies and Records Management)
- **Public Librarianship** — A Community Hub for Learning and Literacy
- **Special Librarianship**
- **Teacher Librarianship**
- **Web Programming and Information Architecture**
- **Youth Librarianship**

Each of the Career Pathways pages on our website includes a description of the area, employment opportunities, core theory and knowledge, and recommended coursework. Additionally, we include links to related Career Pathways so students can select classes from more than one Career Pathway to tailor their program to their interests and needs. We include links to narratives about students and alumni who are pursuing each area of employment, which gives students real-world examples.

As academic advisors guide students, they use the Career Pathways information, in conjunction with other resources, to advise students regarding course selection. For example, to plan their program, students can refer to course descriptions, course syllabi, course rotations, course schedules, and a list of courses and seminar topics. They can also use the Core Competencies mapping tool described earlier to identify courses that support specific competencies.

**Options for Required Research Methods Course**

As part of our School’s efforts to allow students to build a program that is responsive to their individual interests and career aspirations, we offer multiple options for students
to complete our required Research Methods course (LIBR 285). In this course, students complete an original research proposal and learn about data collection and analysis methods. The LIBR 285 course is offered with a number of different foci, as described on this web page. However, all sections of LIBR 285 share the same Student Learning Outcomes and address the same Core Competencies (Program Learning Outcomes). During the Spring 2013 semester, students were able to choose from the following areas of focus for LIBR 285:

- General Overview
- Youth Services
- Records Management and Archival Science
- Action Research
- Evaluating Programs and Services
- Historical Research
- Reference Services

**Classes Outside of the MLIS Program**

Students can transfer up to nine units from outside the MLIS program into their degree, subject to the approval of the School’s Coordinator of Admissions and Academic Advising (also called the Graduate Coordinator), who determines whether courses are relevant and whether courses meet the stated and accessible University requirements for transfer. Classes that have been approved come from a variety of disciplines, such as anthropology, historiography, history, communication, art history, statistics, linguistics, and business.

MLIS students also have the opportunity to choose some of their electives from the courses in the School’s fully online Master of Archives and Records Administration (MARA) program. MARA students also take some MLIS electives, thus increasing interdisciplinary opportunities for both sets of students.

Additionally, SLIS participates in the Web-based Information Science Education (WISE) Consortium, which allows students to enroll in courses SLIS does not offer by giving them access to online courses from other ALA-accredited U.S. and Canadian schools and some schools from outside North America. At the same time, students in other participating LIS programs benefit from the option of taking classes offered through our program. For example, our MLIS students might take Theological Librarianship at the University of Illinois or Electronic Health Records at the University of North Carolina–Chapel Hill. Our students can access a list of each semester’s approved WISE courses on our website. Our School’s Assistant Director for Distance Learning, Debbie Faires, coordinates our School’s involvement in WISE.

**Interdisciplinary Opportunities**

Starting in Fall 2011, SLIS partnered with the SJSU Department of World Languages and Literatures to offer our MLIS students fully online courses in French, Spanish, and
Chinese language and culture. These MLIS electives were collaboratively developed by SLIS and World Languages faculty, who worked with representatives of LIS professional associations focused on improving library services for diverse communities (e.g., REFORMA). The courses are aimed at helping SLIS students serve culturally diverse communities. Course objectives include helping students understand how to communicate cross-culturally, how to develop a collection of library resources to serve Spanish-speaking, French-speaking, or Mandarin-speaking patrons, and how to develop library services that meet local needs. Links to sample course syllabi can be found on our website.

During the 2012–2013 academic year, Dr. Christine Hagar introduced a new course in Crisis/Disaster Health Informatics, developed in collaboration with faculty from the SJSU Department of Health Science. These types of interdisciplinary collaborations support our School's Strategic Direction 2.1, with its focus on identifying opportunities for new interdisciplinary courses, as well as Strategic Direction 1.8, which emphasizes developing opportunities for students to gain competencies to help them thrive in a global environment.

Internships and School Library Fieldwork

The School provides opportunities for supervised professional experiences, which 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 an internship or a structured fieldwork experience for students pursuing our Teacher Librarian Career Pathway.

Internships are formalized relationships between the School and the host institution, where the institution agrees to provide regular opportunities for SLIS students, and a specific application and interview timeline and process is established. The School has developed clear internship guidelines that describe eligibility requirements for interns, how to apply for an internship, and responsibilities of interns, site supervisors, and faculty coordinators.

A student may choose to apply for an internship found in a database maintained by the School, or may independently identify an internship opportunity and submit it to the faculty coordinator for approval. In a typical semester, students can choose from more than 200 active internship opportunities listed in the database. Appendix II.7 provides a list of internships by location, showing where the opportunities are located by U.S. state and by country.

Three full-time faculty members at SLIS serve as internship coordinators and are responsible for approving students’ learning outcomes, monitoring student progress, serving as a liaison with the host site, and evaluating student performance (based on the student’s report and on feedback from the site supervisor). Interns work closely with a site supervisor, who must hold a professional position and ensure that the student is engaged in professional-level activities. Additional information regarding our
Internship program, including the responsibilities of internship coordinators, host sites, and interns, can be found in Standard II.4.

Our students have the option to complete either a face-to-face internship or a virtual internship. Both onsite and virtual internships follow the same process described previously, including oversight by faculty internship coordinators, involvement of a site supervisor, clear guidelines for interns, and defined learning outcomes that are monitored and evaluated. Both onsite and virtual interns earn course credit based on the number of hours they complete (e.g., 90 hours for 2 units or 135 hours for 3 units). Both onsite and virtual internships are governed by the same internship guidelines. Students can use our internship database to search for virtual and onsite internship opportunities.

Our growing virtual internship program allows us to provide internship opportunities for our students regardless of their physical location or the location of the host site. For students who live in rural locations with few professional venues, and for those who find it challenging to fit place-based internships around their work, family, and other responsibilities, our virtual internship program opens many opportunities that would not otherwise be possible. Virtual internships also prepare tomorrow’s information professionals for virtual work environments. The School offers resources for students who are considering a virtual internship, including our virtual internship blog, virtual internship FAQ web page, and narratives about our MLIS students who have completed virtual internships. We have also developed material aimed at reaching out to information professionals who may be interested in hosting virtual interns, including a web page that describes the benefits of hosting a virtual intern.

Students in our Teacher Librarian program are required to complete a School Library Fieldwork course (LIBR 295), a supervised professional experience of school librarianship at both an elementary and a secondary (middle or high) school. The Teacher Librarian Program Coordinator, Dr. Mary Ann Harlan, requires a fieldwork plan developed with supervisor input. The fieldwork for the Teacher Librarian credential is guided by professional standards set by two professional organizations, the National Commission for Accreditation of Teacher Education (NCATE) and the California Commission on Teacher Credentialing (CTC).

Table IV.5, below, provides data regarding the number of MLIS students who completed internships during the three most recent academic years. (For the percentage of MLIS graduates who completed internships from 2006–2013, see Table II.2, in Standards II.4 and II.5.) In addition, on our website we share narratives about the experiences of students who have already completed internships. This data demonstrates that we are making excellent progress in addressing our School’s Strategic Direction 2.3, with its emphasis on expanding physical and virtual internship opportunities for our students.
Table IV.5. Number of MLIS Students Completing Internships, 2006–2013

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Total Number of MLIS Students Completing Internships (Including Virtual Internships)</th>
<th>Total Number of MLIS Students Completing Virtual Internships</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006–2007</td>
<td>254</td>
<td>N/A</td>
</tr>
<tr>
<td>2007–2008</td>
<td>273</td>
<td>N/A</td>
</tr>
<tr>
<td>2008–2009</td>
<td>305</td>
<td>N/A</td>
</tr>
<tr>
<td>2009–2010</td>
<td>352</td>
<td>N/A</td>
</tr>
<tr>
<td>2010–2011</td>
<td>370</td>
<td>N/A</td>
</tr>
<tr>
<td>2011–2012</td>
<td>310</td>
<td>22</td>
</tr>
<tr>
<td>2012–2013*</td>
<td>230</td>
<td>25</td>
</tr>
</tbody>
</table>

* Does not include data for Summer 2013 internships.

Special Studies

Our Special Studies (LIBR 298) elective offers students the chance to undertake advanced independent research or to work on a field-based project in areas 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. Examples of LIBR 298 projects completed by our students include:

- In Spring 2012, student Mary Abler participated in a project aimed at designing the Teen Digital Learning Lab at San Francisco Public Library, under the supervision of SLIS faculty member Beth Wrenn-Estes.
- In Summer 2012, student Kristen Mulvihill conducted research under the guidance of SLIS faculty members Dr. Mary Somerville and Dr. Michelle Simmons about services for military veterans in public libraries, and in follow-up to that project, the California State Library awarded a grant to three public libraries, allowing them to implement training for their staff based on Mulvihill’s findings.
- In Summer 2013, under the guidance of SLIS faculty member Kyle Jones, and with input from Dr. Michael Stephens, LIBR 298 students worked to support the research, development, and deployment of a customized massive open online course (MOOC) in the Fall 2013 semester.
- In Spring 2013, student Kijana Stringer worked with a global organization and conducted research aimed at expanding understanding of how to create more effective library and information science programs in Latin America, under the guidance of SLIS faculty member Dr. Paul Christensen.

Additional information regarding LIBR 298 projects completed by our students can be found in Standard II.4.
Culminating Experience

The California State University system requires that each student enrolled in a graduate program complete a culminating experience to demonstrate mastery of the program's learning objectives. Our School offers two culminating experience options.

The first option is to research and produce a master's thesis, under the direction of a thesis committee. Students choosing this option must adhere closely to the regulations of the University's Graduate Studies Office and 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 makes an original contribution to the field. It may take as many as two or more years, although most theses require about a year to complete.” Each year, a small number of students choose to write theses, exploring a wide range of LIS topics. In 2012, SLIS student Jack Tilney was awarded the University's Outstanding Thesis Award for his thesis, *Containing Obscenity: The Gathings Committee, Moral Crusades, and Paperback Books*. Digital copies of all MLIS theses from 2008 to the present are available online in the SJSU ScholarWorks archive.

The second option for a culminating experience is LIBR 289: Advanced Topics in Information Science, which is the e-Portfolio. This culminating experience, chosen by the vast majority of our students (about 98%), requires students to demonstrate their competency in the 15 Core Competencies, also known as our Program Learning Outcomes. Whereas the thesis option asks students to delve deeply into a single area of inquiry, the e-Portfolio asks students to demonstrate broad knowledge and skills. Students collect artifacts (evidence) from their MLIS program and write reflective essays that articulate how these artifacts demonstrate their competence in each of the 15 areas. Standards and grading rubrics for e-Portfolios are included on the School's website. Examples of e-Portfolios include one completed by a student in Spring 2012, and one completed by a student in Fall 2012. Further details regarding the e-Portfolio can be found in Standard II.

Evaluation of Student Achievement

Each SLIS course incorporates assignments that evaluate student achievement of defined Student Learning Outcomes specified in each course syllabus. Instructors assess student learning through a range of methods, including written papers, oral presentations, tests, individual and group projects, and participation in class discussions. For internships, student achievement of defined Student Learning Outcomes is evaluated by faculty internship coordinators in consultation with internship site supervisors. Instructors communicate with students regarding their evaluations of student achievement through grades and through feedback shared with students. SLIS has adopted a standard grading scale, which is listed on each course syllabus.
Individual student achievement of Program Learning Outcomes (Core Competencies) is also evaluated. Mastery of Program Learning Outcomes is demonstrated at the course level through satisfactory completion of specific assignments, and at the program level by completing a culminating project, either an e-Portfolio or a thesis. Additional information regarding how we evaluate student achievement and use that data to improve our program can be found in Standard IV.6, where we address this topic in greater detail.

**Access to Guidance through Academic Advising**

Our School’s Associate Director, Dr. Linda Main, serves as our Coordinator of Admissions and Academic Advising (also referred to as our Graduate Advisor by the University). Dr. Main oversees all academic advising for our MLIS program, and is available to answer student questions via email, phone, or on the School's advising blog.

Our full-time faculty members serve as academic advisors for SLIS students. The Graduate Advisor, Dr. Main, ensures that all academic advisors receive timely updates and reminders regarding any new polices or changes to existing policies. The Graduate Advisor also discusses advising issues at quarterly faculty retreats, and holds an informal online meeting each year with the academic advisors to address advisor questions. Our School’s Student Services Coordinator provides ongoing support for academic advisors and assigns academic advisors to new students upon admission.

Academic advisors help students find, interpret, and understand MLIS program requirements and answer questions regarding coursework options. From the time they are admitted to the MLIS program until they graduate, all students receive guidance from a specific academic advisor.

In addition to the academic advising provided through these assigned advisors, students are encouraged to seek out supplementary advising from any of our faculty, including:

- Course instructors, who provide academic advice to students related to a specific course
- Full- or part-time faculty members, who provide advice in their areas of specialization or expertise
- Research supervisors for students who choose to complete a thesis or a special research-based project (LIBR 298), who provide advice and may supervise research methodology and project management

Students are also encouraged to contact our School’s Student Services Coordinator, Vicki Robison. Robison can answer procedural questions, such as how to withdraw from a course, by email or phone; there is no need to come to campus to receive Robison’s assistance or to complete and submit administrative forms. As part of our ongoing efforts to improve student support services, in Fall 2013, the School expanded advising resources by adding a new part-time staff position, an Online Student Advisor. In this
role, Sheila Gurtu works closely with academic advisors and the Student Services Coordinator, providing additional advising resources such as webinars and a virtual help desk for current students.

Each academic advisor communicates with advisees via email at the start of each semester, encouraging students to contact them with any questions or concerns. In addition, each academic advisor communicates with advisees via their own advising site within our Desire2Learn (D2L) learning management system, where advisors post news, reminders, and links to resources, and respond to student questions posted on a discussion board. Advisors distribute regular email reminders to their advisees, encouraging students to discuss career goals and course choices either privately or through the D2L advising site discussion board. Advisors also invite students to contact them at specific points in the program, such as when a student finishes core courses and is ready to choose electives, or when a student is deciding which culminating experience option to select (a thesis or e-Portfolio). Advisees can make appointments to meet virtually with advisors, or interact via email. Each D2L advising site has a “class” list, which lists the names of all students assigned to the advisor. Our Student Services Coordinator “enrolls” all students in their advisors’ D2L sites, so when students log into D2L, they can easily find their advisor’s D2L site. COA reviewers have access to a sample advising site in D2L.

In addition to the D2L advising sites and direct interaction with advisors, students can access several advising resources via the School’s website. They can review a general overview of the types of academic advising available to SLIS students. They can also access our advising FAQ page, where the School provides information on topics such as how to register for courses, add or drop a course, and apply for graduation. We also provide an advising blog, where the SLIS Associate Director responds to students’ questions and provides additional information regarding the School’s advising resources. In addition, the SLIS Associate Director answers registration and curriculum questions via her curriculum blog. The Career Pathways web pages, described previously, serve as a resource to students as they choose courses, as well as a resource for advisors and students as they discuss those choices.

Our investment in a strong advising program supports our Strategic Direction 3.1, with its emphasis on providing advising that helps us retain and graduate as many students as possible.

**Access to Career Counseling and Job Search Assistance**

Jill Klees, SLIS Career Center Liaison, is an expert in career guidance and counseling. Working in close collaboration with SLIS faculty, Klees provides career counseling to SLIS students. In addition, she is available to critique student resumes and cover letters; manages the School’s career blog; coordinates the School’s career webinars and colloquia; maintains the School’s web-based career development resources; organizes and hosts virtual career fairs for our students; and distributes a monthly e-newsletter to students that includes job search tips, hot jobs, and career resources.
Our School developed an extensive section of our website that is dedicated to career development. There, students can:

- Access tools to help them pinpoint their career direction.
- Learn about the critical role networking plays in career development.
- View resume and cover letter tips and samples.
- Browse advice on how to prepare for interviews and access a mock interview tool where they record themselves practicing an interview.
- Get tips for conducting a successful job search, including how to use social media in their job search.
- Learn how to create a career e-Portfolio for sharing with future employers.
- Access SpartaJobs, which is an active list of job openings.
- Browse a list of career resources for information professionals, as well as job listing sites for information professionals.
- Read a report regarding emerging job trends for information professionals.

The School also offers career development webcasts. These include virtual workshops hosted by our Career Counselor on a variety of topics, including resume writing, interviewing, and job search strategies. We also host career colloquia, inviting guest industry professionals to share tips, resources, and ideas for employment in the LIS field. All workshops and colloquia are presented via live web conferencing, allowing for real-time interaction. They are also recorded and available on demand as webcasts and podcasts via our School’s website.

The SLIS Career Center Liaison provides an overview of these career development resources via a brief video on our website. All of our career resources are freely available via the School’s website, and many have been featured by external organizations. For example, the resources were featured on a blog post on the Hiring Librarians blog and during a national webinar, hosted by ALA’s American Libraries, in which our Career Center Liaison was one of the participants. In addition, we promote the resources via our School’s Pinterest board dedicated to career information. These resources support our School’s Strategic Direction 3.4, with its focus on expanding career support for students.

Table IV.6, below, highlights our School’s career development activities during a recently completed semester, Spring 2013. Appendix IV.8 provides similar information, covering career development activities from 2010 through 2013. Table IV.6 provides a snapshot of current (and vigorous) career activity, while Appendix IV.8 shows growth over time in the variety and number of career activities, the number of attendees (both synchronous and asynchronous) at workshops and colloquia, visitors to the career development web pages, and students and employers using the SpartaJobs database.
We also share narratives about how career development resources have helped SLIS students find jobs. For example, alumna Sarah Naumann credits our School’s career resources for helping her land a job as a reference librarian. Alumna Sam Leif consulted with our Career Counselor and used our career resources to land a job as a librarian at an academic library just two months after earning her MLIS degree at our School.

Data from our exit surveys of recent graduates also confirms that students use and value our School’s career development resources. For example, in our exit survey of Spring 2013 graduates, 31% of respondents said our career resources are “excellent” and 23% said they are “satisfactory.” Only 2% of respondents stated that our career development resources “need improvement.” Another 43% of respondents indicated that they did not use our career development resources, an indicator that we need to work harder to make students aware of these resources.

We also track the time visitors spend on our career web pages, another indicator that the resources are valued. The average time spent on a career web page is 1 minute and 55 seconds. Also, visitors frequently download material from our career web pages. During a three-month time frame in Fall 2013, for example, nearly 300 website visitors downloaded our sample functional resume. Our School’s Marketing Coordinator, Nicole Purviance, monitors our website analytics on an ongoing basis to identify and respond to trends. She can answer COA reviewer questions about website visits and downloads.

Finally, our career development resources are valued by the broader professional community. Many other websites feature and link to our career web pages, including the following:

- Information Today’s list of resources for library job seekers
- The OCLC WebJunction list of job-seeking resources for librarians

Table IV.6. SLIS Career Development Activities, Spring 2013

<table>
<thead>
<tr>
<th>Activity</th>
<th>Number of Participants or Number of Events</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual career counseling sessions with MLIS students</td>
<td>156</td>
</tr>
<tr>
<td>Job postings on SpartaJobs website</td>
<td>251</td>
</tr>
<tr>
<td>SLIS students registered in SpartaJobs database</td>
<td>1,543</td>
</tr>
<tr>
<td>Career workshops and career colloquia</td>
<td>7</td>
</tr>
<tr>
<td>Participants in live career workshops and career colloquia</td>
<td>175</td>
</tr>
<tr>
<td>Number of people who accessed recordings of career workshops and career colloquia</td>
<td>3,834</td>
</tr>
<tr>
<td>Unique visitors to all career development web pages (March 2013 through May 2013)</td>
<td>9,235</td>
</tr>
<tr>
<td>Unique visitors to career blog (March 2013–May 2013)</td>
<td>7,700</td>
</tr>
</tbody>
</table>
In June 2013, we launched the Alumni Career Spotlights tool, which allows SLIS graduates to create a page on our School’s website where they can share information about their work and choose to allow others to contact them with questions or for brief informational interviews. All Alumni Career Spotlight submissions are moderated prior to being published, and alumni can update them as needed. The Alumni Career Spotlights are one more way the School is working to build and support student and alumni networking.

### Standard IV.5

The school provides an environment that fosters student participation in the definition and determination of the total learning experience. Students are provided with opportunities to form student organizations and to participate in the formulation, modification, and implementation of policies affecting academic and student affairs.

—ALA Standards, 2008

Although our students live around the world, our School offers a wide range of opportunities for students to participate in student groups, research and other scholarly activity, and shared governance. With our School’s exclusively online delivery model, we have designed our activities so our students can be involved in the total learning experience regardless of their location. Not only do they complete all their courses online, receive academic advising and career counseling online, and complete virtual internships, our students can be involved in all of our School’s learning community opportunities virtually. In this section, we describe this range of opportunities, providing examples of how our students can serve as research assistants, get involved in student groups, present at virtual conferences, and serve as leaders.

### Student Organizations

Our School hosts three student chapters of national professional associations, providing opportunities for our students to serve in leadership roles, engage in professional development activities, and expand their professional networks. Each group has its own SLIS faculty advisor. We provide an overview of our School’s student groups on our website, and we share news about our student groups on our Pinterest site. Our investment in hosting professional association student chapters supports our School’s Strategic Direction 3.3, with its emphasis on increasing student involvement in professional associations.

To foster student involvement in professional associations, our School provides complimentary one-year memberships to all our new MLIS students. Students are
able to choose among the following professional associations: the American Library Association (ALA), the Special Libraries Association (SLA), the American Society for Information Science and Technology (ASIS&T), or ARMA International.

Our School’s American Library Association Student Chapter (ALASC) was recognized as the ALA Student Chapter of the Year in 2009 and 2010, and was honored as the runner-up for this award in 2011. In their recognition of the student chapter's accomplishments, ALA leaders singled out the group’s efforts to involve SLIS students who live across the continent, as well as the chapter’s high-quality programs. During their most recent acknowledgment of the chapter's accomplishments in 2011, ALA recognized the chapter's increased attendance at events, outreach to online students, and effective use of numerous communication methods.

ALASC is very active and hosts multiple events throughout the year. The chapter connects with students through its blog and bimonthly e-newsletter, as well as through social networking tools such as Facebook, Twitter, and LinkedIn. ALASC hosts online seminars, on-site library tours, and other events. For example, during the 2012–2013 academic year, ALASC hosted library tours, a webinar featuring a guest presenter, social events at professional conferences, a poster contest for Banned Books Week, and a student-faculty reception held in San Jose just prior to convocation. The faculty advisor for ALASC is Lecturer Debbie Faires, who is also our School’s Assistant Director for Distance Learning.

Our School’s Association for Information Science and Technology (ASIS&T) Student Chapter was recognized as the ASIS&T Student Chapter of the Year in 2012, just a year after the chapter was reactivated in 2011. The chapter provides a range of tools to support ongoing interaction for its members, including a dedicated instant messaging channel and a news feed and discussion forum that are integrated into the School’s online learning management system. In addition, the chapter shares news and interacts with students via its presence on Facebook, LinkedIn, Twitter, and YouTube. During the 2011–2012 academic year, our ASIS&T Student Chapter hosted 14 online events, published four newsletters, and held 11 virtual business meetings. Webinars hosted by the student chapter covered topics ranging from digital asset management, to emerging technology trends, to careers in information architecture. Recordings are freely available on the student chapter website. The student chapter's membership grew to 68 students by the end of its first year, with more than 160 students following chapter news via its email discussion list and more than 360 “likes” on its Facebook page.

During the 2012–2013 academic year, our ASIS&T Student Chapter hosted 12 online events, published one online newsletter, and held 10 virtual business meetings. Webinars hosted by the student chapter covered topics including information visualization, management of museum collections, children and information seeking, and job searching skills. Recordings of the speakers, events, and business meetings are freely available on the chapter website. The student chapter gained 45 new members.
through a vigorous membership drive, resulting in a year-end membership of 78 students. The faculty advisor for our ASIS&T Student Chapter is Dr. Sandra Hirsh, our School’s Director.

Our School also hosts a Society of American Archivists (SAA) Student Chapter, which has 125 members. During the 2012–2013 academic year, our SAA Student Chapter hosted multiple activities, including four library and archive tours and three online events with guest presenters that included SLIS faculty and students. During one of these webinars, current SLIS students discussed archival internship opportunities. The faculty advisor for our SAA Student Chapter is Lecturer Lori Lindberg.

SLIS is also in the process of piloting a Special Libraries Association student chapter. The faculty advisor is Dr. Cheryl Dee.

In addition to the student chapters of national professional associations, our School hosts its own student association, known as SLISConnect. Previously the School had separate student and alumni associations. However, in an effort to encourage expanded collaboration and communication between current students and alumni, and in response to low involvement in the separate student and alumni associations, in 2011 the School merged the two groups and formed SLISConnect. The association’s faculty advisor is Dr. Kristen Rebmann.

During the 2012–2013 academic year, SLISConnect leaders developed a mission, vision, and goals for the organization, and launched a new website and blog. They also created several social media channels to interact with one another and share news, including a Facebook page, a Facebook group, a LinkedIn page, and a Twitter presence. During January 2013, they held an open house, promoting SLISConnect to students and alumni. Slides from the open house are available, along with a recording of the event. SLISConnect members also hosted events at professional conferences, including annual conferences for the American Library Association, the Special Libraries Association, and the California Library Association (CLA), as well as the ALA Midwinter Conference. SLISConnect partnered with our School’s ALA Student Chapter to host two online events, presented via web conferencing. SLISConnect also supports our School’s Strategic Direction 5.4, to build strong alumni relationships.

Through these initiatives, including our professional association student chapters and our students’ free one-year membership in a professional association, our students become highly involved in LIS professional associations. In our most recent exit survey of graduating students, more than 90% of the survey respondents stated they are members of professional associations, with the majority joining the American Library Association.

Student Leadership, Research, and Publication Opportunities

In 2011, our School began publishing the SLIS Student Research Journal, an online, open-access publication. This double-blind, peer-reviewed scholarly journal publishes two
issues annually. A student-governed publication, it includes articles authored by SJSU SLIS students and graduate students from other ALA-accredited institutions, invited faculty essays, and essays written by the student Editor-in-Chief. The journal promotes graduate scholarship and intellectual inquiry in the fields of library and information science, archives and records management, and museum studies. Journal content includes original research, literature reviews, and critical review essays that collectively support the School's Strategic Direction 6, to foster a research environment.

The Student Research Journal provides opportunities for students to be involved in a range of roles on its 10-member editorial team, which works under the guidance of faculty advisor Dr. Anthony Bernier and the journal's Editorial Advisory Board, comprising the entire full-time SLIS faculty. The journal also offers an opportunity for students to gain experience submitting articles for publication in a peer-reviewed journal, evaluating articles, and sharing their knowledge with practitioners.

The editorial team raises awareness regarding the journal and encourages SLIS students to submit articles through a range of communication tools, including email, screencasts, and presentations. In addition, two former members of the editorial team, including former Editor-in-Chief Suzanne Scott, along with the journal’s faculty advisor, made a presentation regarding the journal during the Library 2.011 Worldwide Virtual Conference. Their session was titled “Student Research Journal: An Open Access Forum for Graduate Student Contributions to the Profession.” A recording of the session is available via the Library 2.011 website.

Many of our students also take on leadership roles by serving as peer mentors, web conferencing assistants, and learning management system assistants. Each semester, we invite our MLIS students to earn course credit in LIBR 298 (Special Studies) by serving in one of these roles. Peer mentors create tutorials and provide guidance to new students during LIBR 203, the required one-unit course that introduces new students to the technology used in our School’s online environment. Student assistants provide support to faculty and students related to the use of our Collaborate web conferencing platform, including coaching for peers on how to make online presentations. They also host online workshops for newly admitted students and participate in online open house events. When our School transitioned to a new learning management system in 2011, trained student assistants provided extensive hands-on help to faculty members as they transitioned existing online courses to the new Desire2Learn (D2L) learning management system. In a typical semester, we have approximately 25 students who serve as peer mentors, Collaborate assistants, and D2L assistants.

One example of an MLIS student taking on a leadership role is Becca Belz. Working as a student assistant for faculty member Dr. Patricia Franks, Belz coordinated and promoted events offered by the SLIS Virtual Center for Archives and Records Administration (VCARA), which opened in 2009. For example, Belz coordinated VCARA’s second annual conference in 2011, a follow-up to her experience making a poster presentation during the first VCARA conference in 2010.
More than 25 of our LIBR 298 student assistants have also volunteered their web conferencing expertise each year, serving as session moderators at the Library 2.011, Library 2.012, and Library 2.013 Worldwide Virtual Conferences. These students include Zemirah Lee, Jennifer Dinalo, Myles Jaeschke, and Mardi Veiluva.

Our School is a founding partner of these annual virtual conferences. The first conference, Library 2.011, featured 153 fully online presentations. The Library 2.012 conference offered 161 sessions, including 11 keynote presentations, and the Library 2.013 conference offered 154 sessions, including 10 keynote and 4 distinguished speaker presentations. These annual virtual conferences provide opportunities for our students to present, and several have leveraged this opportunity to expand their professional experiences. They include Elaine Hall and Donna Frederick, who copresented with SLIS faculty member Dr. Kristen Rebmann regarding their research on career trends in distance librarianship. Four students who served as research assistants on a grant-funded project that explored young adult library spaces copresented with SLIS faculty member Dr. Anthony Bernier, sharing research findings. A recording of their presentation at the Library 2.012 conference is available.

SLIS students and Circle of Learning scholars Valarie Kingsland and Tawa Ducheneaux copresented with Circle of Learning Project Codirectors Jane Fisher (a SLIS faculty member) and Liana Juliano (from the American Indian Library Association) at the Library 2.012 conference. Their presentation explored the Circle of Learning program and virtual indigenous community development for MLIS students. A recording of their presentation is available online. Two other Circle of Learning scholars (and SLIS students) presented at the Library 2.012 conference: Jennifer Himmelreich and Jerry Flanary presented “Cultivating Culture: Promising Virtual Practices for Indigenous Communities.” A recording of their presentation is also available.

Other examples of SLIS students who have served as research assistants include:

- Lauren Flattery, who helped support a grant-funded partnership between SLIS and the SJSU Department of World Languages and Literatures as this interdisciplinary team developed an online Chinese Language and Culture Course for SLIS students
- Laura Serrano, who assisted SLIS faculty working on a grant-funded project to develop a new model for post-MLIS residencies
- Emily Weak, who helped SLIS faculty member Dr. Lili Luo with her grant-funded research regarding text reference services
- Karen Olympia and Angelo Roselle, who helped SLIS faculty member Dr. Patricia Franks with her grant-funded research regarding how government agencies manage records created using social media tools
- Hoan-Vu Do, who served as a research assistant on a grant-funded project aimed at exploring online learning programs in Vietnam, under the direction of SLIS professor and director Dr. Sandra Hirsh
Although grants typically provide some funding for research assistants, our School supplements those funds, allowing additional students to have valuable scholarly opportunities.

**Student Involvement in Shared Governance Committees**

Our School maintains six *shared governance committees*, which collectively provide input and guidance regarding the School’s strategic planning process and are involved in addressing key strategic initiatives. Every committee includes representation by full-time faculty, part-time faculty, staff, alumni, and students. Lists of current committee members are provided on our website, including the students who serve on each committee. They include the SLISConnect student president, who serves on the SLIS *Leadership Coordinating Team*. The Leadership Coordinating Team meets once a year and is an opportunity for the Director, Associate Director, Administrative Services Manager, chairs of the governance committees, and the student and alumni presidents of SLISConnect to meet and report on activities. In addition, a SLIS student serves on the *Student Affairs Committee* of the SJSU College of Applied Sciences and Arts.

**Standard IV.6**

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

—ALA Standards, 2008

The School conducts a systematic evaluation of student achievement, both within individual courses and as part of our overall program evaluation. Findings are used to drive programmatic change, including adding new courses and modifying existing courses. This approach supports our School’s *Strategic Direction 1.1*, with its focus on the ongoing review of program performance data, with input from advisory committees. Note that the evaluation of student achievement is also discussed in Standard II.

**Evaluation at the Course Level**

Each SLIS course incorporates assignments that evaluate student achievement of defined Student Learning Outcomes specified in the course syllabus. Assignments used to measure student learning are wide ranging and vary in format depending on the topic of the class. Examples include written papers, oral presentations, tests, individual and group projects, and participation in class discussions. Samples of student work can be found on the D2L site available to COA reviewers. Faculty members typically use rubrics to assess student work on assignments; examples of rubrics can also be found on the D2L site.
As previously discussed, all core courses (LIBR 200, 202, and 204) require a “B” as a passing grade. For electives, a “C” is a passing grade in the University. Students who do not earn a grade of “B” or higher in any of the three core courses are placed on administrative probation and then allowed to retake the class one more time; if they do not earn a “B” or higher the second time they take the course, they are disqualified from the MLIS program and cannot continue. Data regarding the number of students who do not meet the requirement to earn at least a “B” in each of the core courses can be found on our website. For example, in Fall 2012, 10.7% of students enrolled in LIBR 200 did not earn a “B” or higher and needed to retake LIBR 200 in order to avoid being disqualified from the program. Of those students who took LIBR 200 a second time (during Spring 2013), half of them earned a grade of “B” or higher.

However, all graduate students must maintain a 3.0 average GPA. If their GPA falls below 3.0, they are put on academic probation. Students on academic probation have a hold placed on their academic records, which precludes them from registering for future classes. To remove this hold, students must obtain probation advising from their academic advisor, who can then remove the hold and allow the student to register for classes. Once on academic probation, graduate students are subject to disqualification if they fail to earn a GPA of 3.0 or better each semester until a cumulative GPA of 3.0 is again established. The number of students who are placed on academic probation is small. For example, in Spring 2013, only 4% of our students were placed on academic probation. Further details regarding students placed on academic probation can be found in Appendix IV.9.

**Evaluation of Student Achievement at Key Milestones in the Program**

As students progress through our MLIS program, there are three key transition points where we evaluate student achievement, providing us with data we use to improve our program. First, all new MLIS students must complete LIBR 203, a required one-unit course that introduces them to our online learning environment and prepares them for success as online students. Students are required to pass the course in order to continue in our MLIS program. One of the purposes of the course is to help determine if a new student will be successful in an exclusively online program. Data regarding the number of new students who successfully complete LIBR 203 can be found on our website.

Evaluation of student achievement in LIBR 203, along with feedback from students, allows us to modify course content. We regularly update course content based on evaluation data, complemented by feedback from LIBR 203 student assistants who serve as peer mentors and help assess student achievement. For example, in Spring 2011, as part of our School’s ongoing evaluation process, we added a module to the LIBR 203 course that covers the MLIS program’s e-Portfolio culminating experience option. In 2010, we added a module regarding tools to support collaborative projects, including using Google Docs to author papers, reports, and other documents.

Most students successfully complete LIBR 203 and, when surveyed, confirm that the course was important to their success. In Spring 2013, 68% of students surveyed said...
that LIBR 203 was “very important” and an additional 24% said it was “somewhat important” in helping them succeed during their first semester in our fully online MLIS program. When asked what they liked about LIBR 203, 56% of the students surveyed reported they felt the course helped them be better prepared for the program’s online learning environment.

The second transition point where we evaluate student achievement occurs when MLIS students complete the three required core courses (LIBR 200, LIBR 202, and LIBR 204), described in Standard II. These core courses are prerequisites for other courses in the program, and must be completed within the first 16 units of a student’s coursework, typically in the first two semesters. Consistency is built into the curriculum through the uniform Student Learning Outcomes and Core Competencies (Program Learning Outcomes) designated for each course, ensuring that all requirements are met regardless of the instructor. The Student Learning Outcomes and Core Competencies for LIBR 200, LIBR 202, and LIBR 204 can be found on the MLIS Course Content page on our website, by selecting each course number from the drop-down menu.

All students are required to earn at least a “B” in each core course. Students who fail to earn at least a “B” are placed on administrative probation. They have one more opportunity to take the course and earn at least a “B” before they are disqualified from the program. The target passing rate for the core courses is to have 85% of students earn a “B” or higher in LIBR 200, LIBR 202, and LIBR 204 on the first attempt. This requirement regarding earning a grade of “B” or higher in each core course ensures that our new students demonstrate that they possess sufficient interest, aptitude, and qualifications for successful completion of the program and subsequent contribution to the field. Data regarding retention and pass rates from our core classes can be found on our website.

We are in the process of restructuring the core courses, as discussed more fully in Standard II. With these restructured core courses, our objectives are to introduce students to the MLIS program’s Core Competencies (Program Learning Outcomes), provide an introduction to the concepts and themes addressed in elective courses, inform students as to the many career options available to individuals who hold an MLIS degree, and develop some of the soft and hard skills required of new information professionals.

The final point where we evaluate student achievement involves our assessment of student learning in our culminating experience course, where students demonstrate their mastery of Program Learning Outcomes. Our MLIS students have two options for a culminating experience course, LIBR 289: e-Portfolio and LIBR 299: Thesis. Each of these culminating courses is covered in depth in Standard II.

The majority of students choose to complete an e-Portfolio. The goal of the LIBR 289: e-Portfolio is to provide a program-based assessment to ensure that each student demonstrates mastery of all Program Learning Outcomes (Core Competencies). Standards and grading rubrics for e-Portfolios are included on the School’s website.
Examples of e-Portfolios include one completed by a student in Spring 2012, and one completed by a student in Fall 2012.

**Evaluation of Program Learning Outcomes Drives Program Development**

As we assess student achievement in LIBR 289, the e-Portfolio, we are able to gain insight that we then use to identify areas where our curriculum may need to be modified in order to more effectively help students master Program Learning Outcomes. At the end of the Fall 2007 semester, we collected data on the number of revisions needed to satisfactorily demonstrate achievement of a defined subset of five of the MLIS Program Learning Outcomes (Core Competencies) presented in students’ e-Portfolios. Our goal is to have 90% or more of LIBR 289 students need no revisions or only one revision to a Statement of Competency, the essay in which they demonstrate achievement of a specific Program Learning Outcome. If less than 90% of students submit work at that level, then that identifies for the faculty a need for curricular review of the courses that address that specific competency.

Our [Fall 2011 report](#) covers our examination of student mastery of Competency J, which addresses information-seeking behaviors. Input from LIBR 289 faculty advisors in 2007 indicated that 15% of LIBR 289 students struggled to demonstrate their mastery of Competency J. Through our analysis of that data and as a result of discussions during a faculty retreat, the Curriculum and Program Development Committee and the Course Coordinator for the Information Mediation cluster worked with the faculty who teach in this area to propose specific changes to the curriculum. Changes involved reworking assignments, course discussions, and other content, so they now emphasize the need to review information-seeking behavior models before analyzing information-seeking behavior. These changes were implemented starting with Spring 2009 courses, and a reevaluation was done in 2011. Each of our [reports on Program Learning Outcomes](#), which describe how we use our evaluation of LIBR 289 student achievement data to make program improvement decisions, can be found on our website.

Starting in Spring 2013, we reset our baseline data, as many changes had occurred between 2007 and 2012. We improved LIBR 289 grading rubrics; we revised Program Learning Outcomes; we tied the Program Learning Outcomes more closely to classes; we incorporated input from Program Advisory Committees and our International Advisory Council. We are reworking our core classes so that all Program Learning Outcomes can be met via the core classes.

In addition to regularly examining data regarding student mastery of Program Learning Outcomes, we also analyze overall data regarding passing rates for the e-Portfolio course, which we publish on our [website](#). Students who fail LIBR 289 may take the course one more time before being disqualified from the program. From Fall 2010 to Fall 2012, only three students have been disqualified from the MLIS program because they failed to produce a satisfactory e-Portfolio after two attempts.
Ongoing monitoring of student achievement data at key transition points in our MLIS program supports our **Strategic Direction 3.1**, with its focus on monitoring retention rates and other data in order to retain and graduate as many students as possible.

**Faculty and Student Involvement in the Evaluation Process**

Student feedback is an important part of the data we use to improve our program. For example, at the end of each semester, we ask students to complete an anonymous, online **Student Opinion of Teaching Effectiveness** (SOTE) survey for each class in which they are enrolled. These surveys focus on the effectiveness of instruction in individual classes. Results are available to COA reviewers in Appendix II.9, SOTE data by instructor and semester, and Appendix II.10, SOTE data averages by instructor and semester.

In addition, the School’s Director, Dr. Sandra Hirsh, studies SOTE results annually as part of her review of faculty performance. She reads student comments carefully and pulls out key themes, which are then brought back to the faculty for discussion during our faculty retreats and annual Faculty Institute. For example, during our School's May 2013 Faculty Institute, Dr. Hirsh made a presentation regarding key themes identified during her most recent review of SOTE feedback. A [recording](#) of the 20-minute presentation is available for viewing. In her presentation, Dr. Hirsh covered the following themes as she encouraged faculty to respond to student feedback to improve the effectiveness of their instruction:

- Improve teaching presence through expanded use of video and audio content, including instructor lectures, weekly course updates and announcements, and responses to assignments and discussions.
- Implement well-structured course content, with a course site that is easy to navigate so students do not feel lost in a disorganized course.
- Respond promptly to students. Set clear expectations regarding how and when the instructor will respond (e.g., respond to a student email within 24 hours).
- Be present in the class. Participate in discussions and comment regularly on student posts on the discussion board.
- Provide up-to-date course content that is relevant to new trends in the field. Be sure reading assignments are up-to-date and relevant.
- Be accurate when presenting the course calendar. Revise dates in the syllabus and on the course site each semester.
- Provide clear assignment instructions, which are consistently presented in all areas where students find assignment instructions (e.g., syllabus, assignment rubrics).
- Present clear grading expectations, including how students will receive feedback on their work. Explain to students why they earned their grades. Present clear assignment rubrics.
- Provide timely assignment feedback, which helps students understand instructor expectations for future assignments.
As part of our response to survey findings, we developed a list of tips for faculty regarding how to apply SOTE feedback, with ideas relevant to each item on the survey. For example, one of the survey questions asks whether the instructor was responsive to the diversity of students in the class. A relevant tip to help faculty address a lower score on this survey question is to avoid favoring students with greater levels of experience working in libraries or other information centers. The complete list of faculty tips regarding how to respond to SOTE feedback is included as Appendix IV.10.

Our faculty review the surveys completed by students in their courses, and in response, they often modify their courses. For example, an instructor for our LIBR 285 (Research Methods) course modified the course in response to SOTE results. Students mentioned that they would like to be able to listen to her lectures on their mobile devices, including smartphones and iPads. In response, she converted her Adobe Presenter Flash presentations to Captivate videos, saving the videos in both Flash and MP4 formats with closed captioning.

An instructor for LIBR 281 (Metadata Seminar) modified course assignments in response to student feedback via SOTE surveys. She replaced one of her research paper assignments with a hands-on metadata project, where students explore a metadata scheme. Students not only appreciate this type of hands-on learning, but also find that the new assignment helps prepare them for a research paper regarding metadata due later in the semester.

An instructor for our LIBR 264 and LIBR 265 courses (Materials for Tweens and Teens) responded to survey feedback requesting greater variety in how students are asked to review youth materials. In response, the instructor now asks his students to present some of their reviews as screencasts, rather than papers, providing greater variety as well as expanded opportunities to use technology to complete assignments.

In response to student feedback, an instructor for our LIBR 250 (Instructional Strategies) course implemented a peer-review assignment. Students in her course now critique their peers’ presentations related to their final projects. Following the peer review, students can use peer feedback to modify their final project prior to its final submission.

To improve courses in response to SOTE feedback, faculty members have also:

- Improved navigation of the course site
- Adjusted flow of assignments
- Increased frequency of feedback provided to students regarding their performance
- Modified assignments to include group work, presentations, and/or screencasts
- Increased use of collaborative authoring tools to share material with classmates
- Increased use of video lectures to supplement audio or written lectures
- Revised course readings
- Incorporated new technology tools into assignments, so students are introduced to emerging technology and required to explore the technology
- Added optional web conferencing drop-in sessions, where faculty and students interact and discuss course activities
- Offered assignment alternatives to accommodate diverse learning interests
- Updated assignment instructions, and provided those instructions via written documents as well as screencasts and podcasts

A few weeks after each semester ends, the School also solicits feedback from new graduates through an exit survey, which allows us to assess satisfaction with the School’s curriculum and identify areas in need of improvement. Survey results are discussed twice a year at faculty retreats and used to guide program development decisions. For example, through these surveys, we can monitor trends regarding student interest in completing internships or their satisfaction with e-Portfolio advising. We also monitor graduating student satisfaction regarding the assistance they received from our Student Services Coordinator and our technology team. We publish a summary of survey results on our website, and full survey results are available to COA reviewers through our Qualtrics survey system.

In addition, faculty, students, and alumni serve on our School’s Curriculum and Program Development Committee, cochaired by Dr. Linda Main and Dr. Michelle Simmons, which coordinates systematic and continual review of the curriculum for ongoing appraisal, to make improvements, and to plan for the future. The Curriculum Committee reports on their activities at each faculty retreat, engaging the full faculty in discussions regarding program evaluations and recommendations as well as academic and administrative policies. Curriculum Committee reports are included in faculty retreat packets, which can be found in the D2L site available to COA reviewers.

Professor Debra Hansen conducts peer reviews of courses, guided by established online teaching standards. The evaluation covers six general areas that impact online teaching:

- Course design and structure
- Course content
- Instructor contribution to course content and student learning
- Interaction and collaboration
- Student assessment
- Use of technology

Through this structured peer-review process, instructors receive regular feedback aimed at helping them improve the educational experience for our students. Our School’s Peer-Review Guidelines can be found on our website, along with our Peer-Review Evaluation Form.
Involvement by Other Groups in the Evaluation Process

Another group that provides beneficial feedback regarding our curriculum is our group of internship supervisors. We regularly rely on their input to improve these structured field experiences, which are one of the elective choices available to our MLIS students. At the end of each semester, we invite all internship supervisors to complete an online survey, and an analysis of survey results informs modifications to our internship course. For example, in response to feedback from supervisors, we revised site supervisor guidelines for virtual internships and modified the schedule for interaction between the faculty supervisor and site supervisor. A copy of the virtual internship supervisor survey can be found in Appendix IV.11, and a report regarding Fall 2012 survey results can be found in Appendix IV.12. Our virtual internship supervisor information packet can be found in Appendix IV.13. Results of our Fall 2012 and Spring 2013 internship supervisor surveys for on-site internships can be found in Appendix IV.14.

We also gather input on our curriculum from practitioners through their participation on our Program Advisory Committees (PACs). Each of the committees is made up of three to five experts in the field who meet virtually with faculty leaders once per semester to review the curriculum, identify emerging trends, and provide feedback on course content. After each committee meeting, the faculty leaders send a written report to the Director, to the Curriculum Committee co-chairs, and to all members of the PAC. Once a year the PAC faculty leaders submit a report regarding PAC activity to the full faculty at the May faculty retreat. Their reports are included in our faculty retreat packets, which can be found in the D2L site available to COA reviewers.

One example of a past recommendation from a PAC that resulted in curricular updates was the creation of our Virtually Abroad course. Students in the Virtually Abroad course complete semester-long projects that involve research, strategic planning, or service evaluation for information centers located around the world. Another PAC report recommended that we add a course on Mobile Devices: Services and Applications. The new Mobile Devices course explores mobile applications design, with a focus on cross-platform usability via HTML5 and mobile frameworks. We also updated our LIBR 285: Research Methods course based on PAC feedback, ensuring that an assessment component is deeply embedded into each LIBR 285 course starting in 2013–2014.

We also receive ongoing, high-level feedback regarding our program from our School’s International Advisory Council, which includes leaders from government, industry, and the profession. Their feedback has been the impetus for several key changes in our program. As an example, their input led to development of new electives and related faculty hiring in the areas of big data, cybersecurity, informatics, and information visualization. They encouraged us to review our core courses in order to help students think more broadly about the work done by librarians. They also suggested that we consider offering virtual internships, in addition to our place-based internships, expanding access to these field experiences. Since then, we have invested in a growing virtual internship program, with expanding opportunities and a range of related resources on our website, including our virtual internship blog, virtual internship
FAQ web page, and narratives about our MLIS students who have completed virtual internships. Data regarding the number of virtual internship opportunities available to our students is presented in Standard IV.4.
Standard V
Administration & Financial Support
Standard V: Administration and Financial Support

Our School’s revenue is more than sufficient to achieve the School’s mission and program objectives. In addition, our School’s leadership, governance structure, and staff support allow us to foster a culture of innovation and entrepreneurship that is valued by our faculty and students as well as other stakeholders.

In this discussion of Standard V, COA reviewers will learn more about:

- The support our School receives from the College and University, including funding to hire new tenure-track faculty and support faculty research
- The autonomy afforded to our School, including the autonomy to transition to a fully online delivery model in 2009, develop our program’s curriculum, determine how staff positions are deployed to meet changing demands, and determine how a significant portion of our revenue is spent
- Our School’s Director, a tenured full professor who established a global focus for our School and continues to cultivate a strong research culture
- Partnerships with other campus units to develop an interdisciplinary curriculum and engage in collaborative research
- Sixteen staff members, including a four-member technology team, who support our faculty and students and allow us to achieve our program goals
- Opportunities for our School’s faculty, staff, and students to serve on University, College, and School decision-making committees and boards
- A range of scholarships, financial aid, and paid research assistant opportunities for our students

Throughout this Standard, we share how our administration and financial resources support our School’s strategic directions.
Standard V.1

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

— Standards for Accreditation of Master’s Programs in Library & Information Studies (ALA, 2008)

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 within the CSU system. One other campus, CSU Long Beach, offers a School Library Media Teacher credential.

An Integral Yet Distinctive Academic Unit

SLIS is located within the College of Applied Sciences and Arts (CASA), which is led by CASA Dean Dr. Charles Bullock. Each academic unit within CASA, shown in Table V.1, below, has a department chair or director. The SLIS Director is a member of both the College Executive Council and the University Council of Chairs and Directors. SLIS faculty members serve on CASA committees.

Table V.1. CASA Academic Units

<table>
<thead>
<tr>
<th>Schools</th>
<th>Departments</th>
<th>Programs</th>
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<tbody>
<tr>
<td>Journalism and Mass Communication</td>
<td>Aerospace</td>
<td>Gerontontology</td>
</tr>
<tr>
<td>Library and Information Science</td>
<td>Health Science and Recreation Studies</td>
<td>Timpany Center</td>
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<tr>
<td>Nursing</td>
<td>Hospitality Management</td>
<td>Military Science</td>
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<tr>
<td>Social Work</td>
<td>Justice Studies</td>
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<td>Kinesiology</td>
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<td></td>
<td>Nutrition and Food Science</td>
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<td></td>
<td>Occupational Therapy</td>
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</tbody>
</table>
Standard V appendices include charts depicting the University's organizational structure, including the Office of the SJSU President (Appendix V.1), SJSU Academic Affairs Division (Appendix V.2), and CASA (Appendix V.3).

**School Autonomy**

The University and the College both afford the School a great deal of autonomy. For example:

- The SLIS Director has complete responsibility for running the Master of Library and Information Science (MLIS) program, the Master of Archives and Records Administration (MARA) program, the Post-Master’s Certificate program, and the San Jose Gateway PhD program.
- The School develops its own curriculum through a consultative process that involves full-time and part-time faculty, students, and alumni. For major changes, the School makes curriculum recommendations to the College curriculum committee, which includes a representative from the School.
- The School works closely with the Graduate Admissions and Program Evaluation unit to implement an admissions process that provides timely responses to SLIS applicants and is tailored to applicants' needs.
- The School takes full responsibility for the development of colloquia, lectures, presentations, and the School’s Hyperlinked Library massive open online course (MOOC). In addition, the School is a founding partner of the Library 2.0 Worldwide Virtual Conference series, including the Library 2.011, 2.012, and 2.013 conferences.

**Parent Institution Support**

The University provides the School with resources and administrative support to the extent possible within the confines of the CSU system budget and policies. In addition, SJSU provides SLIS with resources and support to the same level as comparable units. The University also allows the School flexibility in the allocation of Special Session revenue, as described in Standard V.5.

The School has been one of the few units on campus that has been allowed to hire new tenure-track faculty each year since 2010, despite the severe budget crisis faced by the state of California and the CSU system. During 2009–2010, SLIS was granted one of only three positions across the University. During the 2010–2011 academic year, SLIS was granted one of only seven positions across the University. Our 2011–2012 faculty hire was one of only 20 new faculty hired that year. Since 2008, the School has hired seven new tenured or tenure-track faculty, as shown in Table V.2.
Table V.2. New Tenured and Tenure-Track Faculty, 2008–2013

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Tenure-Track Faculty Member Hired</th>
<th>Teaching Area</th>
</tr>
</thead>
</table>
| 2008–2009     | Dr. Lili Luo  
               Dr. Patricia Franks                                 | Virtual Reference  
               Archives and Electronic Records |
| 2009–2010     | Dr. Sandra Hirsh                                       | SLIS Director                        |
| 2010–2011     | Dr. Michael Stephens                                  | Emerging Technologies                |
| 2011–2012     | Dr. Christine Hagar                                    | Informatics                          |
| 2012–2013     | Dr. Tonia San Nicolas-Rocca  
               Dr. Michelle Chen                                 | Information Security  
               Big Data                                           |

More importantly, the University supports innovation and entrepreneurship, including the School’s transition to a fully online delivery model in 2009, as well as allowing the School to generate funds through Special Session fees to supplement SJSU allocations for resources and support. (Special Session fees are explained in Standard V.5.) This flexibility afforded the School has allowed us to target critical needs, incorporate quality controls, add staff or modify staff responsibilities to meet changing demands, provide access to new technology resources, and provide support for attainment of our mission, goals, and objectives.

**Standard V.2**

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

—ALA Standards, 2008

SLIS faculty have many opportunities for interaction with colleagues through committee work, special projects and grants, the Dean’s interdisciplinary initiatives, and even social events. The School’s faculty, staff, and students serve on decision-making College-level committees, and SLIS faculty also serve on a variety of University-wide committees and boards. Examples include:

- **Dr. Geoffrey Liu** spent two years on the University’s Student Evaluation Review Board, serving as committee chair for several semesters.
- **Dr. Ziming Liu** served on the College’s Retention, Tenure, and Promotion Committee for two years.
Dr. Joni Richards Bodart and Dr. Geoffrey Liu served on the College’s Research and Faculty Development Committee.

Dr. Joni Richards Bodart, Dr. Geoffrey Liu, Dr. Lili Luo, and Dr. Kristen Rebmann served on the College’s Committee to Enhance Equity and Diversity.

SLIS Director Sandra Hirsh is a member of the University Budget Committee.

Dr. Linda Main, our School’s Associate Director, serves on numerous College and University committees, including the College Curriculum Committee and the University’s Academic Technology Faculty Committee, Program Planning Committee, and Graduate Studies and Research Committee.

Debbie Faires, SLIS Assistant Director for Distance Learning, cochaired SJSU’s Learning Management System Committee, which investigated and recommended a new learning management system for the entire University.

A complete list of full-time faculty service on College and University committees can be found in Appendix III.19. In addition, a SLIS student serves each year on the College of Applied Sciences and Arts (CASA) Student Affairs Committee.

Our School’s newest tenure-track faculty members are part of several partnerships with other University programs. An expert in community and crisis informatics, Dr. Christine Hagar was hired in Fall 2012 to develop interdisciplinary courses with the SJSU Department of Health Science and Recreation, including a new interdisciplinary course in Crisis/Disaster Health Informatics. Our most recently funded tenure-track positions (in 2012–2013) were part of a five-department initiative involving the Departments of Computer Science, Computer Engineering, Management Information Systems, and Psychology, and the School of Library and Information Science. In what the University termed a “cluster hire,” these departments recruited nine new faculty members who are experts in cybersecurity and data science and who will work together to develop new University programs and projects. While originally approved to hire one new faculty member, SLIS had such strong candidates that the School was ultimately allowed to hire two new faculty members for these clusters: Dr. Tonia San Nicolas-Rocca, an expert in cybersecurity, and Dr. Michelle Chen, whose research and teaching areas are in big data and data visualization.

Starting in Fall 2011, in partnership with the SJSU Department of World Languages and Literatures, our School began to offer online courses in French, Spanish, and Chinese language and culture to our MLIS students. The courses were collaboratively developed by SLIS and World Languages and Literatures faculty, who received input from representatives of LIS professional associations (such as REFORMA) focused on improving library services for diverse communities. The Chinese course was developed as part of a grant awarded to Dr. Linda Main, our Associate Director. Yuhfen Diana Wu, an SJSU librarian and past president of the Chinese American Librarians Association, served as an advisor to the curriculum development team. This partnership supports our School’s Strategic Direction 1.8, with its focus on building globalization components into the curriculum.
Several other faculty members have collaborated on interdisciplinary grant-funded projects on campus. For instance:

- Dr. Lili Luo conducted research with two other SJSU departments with grants funded by the College of Applied Sciences and Arts. In a collaboration with faculty from the Department of Health Science, Dr. Luo studied how to prepare public librarians for consumer health information service. In another grant-funded project, she joined forces with the School of Social Work to investigate how librarians and social workers can team up to improve access to information regarding local social service resources, including an assessment of a local public library program that uses volunteer social workers to provide one-on-one consultations with patrons.

- SLIS Director Sandra Hirsh worked collaboratively with Vietnam National University (VNU) and SJSU’s Department of Social Work on a grant-funded project to explore options for delivering online education to VNU students. During a June 2013 visit to VNU, Dr. Hirsh and Debbie Faires, our School’s Assistant Director for Distance Learning, shared their initial findings with VNU leaders and discussed the project’s next steps.

- Dr. Patricia Franks is involved in an interdisciplinary project funded by SJSU’s Curricular Innovation Project Grant program. Dr. Franks and a colleague from the SJSU College of Business are exploring a joint virtual internship program as a model for other departments on campus. This project supports our School’s Strategic Direction 2.3, with its emphasis on expanding on-site and virtual internship opportunities for our students.

Dr. Mary Ann Harlan, who directs our School’s Teacher Librarian program, represents SLIS in the SJSU College of Education, regularly interacting with education faculty and staff regarding the credentialing process for school library media teachers, and working collaboratively to ensure that our curriculum prepares our students to meet credentialing agency standards. As part of this interdepartmental activity, Dr. Harlan is involved with the National Council for Accreditation of Teacher Education (NCATE) process. Our School’s Teacher Librarian program was successfully reaccredited (via the College of Education) through 2019 by NCATE, and the Teacher Librarian program is also listed as approved on the California credentialing site.

**Standard V.3**

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

—ALA Standards, 2008

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

Dr. Ken Haycock retired in August 2010 after five years as SLIS Director. Following an international search for a new Director, the faculty selected Dr. Sandra Hirsh, who joined the School in August 2010. In recognition of her teaching, research, and service, as well as her industry experience, Dr. Hirsh was engaged as a full professor with tenure, at a salary within the decanal range, with an initial four-year appointment. In November 2013, Dr. Hirsh was confirmed as SLIS Director for an additional four-year appointment, which will run from August 2014 through July 2018. As leader of our School, Dr. Hirsh fosters a rich intellectual environment that supports our program objectives and engages faculty and students with other academic units and the library and information science field.

The School’s Executive Officer

Dr. Sandra Hirsh holds both a master’s degree and PhD in library and information science. She brings a rich set of experiences spanning academia (University of Arizona), industrial research and development (HP Labs), and commercial product development (Microsoft and LinkedIn) as well as a strong research and publication record that includes five patent applications and filed patents. (Dr. Hirsh’s curriculum vitae is included with other faculty CVs in the D2L site available to COA reviewers.) Prior to joining SLIS, Dr. Hirsh served on the School’s International Advisory Council for nine years; demonstrated strong community leadership, service, and advocacy (e.g., through chairing the Palo Alto Library Advisory Commission); and exhibited professional and global research leadership.

Since joining the School, Dr. Hirsh has been a frequent presenter and keynote speaker at domestic and international conferences, received two grants (an IMLS planning grant for post-MLIS residencies and an SJSU College research grant regarding online learning in Vietnam), served on several University-level committees, and published conference papers and other articles. In 2013, Dr. Hirsh was elected to the ASIS&T presidency. She actively serves on several national and international association committees for the Association for Information Science & Technology (ASIS&T), the Special Libraries Association (SLA), the American Library Association (ALA), and the International Federation of Library Associations and Institutions (IFLA). Recognized for her leadership on global issues, she was selected as a 2013 Salzburg Fellow. She supervises two doctoral students and serves as Coordinator for the San Jose Gateway PhD program.
Dr. Hirsh has introduced many new and innovative initiatives in her first three years as Director. Highlights are shown in Table V.3.

Table V.3. Examples of SLIS Director Accomplishments, 2010–2013

<table>
<thead>
<tr>
<th>Representative Accomplishments by SLIS Director Sandra Hirsh</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Curriculum and Learning Environment</strong></td>
</tr>
<tr>
<td>Introduced online language and culture classes that are custom created for our MLIS students (in Spanish, French, and Mandarin)</td>
</tr>
<tr>
<td>Joined Sloan-C and Quality Matters to ensure quality online learning experiences for our students</td>
</tr>
<tr>
<td>(SLIS) received a 2013 Sloan Consortium Effective Practice Award, honoring innovation in online education</td>
</tr>
<tr>
<td>Created and expanded the School’s virtual internship opportunities</td>
</tr>
<tr>
<td>Created the Virtually Abroad course</td>
</tr>
<tr>
<td>Received NCATE reaccreditation for the Teacher Librarian program</td>
</tr>
<tr>
<td>Expanded the information science focus in our MLIS curriculum</td>
</tr>
<tr>
<td>Introduced the intensive format for some MLIS classes to give students more flexibility</td>
</tr>
<tr>
<td>Established the School’s Diversity Committee to promote a more diverse learning environment</td>
</tr>
<tr>
<td><strong>Faculty</strong></td>
</tr>
<tr>
<td>Successfully negotiated and hired four new tenure-track faculty hires, including interdisciplinary cluster faculty in crisis informatics, cybersecurity, and big data</td>
</tr>
<tr>
<td>Introduced ongoing faculty training offerings and requirements, such as our Teaching Tips &amp; Techniques (T3) workshops</td>
</tr>
<tr>
<td>Strengthened teaching requirements to ensure that only highly competent instructors are retained by requiring that all faculty achieve at least a 4.0 (on a 1-to-5-point scale) on Student Opinion of Teaching Effectiveness (SOTE) online surveys</td>
</tr>
<tr>
<td><strong>Research</strong></td>
</tr>
<tr>
<td>Launched the Center for Information Research and Innovation (CIRI)</td>
</tr>
<tr>
<td>Launched the SLIS Student Research Journal, a peer-reviewed, open access journal, and expanded the journal’s scope to include submissions from other LIS schools</td>
</tr>
<tr>
<td>Strengthened the San Jose Gateway PhD program, resulting in the program’s first five doctoral graduates, and currently serves as the Coordinator for the program</td>
</tr>
<tr>
<td><strong>Student Support</strong></td>
</tr>
<tr>
<td>Introduced new online learning technology (Blackboard IM) to build community</td>
</tr>
<tr>
<td>Relaunched and currently serves as faculty advisor for the School’s award-winning ASIS&amp;T Student Chapter</td>
</tr>
<tr>
<td>Expanded the School’s focus on career development resources and raised the visibility of these resources on the SLIS website</td>
</tr>
</tbody>
</table>
## Professional Development Initiatives

| Created, cochaired, and continues to serve as founding sponsor of the Library 2.0 Worldwide Virtual Conference series ([Library 2.011](#), [Library 2.012](#), [Library 2.013](#)) |
| Moved the SLIS Colloquia series fully online and added a second colloquia series focused on careers |
| Launched the School’s first massive open online course (MOOC): The Hyperlinked Library |
| Launched the School’s online Post-Master’s Certificate program |

## Administration and Outreach

| Expanded membership of the School’s [International Advisory Council](#) to include individuals with a greater diversity of experience and perspectives |
| Restructured the [MARA](#) program and expanded student enrollment |
| Initiated, oversaw, and implemented a major redesign of the [SLIS website](#) |
| Expanded the School’s [social media presence](#) (through, for example, Facebook, Twitter, and Pinterest) |
| Used analytics to drive marketing decisions |
| Strengthened the School’s visibility and relationships on campus |
| Created two new staff positions: [Marketing and Outreach Specialist](#) and [Events Coordinator](#) |
| Successfully reclassified staff |

## The School’s Intellectual Environment

Our School’s Director nurtures an intellectual environment that enhances pursuit of the School’s mission and program goals, encourages faculty and student interaction with other academic units, and promotes socialization of students into the profession.

## Bridging the Academy and the Field

To stimulate discussion, share knowledge, and bring the voices of professional experts into the university, the Director and faculty have organized several series of online [colloquia](#) that focus on research and professional opportunities, including one that focuses on archives and records administration and one that focuses on careers. These programs transitioned from in-person events held on the SJSU campus to fully online events in 2011, expanding both the community that can participate and the range of invited speakers, allowing us to draw from experts around the world. Colloquia topics and sessions are intended to be of interest to the SLIS community, but are made freely available so that anyone can attend the live online sessions or view recordings. They are promoted broadly, and the presentations are archived. Similarly, our School’s [student chapters](#) of professional associations—the American Library Association (ALA), ASIS&T, and the Society of American Archivists (SAA)—as well as our School’s combined student and alumni association, known as [SLISConnect](#), sponsor online lectures and special events.
Our School’s International Advisory Council is led by our School’s Director and includes representatives from government and industry as well as from different library environments. Council members provide ongoing, high-level feedback on our program. Advisory Council feedback was the impetus for several key changes in our program, including the development of new electives and related faculty hiring in the areas of big data, cybersecurity, informatics, and information visualization. Council members encouraged us to review our core courses in order to help students think more broadly about the work done by librarians. They also suggested that we consider offering virtual internships, in addition to our place-based internships, expanding access to these field experiences. Since then, we have invested in a growing virtual internship program.

In addition, the International Advisory Council has written periodic letters to SJSU President Qayoumi, applauding the School for the accomplishments of the past year and detailing future opportunities to be pursued. The International Advisory Council meets in person each November in San Jose and meets virtually each April. Meeting minutes, along with the Advisory Council’s letters to President Qayoumi, can be found in the D2L site available to COA reviewers.

The broadly based governance structure of the School creates opportunities for interaction among faculty, staff, alumni, and student representatives. Six committees, including the School Leadership Coordinating Team, which includes committee chairs and student and alumni presidents from SLISConnect, enable key stakeholders to actively participate in SLIS governance.

The School’s e-Portfolio culminating experience option is the official bridging exercise between the academy and the profession. The School also provides a one-year professional association membership to all new students, allowing them to join a professional association (ALA, SLA, ASIS&T, or ARMA International) when they enroll in LIBR 200, the first foundational course of the program.

**Interdisciplinary Collaboration and Global Partnerships**

The School has established strong interdisciplinary relationships with other departments around the SJSU campus, enriching our School’s research as well as its curriculum. Some examples include the two faculty cluster hires in the areas of cybersecurity and big data described previously; our faculty hire in crisis informatics in Fall 2012 and the interdisciplinary course Dr. Christine Hagar developed in consultation with the Department of Health Science; our collaboration with the Department of World Languages and Literatures to offer language and culture courses to our students; and research collaborations with the School of Social Work, School of Nursing, and College of Business.

Additionally, SLIS has established a global focus and global partnerships. Examples include the following:

- The School is named as a partner on the InterPARES Trust, an international group of scholars and professionals, with Dr. Patricia Franks serving as a key member of the U.S.-based team. The InterPARES Trust is funded by the Social
Sciences and Humanities Research Council of Canada and has teams based in Latin America, North America, Europe, and Australasia (Australia, New Zealand, and Asia). Dr. Gillian Oliver, a SLIS part-time faculty member, is the leader of the Australasian team. With the most recent grant award for $2.5 million, the international team will study the issue of trust in a digital and networked society.

- Dr. Michael Stephens is involved in a collaborative project with a library in Denmark, exploring how to expand existing Learning 2.0 self-paced, online training programs for library staff to include tablet and smartphone applications. This work builds on previous research Dr. Stephens conducted regarding the Learning 2.0 program with libraries in Australia. In addition, Dr. Stephens participated in the Salzburg Global Seminar program “Libraries and Museums in an Era of Participatory Culture” in October 2011, where a working group of librarians and museum professionals led by Dr. David Lankes from Syracuse University developed the Salzburg Curriculum. Dr. Stephens recently assumed the leadership role on the Salzburg Curriculum project, taking on the role previously held by Dr. Lankes.

- Debbie Faires, our School’s Assistant Director for Distance Learning, is working on the Pakistan Distant Education Enhancement Program (PDEEP), a partnership between SJSU and Allama Iqbal Open University (AIOU) in Islamabad, Pakistan. Funded by the U.S. State Department, the program’s purpose is to enhance the distance education capacity of AIOU. The program involves creating, teaching, and distributing training modules on a variety of topics associated with distance learning. As part of the program, Faires created two modules titled “Developing Quality Online Programs” (parts 1 and 2), which she delivered in July 2013 during on-campus training in San Jose with visiting professors from AIOU.

- Dr. Geoffrey Liu has distinguished himself through his work with the award-winning Evergreen Education Foundation, an organization that automates school libraries, trains school library staff, and provides scholarships to students in rural areas of China.

- Dr. Sandra Hirsh was selected as a 2013 Salzburg Fellow in recognition of her leadership on global issues.

- Other global initiatives include our School’s partnership with Vietnam National University, our new Virtually Abroad course, and the Library 2.0 Worldwide Virtual Conference series, mentioned previously.

A Strong Research Culture

The School has also cultivated a strong research culture. In 2011, the first issue of our School’s scholarly Student Research Journal was published. This double-blind peer-reviewed, open-access journal publishes two issues online annually. A student-governed publication, it includes articles authored by SJSU SLIS students and graduate students from other ALA-accredited institutions, invited faculty essays, and essays written by the student Editor-in-Chief. The Student Research Journal provides
opportunities for students to be involved in a range of roles on its 10-member editorial team, which works under the guidance of faculty advisor Dr. Anthony Bernier and the journal’s Editorial Advisory Board, constituted by the entire full-time SLIS faculty.

In 2012, the School launched the fully online Center for Information Research and Innovation (CIRI). CIRI showcases our faculty and student research and innovative practice, develops research-based and innovative products for the profession and the field, fosters grant development, and enhances partnerships with individuals and organizations across campus, the continent, and the world. During a recent faculty retreat, all full-time faculty agreed to contribute at least one to two CIRI blog posts each year to discuss their research, innovative practice, or teaching. The CIRI International Advisory Board, made up of leading researchers from the academy, government, and industry, meets regularly to discuss research and professional issues, assess the role and impact of CIRI, and recommend priorities for development and resource allocation.

To further advance the School’s research culture, SLIS has its own Grant Coordinator on staff, Lisa Valdez, who has helped the School increase the number of grant awards received by our faculty. A list of grant awards from 2008–2013 can be found in Appendix III.18.

In 2008, SLIS developed the San Jose Gateway PhD program in partnership with the Queensland University of Technology (QUT) in Brisbane, Australia. This PhD program has significantly enriched the School’s research culture, with our SLIS faculty serving as supervisors for doctoral students and working with QUT faculty to jointly mentor future LIS researchers. Two in-person residencies are held each year for the PhD program, bringing together faculty and doctoral students for focused and deep discussions about research. Since establishing this program, five doctoral students have completed their PhD degrees. SLIS and QUT faculty are beginning to coauthor research articles with their doctoral students.

**Standard V.4**

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

—ALA Standards, 2008

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.
School Administration

The School is led by a Director and an Associate Director. An organizational chart for our School can be found in Appendix V.4.

Dr. Sandra Hirsh, the SLIS Director:

- Reports to the College of Applied Sciences and Arts (CASA) Dean for leadership and administration, 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
- Provides input into the University planning process through the College Executive Council
- Guides the long-range planning process, coordinating the School’s shared governance activities and communications
- Serves as the School’s liaison with the University community and with professional constituencies in the United States and internationally
- Provides administrative and financial leadership, including strategic planning, budgeting, marketing, and assessment
- Guides the faculty through recruitment, appointments, and promotion and tenure processes
- Leads the development of research activity and stimulates growth in funded research
- Manages the academic program, ensuring quality instruction and faculty credentials, overseeing the mix of course offerings, appointing faculty to School committees, and assisting in resolution of academic and policy matters

Dr. Linda Main, the School's Associate Director:

- Works with the Director on program oversight and long-term planning
- Prepares Western Association of Schools & Colleges (WASC) and American Library Association assessment reports for the SLIS Director’s review and critique
- Prepares public assessment data
- Runs advising blogs for students
- Oversees LIBR 289, the e-Portfolio culminating experience for MLIS students, including coordinating e-Portfolio advising by full-time faculty as well as collecting and assessing data regarding LIBR 289
- Prepares fall, spring, and summer semester class schedules for the approval of the Director
- Ensures that registration is properly set up, and monitors and troubleshoots registration problems
- Represents the SLIS Director at College and University meetings when the Director is unavailable
• Drafts staff reviews for approval and critique by the Director
• Recruits and works with part-time faculty subject to the Director’s review and approval
• 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
• Acts as the School’s Coordinator of Admissions and Graduate Advisor, overseeing admissions, adjudicating transfer credit from other institutions, overseeing student advising, and coordinating and administering student appeals related to the School

Debbie Faires, the School’s Assistant Director for Distance Learning:
• Develops and applies quality indicators for SLIS’s online learning programs
• Conducts training programs for all faculty regarding online pedagogy
• Coordinates LIBR 203, the required one-unit introductory course for all MLIS students that prepares new students to be successful in our School’s exclusively online environment
• With the Associate Director, coordinates the technology team that supports the infrastructure for a quality online education program

The SLIS technology support team provides support to the School’s administrators, faculty, staff, and students. Additional details regarding this team and their roles can be found in Standard VI. The team includes:

• **Stanley Laufer**, Network Administrator, who is responsible for SLIS servers, works with the University on the technological backbone necessary to drive a technologically oriented academic program, and troubleshoots various technical problems for faculty and staff
• **Dale David**, Instructional Media Developer and Learning Management System Administrator, who coordinates SLIS faculty and student use of the learning management system, provides technical support for the SLIS Colloquia, and oversees the SLIS YouTube channel
• **Derek Christiansen**, Web Technologist, who runs the School’s website using the Drupal content management system
• **Randy Cheng**, Equipment and Help Desk Technician, who provides remote troubleshooting for faculty and staff

SLIS faculty also receive support from the following staff, who report to the SLIS Director and work closely with the Director and Associate Director:

• **Vicki Robison**, Student Services Coordinator
• **Kristina Luna**, Administrative Services Coordinator, who oversees 4.5 administrative staff
• **Gina Lee**, Programmer-Analyst
As part of our School’s process to involve staff in decision-making, the SLIS Director meets regularly with the marketing, communications, and events staff. She also meets individually with them each year to approve their budgets and to set priorities. The Associate Director works closely with the technology support staff and meets regularly with the Network Administrator, Administrative Services Coordinator, and Student Services Coordinator. The Administrative Services Coordinator holds quarterly meetings with the administrative staff, and holds one-on-one meetings with individual staff members on a biweekly basis. Appendix V.5 provides further details regarding each SLIS staff member’s responsibilities.

**Decision-Making Processes**

Strategic planning and assessment are conducted by the SLIS Director and the faculty at quarterly retreats. Details of the School’s strategic plan are addressed in Standard I.

The School’s shared governance committees are also discussed in Standard I. Each committee has broad representation of full-time and part-time faculty, staff, alumni, and students. 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. Committee members interact via email, web conferencing, instant messaging, and other tools. A consent agenda for the quarterly faculty retreats ensures that informational and noncontroversial items are handled expeditiously, allowing time for dialog and debate on substantive matters. Agendas from past faculty retreats can be found in the D2L site available to COA reviewers.

**Standard V.5**

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

—ALA Standards, 2008

There are two major sources of revenue for the School: (1) University budget allocations, which are based on Regular Session fees paid by students, and (2) Special Session revenue.
Regular Session fees apply to SJSU students who live within the catchment area of San Jose (zip codes 936xx–96xxx). Fees are set by the California State University (CSU) system and are state subsidized. The cap on the number of SJSU students admitted each semester who pay Regular Session fees is related to the amount of money received from the state. Further information about Regular Session fees can be found on our website.

Special Session fees are paid by SJSU students who live outside the catchment area of San Jose (i.e., Southern California, other U.S. states, and areas outside the United States). Special Session fees carry no state subsidy. Currently the difference between Regular Session and Special Session fees is almost negligible due to recent increases in Regular Session fees by the CSU system. For example, a Regular Session student who enrolls in six units for a semester pays $2,908.50 in fees, while a Special Session student who enrolls in six units pays $2,844.00. Special Session fees for SLIS students have remained consistent for several years at $474 per unit. The SLIS Director can apply for an increase in Special Session fees.

While SLIS students pay either Special Session or Regular Session fees, the School’s MLIS program is a single program. All students take online courses, are taught by both full-time and part-time faculty, are served by the same administrative and instructional infrastructure, have the same internship opportunities, are eligible to apply for federal financial aid, participate in the same student associations, and must meet the same graduation requirements.

**University Budget Allocations**

The first major source of SLIS revenue, the University budget allocation, is based on Regular Session fees paid by students. Funding is then allocated by the California State University system to each of its campuses. The budget allocation received by SLIS from the University is commensurate with the program’s size, comparable to other units, and includes an allocation for the School’s on-campus physical space. The University budget allocation is also used to fund the positions of the Director, the Associate Director, 15 tenured and tenure-track faculty (as of Fall 2013), and two full-time lecturers. In addition, it funds a portion of compensation for part-time faculty members.

The School also receives revenue from the Student Success and Technology Fee. This fee is paid as part of Regular Session fees for the purpose of establishing and renewing technology each fiscal year. In fiscal year 2012, funds allocated to SLIS from the Student Success and Technology Fee revenue totaled $106,476. This amount will remain fixed; it does not change based on student enrollment.

**Special Session Revenue**

The second major source of SLIS revenue is Special Session fees. The University allows the School flexibility in the allocation of Special Session revenue. Special Session revenue is used to fund 15 full-time staff positions and one part-time staff position. These positions include two personnel dedicated to recruiting events, a Marketing and
Outreach Specialist, a Communication and Grant Development Coordinator, a Student Services Coordinator, a Web Technologist, a Network Administrator, three technology team members, and six administrative positions (one half-time). Appendix V.5 provides a list of staff positions funded by Special Session revenue, along with descriptions of staff responsibilities. Special Session revenue also funds nine full-time lecturer positions (as of Fall 2013) as well as a portion of compensation for part-time faculty members. In addition, Special Session revenue pays for the School’s technology, research assistants, faculty and staff travel, and marketing expenses.

Annual Special Session revenues received by SLIS have averaged $9 million in recent years. SLIS is required to pay a portion of this Special Session revenue to the University, and the percentage used to determine the funds SLIS must pay to the University has increased over the last few years. For example, in 2007 the School paid 24% of its gross Special Session revenues to the Provost’s Office. In 2012, the School paid 32% to the Provost’s Office, 6% to the College of Applied Sciences and Arts, 1.26% to the Office of Admissions, and 3.43% to the SJSU Library. Even with this increase in expenditures, the School still ends the fiscal year with a surplus of funds.

Appendix V.6 provides further details regarding the School’s revenue sources and shows how the revenue is allocated. The School’s budgets for 2007–2012 can be found in Appendix V.7, providing detail regarding the School’s expenditures.

**Standard V.6**

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

—ALA Standards, 2008

The University operates in a unionized environment. The California Faculty Association union and the California State University Employees Union provide very clear and explicit standards for remuneration and responsibilities for both faculty and staff employees. Given the fully online nature of the program, faculty members have the ability to live anywhere in the world they choose, which helps to alleviate concerns about the high cost of housing in Silicon Valley. Tenured and tenure-track faculty who choose to live outside of the San Jose area are required to pay their own travel expenses to attend the quarterly two-day faculty retreats at SJSU. Beginning in February 2013, one of these quarterly faculty retreats is now held virtually, alleviating the need to travel. The University allows SLIS to use Special Session revenue in flexible ways, such as for travel support, computer equipment, research assistantships, and other faculty support. Functioning in this unionized context, SLIS has successfully recruited and hired seven highly qualified tenure-track faculty members (plus the School’s Director) since 2007, enabling the School to attain program goals and objectives.
Similarly, the staff union contract provides clear standards and expectations for staff employees that ensure equity across SJSU. The University allows our School to use Special Session revenue for staff hiring to support the School’s programs. Our School is able to attract and retain strong staff members in this environment. Since 2010, we have created two new staff positions that were filled with strong candidates and hired three staff to fill vacancies due to retirements and one sudden death. There have been no other staff departures. Additionally, the University has approved several staff reclassification requests that we have made.

**Standard V.7**

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

—ALA *Standards*, 2008

As an integrated unit within San Jose State University, SLIS receives institutional support for research and professional development, along with student financial aid, on the same basis as comparable units within the University.

**Institutional Support for Faculty and Staff**

The School operates within the College of Applied Sciences and Arts (CASA) 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. The School has obtained research grants both from CASA and from the University; some examples are described in Standards V.2 and III.5.

In addition, the School provides financial support for faculty travel to conferences and other meetings. Table V.4 provides details regarding travel expenses incurred during 2007–2012. These expenses include staff travel for professional development as well as staff travel to student recruitment events. Additional information regarding faculty travel guidelines and forms can be found on our [website](#) (scroll down to the Travel Guidelines and Forms subheading).
Table V.4. SLIS Travel Expenses

<table>
<thead>
<tr>
<th>Year</th>
<th>Director</th>
<th>Faculty</th>
<th>Staff</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007</td>
<td>$27,635</td>
<td>$101,392</td>
<td>$19,154</td>
<td>$148,181</td>
</tr>
<tr>
<td>2008</td>
<td>$12,169</td>
<td>$114,799</td>
<td>$23,556</td>
<td>$150,524</td>
</tr>
<tr>
<td>2009</td>
<td>$15,486</td>
<td>$89,079</td>
<td>$22,861</td>
<td>$127,426</td>
</tr>
<tr>
<td>2010</td>
<td>$13,506</td>
<td>$101,592</td>
<td>$59,413</td>
<td>$174,511</td>
</tr>
<tr>
<td>2011</td>
<td>$22,352</td>
<td>$233,946*</td>
<td>$59,411</td>
<td>$315,709</td>
</tr>
<tr>
<td>2012</td>
<td>$22,222</td>
<td>$190,688**</td>
<td>$92,087</td>
<td>$304,997</td>
</tr>
</tbody>
</table>

* Includes $21,408 in travel associated with grants.
** Includes $9,792 in travel associated with grants.

Student Financial Aid

Students are able to obtain financial aid from the University on an equal basis with other comparable units on campus. Financial aid is handled via the SJSU Financial Aid and Scholarship Office. Eligibility for aid is determined by the Free Application for Federal Student Aid (FAFSA), which is reviewed by the Financial Aid and Scholarship Office. Once awarded to the student, the monies are disbursed to the student account, where they are applied to any outstanding fees. SLIS is not involved in the application, review, award, or disbursement process. The Financial Aid and Scholarship Office has assigned a financial aid counselor to work with SLIS students. Table V.5, below, provides data from the Financial Aid and Scholarship Office showing the number of SLIS students who have received financial aid.

Table V.5. Number of SLIS Students Receiving Financial Aid

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of SLIS Students Who Received Financial Aid</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008</td>
<td>653</td>
</tr>
<tr>
<td>2009</td>
<td>979</td>
</tr>
<tr>
<td>2010</td>
<td>1,156</td>
</tr>
<tr>
<td>2011</td>
<td>1,149</td>
</tr>
<tr>
<td>2012</td>
<td>1,160</td>
</tr>
<tr>
<td>2013</td>
<td>1,022</td>
</tr>
</tbody>
</table>
The School has established a program of student scholarships and awards and publicizes these and other scholarship opportunities for our MLIS students on the School’s website. SLIS scholarship and award winners are also listed on the School’s website.

The School also offers a variety of paid assistantships. Opportunities include providing support to faculty in their teaching and research, and serving on our School’s website team. As described in Standard IV, some student assistantships are supported through grant funding. Articles about many of our School’s research assistants are regularly published on our website. Table V.6, below, provides data regarding our School’s expenses for research assistants.

This investment in providing student assistantships, as well as offering student scholarships, supports our School’s Strategic Direction 3.1, with its emphasis on improving student retention by offering student assistantships and scholarships.

**Table V.6. Research Assistant Expenses**

<table>
<thead>
<tr>
<th>Year</th>
<th>Research Assistant Expenses</th>
<th>Number of Research Assistants Paid During Fiscal Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007</td>
<td>$157,689</td>
<td>43</td>
</tr>
<tr>
<td>2008</td>
<td>$104,361</td>
<td>28</td>
</tr>
<tr>
<td>2009</td>
<td>$153,631</td>
<td>37</td>
</tr>
<tr>
<td>2010</td>
<td>$245,743</td>
<td>38</td>
</tr>
<tr>
<td>2011</td>
<td>$299,873</td>
<td>28</td>
</tr>
<tr>
<td>2012</td>
<td>$209,001</td>
<td>43</td>
</tr>
</tbody>
</table>

**Standard V.8**

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

—ALA Standards, 2008

The School’s strategic planning process and shared governance model ensure regular review of strategic directions, review of goal attainments, analysis of internal and
external environments, and specific administrative and programmatic objectives. Our governance model also ensures faculty, staff, alumni, and student overview of broad areas of responsibility. Details regarding the School's strategic planning process and shared governance model are included in the discussion of Standard I.

The School’s administrative and financial models are stable and have allowed SLIS to support implementation of our strategic directions. Our School and our Director have a defined process for gathering and reviewing data, analyzing trends, and making income and expense decisions. Budget data is tracked by Kristina Luna, our School’s Administrative Services Manager. Each month Luna provides detailed budget reports and revenue projections to the Director and Associate Director, who review them closely.

The Director approves and assigns budgets to School activities and resources in support of our strategic directions (using provisional budgets submitted by SLIS staff, including the Administrative Services Manager, Marketing and Outreach Specialist, Communication and Grant Development Coordinator, and events staff). For example, Strategic Direction 6 emphasizes our goal of fostering a research culture. To support this strategic direction, we budget funds so we can provide faculty members with research assistants. We also invest School funds to provide the cost share required by some grant funders, allowing faculty to compete for grant funds to support their research. In another example, Strategic Direction 2.3 emphasizes expanding internship opportunities for our students. In response, we have invested School funds in developing and updating a database that makes it easier for students to find internship opportunities that are a good fit for their learning objectives, while also making it easier for host sites to promote the internships they offer our students. Strategic Direction 3.3 involves our goal to increase student involvement in professional associations. In support of that strategic direction, we budget School funds to pay for a one-year membership in a professional association for each new MLIS student.

The Director relies on broad input from our faculty, governance committees, and advisory committees, as well as data regarding changing employment trends, when making decisions regarding the School’s revenue and expenditures. When making decisions regarding how to allocate funds for marketing and outreach, the Director relies on staff input regarding the effectiveness of existing marketing strategies and recommendations for new marketing strategies. For example, our Marketing and Outreach Specialist regularly tracks the effectiveness of the School’s online advertising and email marketing campaigns through web analytics, monitoring the number of people who click on embedded links. She also relies on results of surveys completed by new students to evaluate the effectiveness of various outreach campaigns, and includes that data in her recommendations regarding future marketing strategies and related expenditures. Also, our event coordinators report on each outreach event they attend, including the number of people who visit their exhibit booths at professional conferences. With that data in mind, they make recommendations regarding which conferences to attend in the future. (The reports from our event coordinators can be found in the D2L site available to COA reviewers.)
Standard VI
Physical & Virtual Resources & Facilities
Standard VI: Physical and Virtual Resources and Facilities

Even with our School’s transition to an exclusively online delivery model in 2009, physical resources still provide an important backbone of support for our program. However, our virtual resources now take center stage, supporting an engaging and interactive teaching and learning environment, and providing students and faculty with the support they need, regardless of their location. A collaborative planning and evaluation process ensures that our physical and virtual resources continue to evolve, so they are ready to meet future needs of our students and faculty. In 2013, SLIS received a Sloan Consortium Effective Practice Award, which honors innovation in online education and recognizes our use of a well-respected assessment tool, the Sloan-C Scorecard, to evaluate our online program, including our technology infrastructure.

In this discussion of Standard VI, we share how our physical and virtual resources support our School’s strategic directions. COA reviewers will learn more about:

- Our learning management system, which is a cornerstone of our efforts to effectively deliver and manage our online courses
- An e-Portfolio platform used in our culminating experience course
- A web conferencing platform used to provide synchronous online instruction and real-time collaboration
- Tools that allow faculty and students to create and share audio and video content, including instructor lectures and student assignments
- Other resources that support virtual communication, including our website, instant messaging, social media, and wikis
- The use of blogs as spaces for students to complete assignments, and tools to share information and foster interaction
- A database that helps students search available internship opportunities, while also making it easier for internship host sites to update their listings
- Faculty support for effective use of technology in their teaching, including an Online Teaching course for new faculty, workshops, and our Faculty Institute
- Library resources, career services, and writing tutoring—all accessible virtually
- Support for faculty, staff, and students from a team of technology experts
Standards VI.1 and VI.2

A program has access to physical [and virtual] resources and facilities that are sufficient to the accomplishment of its objectives. Physical [and virtual] 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.

— Standards for Accreditation of Master's Programs in Library & Information Studies (ALA, 2008)

Throughout this Standard, we describe the physical and virtual resources and facilities that allow our School to provide an interactive and engaging teaching and learning environment, while also allowing us to achieve our strategic directions. Our School's Technology Working Group (described in Standard VI.4) is responsible for reviewing available resources and developing plans to meet current and future technology needs. The Technology Working Group addresses any technology problems as they arise, and at a higher level, the group discusses implementation of new technology in response to changing program needs.

Our physical and virtual resources ensure that we can provide a functional, effective learning environment for students and faculty with a fully online delivery model. Later in Standards VI.1 and VI.2 we discuss our physical resources. Here we begin with a discussion of our virtual resources—technology tools that foster a rich learning environment, including:

- Core teaching and learning tools—our learning management system (LMS), e-Portfolio platform, and web conferencing platform
- Tools to create and share multimedia resources that enrich the learning environment
- Communication tools, such as our website, blogs, and social media sites
- Technology used to facilitate program administration and make it easier for students and faculty to find the information they need

Our School’s online learning environment includes the types of technology our students will use in the workplace, after graduation. However, we recognize that students enter our program with their own experience using technology and their own level of interest in learning about new technology. Thus, we introduce all new students to the key technology tools they will use while enrolled in the MLIS program through a required one-unit course, LIBR 203, which all students complete as they start the program. We also provide students with opportunities to explore other technologies.

Table VI.1 provides an overview of the technology levels we offer to our students. Some students may prefer to focus on building solid skills using the first level of technology
(required for all MLIS students), while other students may choose to explore technology at a deeper level.

And just as students have choices regarding the levels of technology they want to explore while enrolled in our program, our faculty also have choices. We offer a wide range of tools for our faculty to use, but we do not require them to use every tool. All our faculty use the Level 1 tools shown on Table VI.1, and many of our faculty use some of the Level 2 tools, such as screencasting software, blogging platforms, and video capture systems. Faculty have the freedom to use the tools that are the best fit for the content they teach and their instructional approach.

Table VI.1: Overview of Technology Used by MLIS Students

<table>
<thead>
<tr>
<th>Level 1: Core Technology Used by All MLIS Students</th>
<th>Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning management system</td>
<td>Used to host SLIS courses (some instructors use alternative platforms, but students are not required to enroll in those courses)</td>
</tr>
<tr>
<td>Web conferencing</td>
<td>Provides opportunities for live class sessions and real-time collaboration</td>
</tr>
<tr>
<td>MySJSU</td>
<td>A web-based portal used by students to enroll in courses, view grades, and pay fees</td>
</tr>
<tr>
<td>Blackboard Instant Messaging</td>
<td>An easy way to keep in touch with instructors, staff, and other students</td>
</tr>
<tr>
<td>e-Portfolio platform</td>
<td>Required for all students who choose to complete an e-Portfolio for the culminating experience (students have the option to use the School’s e-Portfolio platform or another tool they choose)</td>
</tr>
<tr>
<td>Microsoft Office productivity suite (Word, Excel, and PowerPoint)</td>
<td>A standard package of applications for preparing papers, presentations, and other documents</td>
</tr>
<tr>
<td>A web browser</td>
<td>Enables students to access the SLIS website and blogs, SJSU library resources, and other online information</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Level 2: Optional Technology Used by Some MLIS Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Video recording and editing software</td>
</tr>
<tr>
<td>Screencasting software</td>
</tr>
<tr>
<td>Website development, wiki platforms, and blogging software (e.g., Drupal and WordPress)</td>
</tr>
<tr>
<td>Database development tools</td>
</tr>
<tr>
<td>Google Apps for Education (e.g., Google Drive)</td>
</tr>
<tr>
<td>Social media sites (e.g., Facebook, Twitter, Pinterest)</td>
</tr>
<tr>
<td>Second Life</td>
</tr>
</tbody>
</table>
Core Teaching and Learning Tools

SLIS relies on the resources described below to provide a functional, effective teaching and learning environment for students and faculty.

Learning Management System

Since 2001, SLIS has relied on a learning management system to support our School’s teaching and learning. As SLIS transitioned from in-person classes to hybrid classes, and finally to an exclusively online program in 2009, the LMS has become a cornerstone of our efforts to effectively deliver and manage online courses.

The School’s LMS provides a variety of tools that make it easier and more efficient for our instructors to facilitate the asynchronous components of their online courses. LMS features support course content management, discussion forums, assignment submission, assessment (quizzes), course information management (using a course schedule or calendar, and a news or announcements area), user management, and grade management. In addition, the LMS’s integration with electronic portfolio products (discussed later in Standards VI.1 and VI.2) supports students who choose to complete an e-Portfolio as their culminating experience.

COA reviewers have access to several D2L course sites, allowing them to explore how the School uses the LMS for courses, advising sites, committee work, and other functions. Instructions regarding how to access the course sites can be found in Appendix A.

Dale David, our School’s Learning Management System Administrator, provides day-to-day LMS technical support, as well as faculty and student training on the LMS.

Between 2001 and 2011, as technology continued to evolve, SLIS transitioned through several learning management systems, as described in Appendix VI.1. Some of these transitions were made in order to offer a more robust LMS to our faculty and students. Other transitions were mandated by the University in order to achieve cost savings.

During each transition, our School provided extensive support to faculty and students. For example, our technology team migrated existing course sites to the new LMS and, along with trained student assistants, provided support to faculty with any course site updates in the new LMS. In addition, we created a range of online tutorials for students and faculty regarding how to use the various features of the LMS. (Instructions for accessing the D2L faculty tutorials can be found in Appendix A.) We also hosted live web conferencing sessions, explaining how to use the LMS. All new students receive instruction regarding how to use the LMS during LIBR 203, a required one-unit course that they must complete as they begin the MLIS program. During our most recent transition to a new LMS, we did not receive any student complaints.

In addition, to ensure a smooth transition to each new LMS, we phased in use of the new LMS by hosting a few courses in the new LMS the semester before the full transition
took place. A handful of instructors volunteered to pilot the new LMS and provide feedback to our technology team before we rolled out the new LMS to all instructors.

Although many of our students in recent years used a single LMS during the time they were enrolled in our program (our most recent exit survey data shows that nearly 50% of our students complete the program in three years or less), we view these transitions as a positive experience for our students. As they learn to use a variety of technology platforms while enrolled in our program, they are prepared to work in environments where technology updates are commonplace. Indeed, results of our employer surveys continue to affirm that employers value job candidates who can competently use emerging technologies. “I thoroughly enjoy my SJSU employee—she has a great foundation in library science and technology,” said one survey respondent. Said another:

We have hired two recent graduates from SJSU SLIS and they definitely excel at using technology to serve our customers, at adapting to change, and ability to deliver exceptional customer service across the board.

SLIS has used the Desire2Learn (D2L) learning management system since June 2011. The University is currently mandating that our School transition to the Canvas learning management system as of June 1, 2014, as the University has secured a five-year license to use Canvas. During Spring 2014, our School will pilot use of Canvas in a few courses, gather feedback from instructors who volunteer to participate in the pilot, and prepare to roll out Canvas starting with Summer 2014 courses. More information regarding the learning management systems used by our School can be found in Appendix VI.1.

**Alternate Platforms Used for Class Instruction**

While the majority of SLIS instructors use the D2L platform for course management, instructors may use alternate platforms if they wish. For example, faculty who teach our programming courses believe that their students learn more when the course site is built using the platforms students are learning about, such as Drupal. In addition, instructors who teach courses focused on using emerging technologies often create their own course sites using the tools they cover in their courses, such as WordPress. Examples of alternate instructional platforms used by SLIS faculty are described below.

**WordPress with BuddyPress.** Assistant Professor Dr. Michael Stephens and instructors Kyle Jones and Aaron Schmidt use a combination of WordPress with BuddyPress for class instruction. This tool is discussed in further detail later in this Standard. Access to a sample course site developed in WordPress with BuddyPress is available to COA reviewers; the URL and guest password can be found in Appendix A.

**Drupal.** SLIS instructor Meredith Farkas uses Drupal as a course management platform. Her Drupal “course shell” contains the class syllabus, assignment descriptions, reading lists, announcements, and lectures. It also supports features such as student and faculty blogging, discussion forums, and student assignment submission. SLIS instructors
Stacy Wile and Derek Christiansen also use Drupal as their primary course management platform. For an example of a course site in Drupal, see Appendix A, which provides a URL and guest password for the site.

Prof Perry. SLIS instructor and web programmer Steve Perry has developed his own course management system, named Prof Perry, using PHP, JavaScript, Ajax, and MySQL. Students have access to the course syllabus, lessons, assignments, discussion forums, grades, and a practice area for testing code that they develop for class assignments. The assignments area includes assignment instructions, a video presentation by the instructor, and coding examples to help the student get started with the assignment. An administration system allows the instructor to manage course content, student information, and student grades. Video materials are produced using Camtasia and Adobe Presenter. COA reviewers can access a sample course site through a URL and guest password provided in Appendix A.

Instructors who choose to use an alternate platform must still enter grade information into the D2L learning management system for record-keeping purposes. Likewise, all instructors must adhere to University privacy and data security policies regarding student information.

e-Portfolio Platform

For their capstone project, the majority of our MLIS students choose to complete an e-Portfolio, which requires they demonstrate mastery of all 15 Program Learning Outcomes (also known as Core Competencies) through reflective essays supported by a wide array of artifacts, evidence, exhibits, assignments, and experiences produced throughout their program. (The e-Portfolio culminating experience is covered in depth in Standard II.) While students have the option of completing their e-Portfolio using outside platforms (for instance, by creating a website and hosting it through a commercial service provider), most students choose to use the e-Portfolio platform and tools provided by SLIS.

Since Fall 2011, SLIS has used the D2L e-Portfolio platform, which integrates with our D2L learning management system. (Information regarding previous e-Portfolio platforms used by our School, as well as our upcoming transition to a new e-Portfolio platform that will integrate with the new Canvas LMS, can be found in Appendix VI.1.)

Because the e-Portfolio content can be used by our alumni in a variety of ways, we provide students with access to their e-Portfolios created in D2L even after they graduate. Additionally, we provide them with guidance regarding how to use e-Portfolios during a job search.

Access to the D2L e-Portfolio system is restricted to SLIS students. Appendix A includes a link to a website where COA reviewers can access sample e-Portfolios, along with a password for accessing that restricted site. The link and password can also be found in the D2L site available to COA reviewers.
**Web Conferencing**

SLIS has a long history of using web conferencing software to provide synchronous online instruction and real-time collaboration. Our use of web conferencing, which started in June 2006 when we licensed Elluminate Live web conferencing software, has been a critical cornerstone in our School’s transition from place-based education to the fully online learning environment that exists today.

In 2011, SLIS transitioned from Elluminate Live to the next-generation product known as Blackboard Collaborate web conferencing. Blackboard Collaborate was developed after Elluminate Inc. (the company behind the Elluminate Live web conferencing platform) was acquired by Blackboard Inc. in 2010.

The suite of tools included in Elluminate Live and Blackboard Collaborate have brought the essence of face-to-face meetings into the virtual environment. Voice, video, text chat, whiteboard, application sharing, and web tour tools allow instructors to conduct synchronous online sessions for the purposes of lecture, presentation, demonstration, and collaboration. Sessions are typically recorded for later on-demand viewing, and recordings are retained for up to seven years. Details regarding how our faculty and students use Collaborate’s features can be found in Appendix VI.2.

Collaborate’s features allow SLIS to use this web conferencing platform for a wide range of online activities, including:

- Guest lecturers and presenters
- Student group meetings and collaborative project work
- Online delivery of student presentations
- Online “open house” sessions for prospective students
- Online sessions for newly admitted students
- New student orientation
- New faculty orientation
- Professional development workshops for faculty, including our Teaching Tips & Techniques (T3) workshops
- Remote technical support for faculty and students
- Virtual faculty meetings and retreats
- Virtual faculty office hours
- Virtual events, panels, and guest speakers sponsored by student associations

Since adopting Elluminate Live in 2006, SLIS has been committed to investing in the resources necessary to make the web conferencing platform successful for both faculty and students. Faculty adoption of Elluminate Live and Blackboard Collaborate has been enhanced through faculty training workshops as well as a faculty support program, where trained student assistants are available to help faculty members with session setup and moderation tasks, including management of PowerPoint slides, during their
classes. Likewise, all students are fully oriented to Collaborate during LIBR 203, the required one-unit technology course that new students complete at the start of their MLIS program.

Students who choose to complete an e-Portfolio as their culminating experience frequently use Collaborate recordings as evidence of their mastery of the Program Learning Outcomes. For example, they share recordings of presentations delivered during a course-based Collaborate session, as well as recordings of sessions where they performed moderation tasks and provided support to faculty and student participants. When sharing Collaborate recordings as e-Portfolio evidence, students provide recording links to their e-Portfolio advisors, indicating the appropriate time for their section of the recording.

Elluminate and Collaborate have also been used to create a virtual “bridge” for campus-based events. Audio and video equipment are used to bridge the on-site event into a Collaborate session, which widens the scope of participation by extending the event to a virtual audience that can join from any location. Frequently, both audio and video streams of presenters or panel members are fed into the session so that virtual participants can hear and see the same content being delivered to the in-person audience. In some cases, audio from the virtual audience is patched into a local audio system at the event venue, allowing virtual participants to speak and direct comments or questions to the in-person audience and presenters.

Similarly, Elluminate and Collaborate have been used to add a virtual component to the in-person interviewing process for SLIS faculty candidates. Video, audio, and computing equipment is set up in the School’s on-campus conference room where the interview is held. The equipment is used to bridge the in-person faculty interview into a Collaborate session where remote faculty members are able to see and hear the candidate. Candidates are asked questions by both on-site and virtual attendees.

Blackboard Collaborate is occasionally used to facilitate virtual faculty retreats, with faculty members using voice and video to participate in the retreats. SLIS technology team members work with faculty members to make sure their audio and video equipment is tested and working properly prior to the retreat.

Additional information regarding how our School uses Blackboard Collaborate is available in the SLIS Faculty Guide to Using Collaborate, the SLIS Student Guide to Using Collaborate, and Appendix VI.2. Our extensive use of web conferencing supports our School’s Strategic Direction 3.2, with its emphasis on continuous community building, interactivity, and engagement through virtual meetings.

**Director’s Forums**

The SLIS Director’s Forum is one example of how the School uses Collaborate web conferencing to communicate with stakeholders. This forum was instituted in 2005 as a vehicle for the Director to provide a “State of the School” address to students. As part of
the forum, the Director provides a summary of current directions and initiatives, and then answers questions submitted by students.

From 2005 through 2011, the Director’s Forum was delivered via streaming video. SLIS technology staff used recording and encoding equipment to transmit live video of the program through the SLIS streaming media server (amazon.sjsu.edu), which was then remotely viewed by students using the RealPlayer media software. Students were able to submit questions to the Director using tools in the Blackboard learning management system. Video of the Director’s Forum was also recorded and made available for on-demand viewing for those who could not join the live event.

Beginning in 2011, the School started using web conferencing for the Director’s Forum, which is held each semester. Students can still submit questions in advance using a web form, or they can submit questions in real time during the event using either text-based chat or audio. The live sessions are recorded so students can view them at their convenience. Recent recordings, which include the Fall 2012 forum, the Spring 2013 forum, and the Fall 2013 forum, can be played as Collaborate recordings, MP4 videos, or MP3 audio recordings. In addition, a recap of the Fall 2012 forum was published on our New Student Blog.

**New Student Orientation**

Another example of how our School uses web conferencing is our new student orientation. In 2007, SLIS developed an online, on-demand orientation that included video introductions by our Director as well as faculty members and staff. Dale David, our School’s Video Technician, recorded the video introductions using the SLIS media production studio in Clark Hall. Video content was edited and produced using the Flash media format, with the final product hosted on the SLIS media server. These recordings were used to deliver new student orientations from 2008 through 2012.

In order to offer new students the opportunity to interact with SLIS administrators and faculty in real time and have a more interactive experience of the event, and in consideration of the significant staff time required to update the orientation videos with current information, new student orientation was transitioned to the Blackboard Collaborate web conferencing system in January 2013. Now new students join a synchronous Collaborate session held prior to the beginning of the semester, where they are introduced to the SLIS program by Director Dr. Sandra Hirsh and have the opportunity to interact with other SLIS faculty. A recording of the January 2013 session is also available to students who were not able to attend the live event.

**Other Technology to Support Teaching and Learning**

SLIS instructors take advantage of a wide range of additional technology to foster a more engaging, interactive learning environment for our students. As mentioned previously, instructors are not required to use each tool described below. Instead, they can choose to use the tools that are the best fit for their course content and instructional approach.
**Panopto Focus Video Capture System**

In May 2011, SLIS deployed the Panopto Focus video capture system in order to provide all faculty with a user-friendly solution for course content creation and lecture capture. Panopto Focus allows faculty to record lectures and screencasts for on-demand viewing by students. It supports multiple forms of video capture, including capturing webcam video, screen activity, and PowerPoint or Keynote slides.

Mandatory closed captioning is added to recordings through software integration with Automatic Sync Technologies, an automated captioning service. After a faculty member records a presentation, a single-click process allows the faculty member to submit a request for transcription. Within 48 hours, closed captioning text is returned and automatically added to the recording.

SLIS developed a Panopto Focus orientation guide and checklist to assist faculty. The guide includes a mixture of in-house tutorials, as well as the official product tutorials released by Panopto. Additionally, SLIS maintains a premier support contract with Panopto Inc., which allows faculty and students to contact the Panopto support team for assistance with technical issues or questions.

SLIS has been actively working to promote adoption of Panopto Focus among faculty through software demonstrations at the School’s Faculty Institute, as well as by introducing faculty to Panopto via an online faculty workshop. Examples of how SLIS faculty members use Panopto can be found in Appendix A, where links to restricted recordings can be accessed.

During Fall 2013, we conducted a brief study on student perceptions of instructor presence in online courses. That semester, 18 faculty members participated in a pilot project, using video or audio content (including content developed using Panopto) to share information with their students each week (or each course unit). We surveyed the students who were enrolled in these courses to examine student perceptions regarding regular use of audio and video content in courses, and 150 students responded. Survey results indicate that students felt the regular use of recorded audio and video material in the course was very positive. Based on this student feedback and the experiences of the pilot project faculty members, we will be implementing a new policy in Fall 2014, requiring all faculty to use weekly recorded content to increase instructor presence. They will have the option to use Panopto or another video capture system. Appendix VI.3 provides this new policy, along with survey results.

**Adobe Presenter Lecture Capture Solution**

For more than a decade, as technology has evolved, SLIS has explored various lecture capture solutions, including software that allows an instructor to create rich media content by adding audio narration to PowerPoint presentations. The resulting content is uploaded to the SLIS media server and made available to students either through streaming video or as an Adobe Flash–based web presentation.
In 2007, SLIS adopted Adobe Presenter authoring software. Adobe Presenter integrates with Microsoft PowerPoint, adding a toolbar that allows the author to control all aspects of the lecture recording and editing process through PowerPoint. After the presentation is complete, the author exports the presentation and then uploads it to the SLIS media server.

SLIS developed tutorials regarding how to use Adobe Presenter to create lectures, upload lectures to the SLIS media server, and provide a transcript of the lecture to students. SLIS maintains volume licensing for Adobe Presenter. Examples of how our faculty use Adobe Presenter can be found in Appendix A.

Camtasia, Jing, and Snagit Video Recording and Editing Tools

SLIS faculty and staff have used Camtasia video editing and recording software since 2006. Since 2009, SLIS has maintained volume licensing contracts for both Camtasia Studio for Windows and Camtasia for Mac. Faculty and staff who request Camtasia are assigned a software license, which they may use for the duration of their employment with SLIS.

Camtasia allows recording of screen activity, as well as audio and video content, and may be used to create various types of screencasts, including multimedia tutorials that demonstrate the use of a specific software product or online service. Camtasia may also be used to convert existing video recordings to different media formats.

Camtasia is used by SLIS faculty and staff for a variety of purposes, including:

- Recording narrated class lectures that may include audio, webcam video, screen activity or PowerPoint slides, and text annotations (lectures are uploaded to the SLIS media server, amazon.sjsu.edu, or to public media sites such as YouTube)
- Recording narrated screencast tutorials for class-related training and demonstration purposes. Tutorials might include, for example, a narrated demonstration of how to perform specific tasks in Adobe Photoshop, or a narrated tutorial that demonstrates the use of a particular online system such as the CONTENTdm service through OCLC
- Creating and editing recordings and “machinima” of the Second Life virtual world
- Capturing and converting existing video content to an alternative media format
- Adding closed captioning to video content

One SLIS faculty member, Dr. Jeremy Kemp, has used Camtasia to create more than 100 videos since 2008; his videos have been uploaded to YouTube and viewed more than 100,000 times. Dr. Michelle Simmons uses Camtasia to create screencasts where she introduces students to new tools and demonstrates how to manage reference questions. Other examples of how faculty have used Camtasia, with links to recordings, can be found in Appendix A.
SLIS also recommends Jing, a free screencasting service offered by Techsmith, the company that developed Camtasia. Jing allows for quick and easy creation of screencasts that are under five minutes in length. The tool is sometimes used by faculty, staff, and students to document technical issues they are experiencing with specific software products or online services. Once recorded, the Jing screencast is uploaded to Techsmith's screencast.com website, and a link is provided to the screencast creator, who may then forward the link to the appropriate technical support team for review and evaluation.

Several faculty members also use Snagit, which allows them to capture and display on-screen images and information.

**Turnitin Plagiarism Detection Tool**

The University provides access to Turnitin, a plagiarism-checking technology. Turnitin is integrated with D2L, the School's current learning management system, and is also available in the Canvas learning management system. As a result, faculty members can conveniently enable the option to use Turnitin to check papers that are submitted via the D2L dropbox.

To help faculty members understand how to use this tool, SLIS technology staff developed tutorials to explain the integration between the learning management system and the plagiarism detection tool. See the tutorial titled “Create Dropbox.” The “Grading Dropbox” tutorial includes links to additional videos and instructions. The username and password needed to access these Turnitin integration tutorials can be found in Appendix A.

Faculty members who receive submitted papers in a manner other than through the D2L dropbox can have the documents checked in Turnitin by contacting SLIS staff member Dale David.

**Additional Technology to Support Teaching and Learning**

SLIS instructors also foster a more engaging, interactive learning environment for our students through the following technologies:

- Second Life, an immersive environment used for presentations, poster sessions, and simulations of service interactions with patrons
- WordPress, used by students to create blogs or websites, and used by faculty to create course sites
- Publicly available Web 2.0 tools, including Google Sites and Google Blogger
- Guide on the Side, used by students to create tutorials

Further details regarding how instructors use these technologies can be found in Appendix VI.4.
Other Tools That Facilitate Virtual Communication

In addition to the previously described teaching tools that support virtual communication (e.g., web conferencing and our learning management system), the School uses a variety of other technologies to support communication and information sharing in a virtual environment.

SLIS Website

The SLIS website is an important communication tool used to share resources and information with current students, prospective students, faculty, staff, and other stakeholders, regardless of their location.

The SLIS website receives approximately 30,000 unique visitors a month, validating that it is truly an important communication tool for our School and a resource that is valued by a wide range of stakeholders. One way we gauge the relevance of our website content is by measuring the length of time website visitors spend on the site. For example, the average visit duration is 4 minutes and 25 seconds, and the average number of pages viewed per visit is 2.95. The portion of our website that users visit most frequently is our Current Students section, which includes information about our course schedules, course syllabi, course enrollment procedures, and academic advising. COA reviewers are welcome to review our website analytics; Nicole Purviance, our Marketing Specialist, can explain how we use website analytics and provide more specific examples.

Website programming and development is handled by SLIS Web Technologist Derek Christiansen, and the website server is managed by SLIS Network Administrator Stanley Laufer. Both of these staff members are SLIS alumni. Website content creation and updates are handled by Christiansen, with support from student assistants, as well as a limited number of SLIS faculty and staff, who are responsible for updating content on specific web pages (e.g., news updates and event notices). The SLIS website uses open-source software, including the Apache web server, the PHP programming language, the Apache Solr search engine, the Drupal content management system, and the MySQL database system.

Prior to 2012, the SLIS website primarily consisted of static web content, and the SLIS web team managed content using static HTML files. In order to address some of the drawbacks of a static approach to managing website content, in 2011, SLIS started the process of transitioning to Drupal, a dynamic, database-driven content management system (CMS), for our website.

During the 12 months it took to complete the transition to a new website platform, the team responsible for the transition (led by our School's Director, Dr. Sandra Hirsh) gathered input from a range of website users to ensure that the new design would meet the needs of all stakeholders (e.g., students, alumni, faculty, and staff). We completed the transition to Drupal in August 2012, migrating 1,000 web pages. There was no downtime when the new website went live. Students, prospective students, alumni,
and other stakeholders now view content in the same manner they did prior to the transition, while benefiting from a more modern, user-friendly design as they navigate the website.

The new, dynamic website platform allows faculty and staff who are responsible for updating website content to more easily make updates. The limited number of faculty and staff who are responsible for updating web pages report that it is easy to use the Drupal system’s forms to quickly add or revise website content. The majority of our faculty are not responsible for maintaining website pages. Only a handful of faculty make website updates, and these responsibilities are part of their administrative duties, rather than their teaching responsibilities. The majority of individuals responsible for updating website content are SLIS staff members and student assistants who work for those staff members.

Additional information regarding our website, including details regarding our migration to Drupal, can be found in Appendix VI.5. The appendix includes a discussion of the process used to design the new website and ensure its usability. The new Drupal site meets all Section 508 accessibility requirements as well as the more rigorous Web Accessibility Initiative (WAI) standards.

Since the transition to the new website format, we have received positive feedback from students, alumni, and members of our advisory committees. For example, during an April 2013 meeting, the Technology Program Advisory Committee discussed the new website and affirmed that it was a significant improvement over the previous site. Students and alumni also provided positive feedback regarding the redesigned website within an online learning module developed by SLISConnect (our combined student and alumni association) that aimed to help students become familiar with the new site. Comments regarding our website from July 2012 through October 2013 by students and alumni include:

- “The new student checklist with very helpful information to new students getting started... is a common stop for navigating all the tasks necessary to get up and running for the new student.”
- “I found the Meet Our Faculty [pages] interesting. I like the detail and getting to know the professors’ background before registering for the classes.”
- “I am just finishing up my core classes this semester, so I’ve been spending more time on the Career Pathways pages, looking at the direction I can go and what classes are needed.”
- “Now that I’ve graduated I frequently visit the Events page and check the career development resources.”
- “The most interesting pages for me are on [professional] networking and the Colloquia page. The variety of colloquia topics provides me with a lot of material to look into!”
**Instant Messaging System**

Our School uses Blackboard IM, which includes a suite of collaboration tools such as text chat, video conferencing, whiteboard, screen sharing, and a “Web Tour” feature that allows the presenter to share websites with other participants as part of a guided tour. Blackboard IM allows students to collaborate in real time with their classmates and instructors. Students can independently schedule and conduct group meetings via Blackboard IM, or use the tool to launch a Blackboard Collaborate web conferencing session. Some instructors use Blackboard IM to hold online office hours, and our staff members use the tool to provide “help desk” services. Additional details regarding how we use Blackboard IM can be found in Appendix VI.6.

**SLISAlert Notification System**

In Summer 2010, SLIS licensed the Blackboard Connect mass notification system to facilitate distribution of information to targeted groups of students as well as faculty and staff. We call the system SLISAlert.

SLISAlert allows us to distribute information to users via multiple modes (email, text, phone, SMS, and social media). Currently, SLIS only uses the email distribution method; however, the social media distribution methods are being explored. Because we use SLISAlert to broadcast important administrative information to students, SLISAlert functions as an electronic mailing list.

SLISAlert messages can be sent to users within a certain distance of a geographic location. For example, if our School’s Director is speaking at a professional conference in Seattle, we can send an email message to students and faculty who live within a 60-mile radius of Seattle, inviting them to attend her conference presentation. Messages can also be targeted based on group membership (e.g., all students, all faculty, all staff, all users in California, or all users in Canada).

**WordPress Blogs**

SLIS has been actively using the WordPress blogging and website creation platform since 2005. Our School’s use of WordPress has increased substantially since then and now includes both academic and administrative deployments. Previously in this Standard, we described our academic uses of WordPress, including the use of WordPress and BuddyPress blogs for course sites, and the use of WordPress MultiSite, which enables students to create blogs or websites as part of their coursework. (More information on how students and instructors use these technologies can be found in Appendix VI.4.) This section will discuss our administrative uses of blogs.

Our School uses several blogs as tools for sharing important information with current students, prospective students, and faculty. All blog readers have the option of either visiting a SLIS blog to review information or using RSS to subscribe to the blog and have new information automatically “pulled” down to them through an RSS reader or feed aggregator.
The **SLIS21 Curriculum** blog was established in 2007 and is used by Associate Director Dr. Linda Main to communicate important administrative information regarding class scheduling (announcing new classes as well as cancellations), course registration dates, and other curriculum-related updates. The SLIS21 blog is used to provide guidance and support to students for questions or issues related to class selection, administrative procedures, and registration. Students may pose questions to Dr. Main by posting comments on the blog; Dr. Main reviews all comments and responds to all student questions. Whenever new information is posted to SLIS21, Dr. Main also sends out an announcement via the SLISAlert notification system to alert students and direct them to the SLIS21 blog to review the new information. The blog receives more than 2,800 unique visitors each month.

The **SLIS Career** blog, established in 2011 and maintained by SJSU Career Center liaison Jill Klees, is used to share and discuss career trends and answer career-related questions from students. The blog also serves as a forum for presenting tips and strategies for job seekers. Topics often arise as a result of questions asked by current students and new SLIS alumni who have contacted Klees for advice. Students may post questions to the blog, or they may contact Klees directly by email or phone for career advice. All questions, regardless of submission method, are answered and reviewed for possible inclusion on the SLIS career blog. The blog receives 7,700 visitors each month during peak months.

The **SLIS Advising** blog, established in 2010 and managed by Associate Director and Academic Advising Coordinator Dr. Linda Main, is used to provide information on the School’s academic advising process. Additionally, the blog is used to provide direct advice to students regarding a wide range of topics, including the e-Portfolio and core competencies, internships, networking, and career advice. Students may also post advising questions to the blog, which are reviewed and answered by Dr. Main. The blog receives more than 2,600 unique visitors each month during peak months.

The **SLIS Colloquia** blog, launched in 2011, is used to archive and publish information about the SLIS Colloquia webcast series. A link to each webcast is provided, along with an abstract of the presentation topic and a brief biography of the presenter. The SLIS Colloquia blog is one vehicle used to help users access information about our colloquia series. Links to upcoming webcasts are also provided on the SLIS website, and an announcement for each new webcast is distributed to current students via the SLISAlert notification system. The SLIS Colloquia blog offers students the option of subscribing via RSS in order to receive the announcements regarding newly published webcasts as part of their personalized RSS news feed. The blog receives 1,000 visitors each month during peak months. It is managed by Lecturer Jane Fisher.

The School maintains two internship blogs. One is a **general internship blog**, launched in 2013, and the second, launched in 2012, is specific to SLIS **virtual internships**. Both blogs provide current and prospective interns and site supervisors with information to help promote successful internship experiences. For example, the virtual internship blog includes a “tip of the week,” with advice and suggestions from students who have
served as virtual interns. Intern “spotlights” provide a detailed look at past virtual interns, their internship experiences, and the projects they accomplished during their internships. Selected virtual internship opportunities are posted to the blog, along with in-depth articles on relevant topics and technology tools. The internship blogs are managed by Dr. Patricia Franks. The general internship blog receives 1,100 visitors each month during peak months, and the virtual internship blog receives 1,800 visitors each month during peak months.

The SLIS New Student blog, established in 2011, provides information and advice for new students. Lisa Valdez, the School’s Communication Coordinator, hosts the blog with support from student assistants. Between 900 and 1,000 people visit the SLIS New Student blog each month.

Faculty and staff requests for new blogs are processed by Stanley Laufer, our School’s Network Administrator. Each new blog is created within WordPress MultiSite, and blog access is provided to the requesting faculty or staff member as well as to any student assistants who will be developing blog content.

Social Media

Social media sites have become important channels through which our School reaches out to and interacts with various audiences. These channels also refer numerous users to our website. Nicole Purviance, SLIS Marketing and Outreach Specialist, manages our social media sites. Our use of social media sites supports our School’s Strategic Direction 3.2, with its emphasis on community building and engagement through Web 2.0 and social software.

Our social media efforts are integrated with our marketing communication strategies, reaching our target audiences where they consume media. We employ social media marketing best practices for each social media platform. Our social media platforms link to our website, and our website links to our social media platforms (i.e., cross-channel marketing). We measure the success of our social media efforts by analyzing participation metrics (e.g., number of comments, number of likes, and number of retweets).

We launched our School’s Facebook page in April 2010. The site had almost 1,000 “likes” within a month and, as of August 2013, had 3,830 likes. True to the nature of social media, we strive to post content that engages the audience and fuels the conversation. For example, we post information about upcoming events, share links to relevant articles, post news about students and alumni, ask questions of current students to gain insight about their interests, and add event photo albums. Our faculty also post information about upcoming courses. In return, our Facebook followers share with us in the form of comments and “likes.” We also post on the Facebook pages of other organizations, such as professional associations, in an attempt to expand our reach. For example, we post on ALA’s Facebook timeline and “like” their posts. If we are exhibiting at a professional association conference, we post a message on the
association’s Facebook page inviting people to visit our booth. We encourage faculty, current students, prospective students, and alumni to post on our timeline, interacting with one another as they share their thoughts, news updates, and ideas. In response to Facebook insight reports, we post on our Facebook page when posts are more likely to have the greatest reach.

Through our Twitter page, we share many of the same types of information that we share on Facebook, but on Twitter we use content hashtags to help people find our tweets and increase further sharing. For example, our career-oriented tweets have been picked up and published in several online newspapers. We also live tweet during online presentations, sharing information learned from the speakers at the same time we promote the events.

When we initiated our use of Twitter, the account was linked to Facebook, so any posts we made on Facebook were automatically sent to our Twitter followers. In May 2012, we unlinked the accounts to implement a more strategic use of Twitter. Since that time, our tweets have been more frequently retweeted and favorited. Our followers comment on our tweets, and our tweets are republished by others. We have nearly quadrupled our Twitter followers since June 2011. As of August 2013, we have 1,223 followers who are a mix of academics, information professionals, LIS vendors, LIS schools, and students from the entire LIS community.

We launched a School Pinterest page in December 2012, and within a month we had 62 followers on this visual presentation site. As of August 2013, we have 274 Pinterest followers. Our current students and prospective students are becoming more engaged with us, posting comments, sharing links, repinning our pins, and asking questions. Content areas include:

- Explore Career Paths
- SLIS Spotlight
- Library 2013 Conference

We also have a YouTube channel where we host playlists for our colloquia presentations, events, lectures, and other videos. Our YouTube content receives more than 23,000 views annually.

Other Administrative Tools to Support Communication

SLIS uses other technology tools to support communication with a range of stakeholders, including students, prospective students, alumni, and faculty. These tools are described in detail in Appendix VI.7, and include:

- Electronic mailing lists. We currently use Google Groups to manage our electronic mailing lists.
- SLIS email system. All faculty, staff, and students are automatically issued Google accounts, which provide them with access to the full Google Apps suite, including Google Mail, Drive, Groups, Calendar, and Sites.
• Customer relationship management software. This tool is used to facilitate distribution of information to specific user groups, including prospective students, alumni, SJSU leaders, and industry stakeholders.

• Conference calling service.

**Tools for Consultation**

Our communication tools foster an environment that supports consultation. For example, each faculty member is readily available via a range of communication tools already discussed, such as email, web conferencing, Blackboard IM, and telephone. In order to facilitate public and media access to the appropriate faculty member, all faculty members have pages on our website that list biographical and research information as well as contact details.

Students can consult with their advisors and instructors through these communication tools, as well as through their course sites, such as those hosted in D2L, our learning management system. Students are also enrolled in a “course” site hosted by their assigned academic advisor in the learning management system, where they have further opportunities to connect online through the discussion forum or other means specified by their advisor. (COA reviewers will have access to several sample advising sites in our learning management system.) Some advisors hold general advising sessions via web conferencing, and all advisors respond to requests for individual conversations with students. More information about student advising can be found in Standard IV.

**Tools Used for Program Administration**

The School uses technology tools to facilitate effective and efficient administration of our program. They include several in-house software applications that streamline and enhance academic and administrative processes.

**Internship Database**

The SLIS internship database, hosted on our School’s website, makes it easier for students to search for information regarding available internship opportunities. (All of our MLIS students have the option to complete an internship while enrolled in our program.) The database also streamlines the process used by internship host sites to post and update their own listings, thereby providing students with access to current information as listings are updated on an ongoing basis throughout the year.

Students can search the internship database by many options, including semester, location (including virtual internships), pay status, and keywords. Students can also use RSS feeds to receive updates via email when new listings are posted.

Internship site supervisors who want to post a new internship opportunity in the database can upload their information to the database at any time. Before the information becomes live in the database, a SLIS faculty member who serves as an
internship coordinator reviews the proposed internship listing and either approves or rejects the listing based on its suitability for students in our program. If approved, the new listing becomes live in the database and students can view it.

Once internship opportunities are posted, site supervisors can access the database online to make changes to their current listings. They can also delete or inactivate outdated listings.

SLIS internship coordinators can use the database’s tools to easily email all site supervisors with reminders to review and update their listings. Each term, a notice is sent to site supervisors reminding them to update their listings. Internship sites that are inactive for two or more years are removed from the database. If a site wishes to become involved in the SLIS internship program after they have been removed, the institution can reregister.

More than 200 virtual and onsite internship opportunities are listed in the database each semester. For example, for Spring 2014, the database lists 280 internship openings, both onsite and virtual.

Approximately 500 unique visitors access the internship database each month. As an example, during the first five months of 2013, the landing page on our School’s website where users begin their search of our database had 2,578 unique visitors. It also had more than 10,000 page views, meaning that some visitors looked at the page more than one time. This data regarding our website traffic shows that the internship database is used extensively.

The original SLIS internship database was launched in September 2008. In Fall 2011, as part of our School’s strategic planning process, we identified improvements that could be made to the database. For example, we identified several new features we could add that would make it easier for our internship coordinators and site supervisors to use the database. We completed our reprogramming of the database in June 2013. Some of the new features available in the updated internship database include:

- More accurate location fields for internship listings in other countries
- Clearer “parent-child” definitions for larger institutions with multiple internship listings
- The ability of faculty coordinators to send email notifications to students or site supervisors from within the database
- The ability to export all data and data subsets as Excel reports

The internship database supports the School’s Strategic Direction 2.3, with its emphasis on expanding internship opportunities for our students. Information regarding our School’s internship program and how our students benefit from using the database to find internship opportunities can be found in Standard IV. Additional details regarding how we developed the database, how it is used, and how we have improved it since it was originally launched, can be found in Appendix VI.8.
Web-Based Applications

A number of web-based applications developed by the SLIS web team make it easier for students and faculty to access important information.

In 2008, SLIS Web Technologist Derek Christiansen developed the School’s Greensheet Self-Service System (GSS), a dynamic, database-driven tool that improves the process of creating and managing course syllabi. (The University uses the term “greensheets” to refer to syllabi.) Prior to GSS, all course syllabi were presented as static web pages that were manually created and managed by a SLIS staff member, requiring a significant time investment and leading to bottlenecks during peak course preparation times. With the GSS system, faculty can use online forms to create or update syllabi at their convenience. Support is provided by GSS Administrator Gina Lee.

The SLIS Schedules module, developed in 2010 as an extension of the GSS system, displays course schedules by term. The SLIS Schedules module provides a user-friendly interface where students and faculty can search for courses by semester and year.

Students can also use our greensheet search tool to find syllabi by course number, instructor, or semester. We also developed a tool that helps students identify course rotations, when particular courses will be offered in future semesters. This information is useful for future planning, especially for courses that are not offered each semester.

The MLIS Courses and Competencies system allows students, faculty, and staff to see which courses support each of the 15 SLIS Core Competencies (Program Learning Outcomes). This system includes a Student Learning Outcome (SLO) to Courses mapping tool, which displays SLOs for each course. Such tools help students explore SLOs and Core Competencies by course when choosing their electives.

The SLIS eBookstore, developed in 2009, provides students with easy access to a list of required texts for each course, as well as links to purchase the books online through Amazon.com. Purchases made through the SLIS eBookstore result in a small commission, which is applied to SLIS scholarships.

The Faculty Pages application, created in 2010, automates the process of creating faculty profile web pages. As with the GSS system, this dynamic, database-driven system allows all instructors to use web-based forms to maintain an up-to-date web page reflecting their publications, teaching experience, research interests, and courses taught at SJSU SLIS.

The Email Contact system was developed in 2007 and has undergone several revisions, resulting in significant improvements. The Email Contact system provides web forms that allow visitors to send an email to a specific SLIS faculty or staff member. All faculty and staff profile pages include a link to their email contact form, allowing website visitors to easily contact a specific faculty or staff member.
The LIBR 203 New Student RSVP system was created in 2011 to support instructors and students during their first online class interactions. The system automates the processing of RSVPs and reminder notices for required Collaborate orientation sessions that are held as part of LIBR 203, the School's required one-unit introductory course for all new MLIS students.

The MLIS Course Cluster system displays faculty leads, courses, and topics for each of the curriculum clusters (described in Standard II). This system is used by SLIS faculty and administrators.

The Alumni Career Spotlights system provides an opportunity for SLIS alumni to submit their own information regarding where they work and the position they hold. These spotlights are accessed by students who wish to learn about how alumni are putting their degrees to work.

MySJSU

MySJSU is an online University information system used by students, alumni, applicants for admission, job applicants, and SJSU faculty and staff. Students use the system for tasks such as adding and dropping classes, paying fees, and viewing grades. Faculty members use the system to see their official class rosters, enter grades, and view academic advising information. Tutorials are available for specific user groups, such as students and faculty.

Support for using MySJSU is provided by SJSU Information Support Services via phone and email. Contact information is posted on the MySJSU home page and is also included in the SLIS Technology Help Resources Center.

Qualtrics Survey System

In 2011, SLIS acquired a School-wide license for the Qualtrics online survey system, which provides survey management, data collection, and quantitative data analysis. This tool is used, for example, to conduct our School's surveys of new students, our exit survey of graduating students, and our alumni surveys. Use of Qualtrics to conduct these surveys and analyze data supports our School's Strategic Direction 1.1, with its focus on gathering and analyzing data used to make changes to the program.

In January 2013, SJSU acquired a University-wide license for Qualtrics, which covers all SJSU faculty, staff, and students. Thus, faculty and students can use the tool for their own research.

The Qualtrics site license allows users to directly contact Qualtrics Support with questions and technical issues. Qualtrics also provides an extensive set of tutorials to assist users in learning the Qualtrics interface and toolset.
Physical Space on Campus

Although we deliver our MLIS program fully online, on-campus physical resources make it possible for us to deliver the program. Physical space includes offices for staff and some local faculty, meeting rooms, and space to house equipment.

Our School’s physical offices are located on the third and fourth floors of Clark Hall on the San Jose State University campus. SLIS’s physical space holdings total approximately 5,451 sq. ft. and include faculty and staff offices, a small conference room, a storage room, a technology staging workroom, a server room for testing and development (our production servers are located in the SJSU data center, described later in this Standard), a media production studio, and a multipurpose meeting space. A floor plan showing our School’s physical space in Clark Hall can be found in Appendix VI.9.

The SLIS office space includes a departmental “suite” (985 sq. ft.) that houses the School’s reception desk, the mail and copy room, a server room, and offices for SLIS Director Dr. Sandra Hirsh, Student Services Coordinator Vicki Robison, and Receptionist Christina Hennues. The front desk is staffed during normal business hours by the SLIS Receptionist, who provides customer service to students and prospective students, primarily by phone and email and occasionally in person. Faculty and staff are assigned a personal access code that gives them access to the secured suite during nonbusiness hours.

In addition to the departmental suite, SLIS has been allocated 2,058 sq. ft. of faculty and staff office space on the fourth floor of Clark Hall, and 2,408 sq. ft. on the third floor of Clark Hall. Full-time faculty and staff based in Northern California are assigned office space of no less than 90 sq. ft. per office (for single occupancy offices) or a shared space of no less than 126 sq. ft. (for dual occupancy offices).

SLIS’s space allocation also includes two larger rooms (983 sq. ft. each) on the third floor of Clark Hall that are used for web conferencing, faculty meetings, faculty candidate interviews, PhD candidate seminars, career and alumni workshops, and faculty and guest presentations. One of the rooms also serves as a media production studio where faculty, staff, and guest speakers are recorded by Dale David, who serves as our School’s Video Technician, for inclusion in the SLIS on-demand video library. The media production studio is equipped with professional recording, lighting, and sound equipment; backdrops; a teleprompter; and computing equipment for video encoding.

The SLIS multipurpose meeting room (one of the two larger spaces mentioned previously) includes audio and video equipment that allows a physical meeting to be “bridged” into a Blackboard Collaborate web conferencing session. This virtual “bridge” allows remote participants to join and interact with the in-person attendees via audio, video, and text chat. This technology is used, for example, when we interview faculty candidates, allowing our off-site faculty to participate in the live interviews. For in-room presentations, the meeting room is equipped with a computing and projection setup,
including a ceiling-mounted, 4,500 lumen widescreen DLP projector, a 16:9 aspect ratio projection screen, and video and network cabling, allowing presenters to connect their laptops.

The multipurpose meeting room supports table reconfiguration to accommodate multiple layouts, including conference style, classroom style, and small group style. Tables include wiring conduits and grommets that allow audio, video, power, and network cabling to be safely routed when setting up equipment for web conferencing or other computing needs. The room includes two wireless access points, allowing meeting attendees to connect their laptops, tablets, or smartphones to the campus wireless network. The room also includes a computer workstation area with several desktop computers and printers available for faculty who are not based in Northern California to use when visiting the SJSU campus.

SLIS maintains a technology workroom (442 sq. ft.) that is used as a staging area and secure storage location for preproduction servers, data storage equipment, tape archives, and laptop and desktop computing equipment. The technology workroom is secured by alarm, which would summon the University Police if there were an intrusion. The workroom also serves as an office for Stanley Laufer, the SLIS Network Administrator.

SLIS has a conference room on the fourth floor of Clark Hall. The room has a Polycom conference phone for outgoing calls. Additional technology, such as a laptop and a projector (or a 60-inch flat-screen HD monitor), is set up on an as-needed basis as requested by SLIS faculty and staff. Network connectivity for presenters and attendees is available via hardline Ethernet, as well as wireless connectivity via the campus wireless network.

Prior to July 2009, SLIS also maintained physical space in Pollak Library South at California State University Fullerton. As part of the SLIS transition to a fully online MLIS program, SLIS discontinued the space in Pollak Library South, but retained three offices in Pollak Library North as part of the hiring agreements for local faculty members Dr. Debra Hansen and Dr. Judy Weedman, and staff member Gina Lee.

**On-Campus Technology**

The School relies on a range of on-campus technology. As mentioned previously, a small technology workroom is located in Clark Hall, where the SLIS offices are located. The majority of our School’s on-campus technology is located in the SJSU data center, and some is housed at vendor sites. This on-campus technology is described in detail in Appendix VI.10, and includes:

- Servers, along with monitoring to ensure stability and availability of the servers
- Other equipment housed in the SJSU data center
- Our School’s server and network test environment in Clark Hall
Supporting Opportunities for Research

Our School’s exclusively online environment enhances opportunities for collaborative research involving SLIS faculty, students, and research partners, with collaborators located across the continent and around the world. These research opportunities support the School’s Strategic Direction 6, to foster a research community, and include the following:

- The Center for Information Research and Innovation (CIRI, described in Standard III), which showcases faculty and student research and innovative practices
- The Library 2.0 worldwide virtual conference series (discussed in Standards II and IV), a free annual forum for scholars and information professionals
- The student-governed SLIS Student Research Journal (described in Standard IV), a double-blind peer-reviewed, open-access scholarly journal
- The Distributed Research and Writing Group (described in Standard IV), which fosters student research

Supporting Virtual Service

Although the University has a tradition of holding on-campus meetings where faculty engage in service opportunities, several SLIS faculty members have successfully carried out their service commitments in the online environment. Technology provides an opportunity to contribute to SJSU committee work regardless of the faculty member’s physical location.

For example, the 2009 University Steering Committee charged with evaluating potential learning management systems for SJSU included Debbie Faires, our School’s Assistant Director for Distance Learning. Faires recommended to the group that all meetings be conducted so that members could participate either on-site or online, and the committee agreed. Consequently, web conferencing was used to allow committee members who were traveling or unable to come to campus to join sessions they would have otherwise missed.

Dr. Geoffrey Liu was a member of the University Student Evaluation Review Board, which held its monthly meetings on campus until March 2011. During that last on-campus meeting, Liu proposed to move the group’s meetings online, and all members agreed. Following that decision, the committee met online via web conferencing, and document review was coordinated by email.

When Dr. Kristen Rebmann became chair of the University Institutional Review Board (IRB), she recommended to the committee that they hold their meetings via web conferencing. As of November 2012, the committee has successfully made this move to the online environment, and all participating SJSU faculty members are carrying out their service regardless of their location.


**Student Home Computing Requirements**

Technology plays a significant role in our School’s exclusively online environment. Thus, it is critical that our students have a minimum level of technology resources available to them throughout the program, including hardware, software, and Internet connectivity. In order to help prospective students understand these requirements, SLIS publishes a web page outlining the minimum home computing requirements that all students must meet. Students who do not meet the minimum requirements will not be able to access course materials and complete assignments, access critical online systems (such as Blackboard Collaborate, Blackboard IM, D2L, and MySJSU), access University and library online resources, view SLIS multimedia resources, and reliably communicate with instructors and classmates.

We regularly review the home computing requirements and update them as needed. SLIS currently requires students to use the Microsoft Office productivity suite. Students may purchase Microsoft Office through a variety of online vendors that offer educational discounts. SLIS is currently evaluating the cloud-based Office 365 service hosted by Microsoft as a possible alternative to the stand-alone version of Office.

Students are introduced to the home computing requirements through our New Student Checklist. We also cover the requirements during LIBR 203, the mandatory one-unit introductory course, where all new students complete a questionnaire that assesses whether or not they comply with our home computing requirements. If they do not meet all requirements, the LIBR 203 instructor follows up, advising the student regarding how to meet requirements. If needed, the student is referred to Debbie Faires, our School’s Assistant Director for Distance Learning, who establishes a process to ensure that the student complies with all requirements and sets deadlines for reaching full compliance.

**Managing the Technology Infrastructure**

SLIS is in a unique position within the University in that it independently maintains many of its own in-house systems as well as its own contracts with outside service providers. The majority of the SLIS technology infrastructure, including both in-house systems and contracted services, falls under the management responsibilities of a team composed of Dr. Sandra Hirsh, SLIS Director; Dr. Linda Main, Associate Director; Debbie Faires, Assistant Director for Distance Education; Kristina Luna, Administrative Services Manager (who is responsible for budgets); and Stanley Laufer, Network Administrator. All decision-making for the School’s technology infrastructure falls under the purview of this team, with final approval given by the Director.

SLIS technology staff monitors the performance of in-house systems, which are regularly replaced as needed. Back-up systems are in place to use if issues arise. For contracted services (such as D2L and Blackboard Collaborate), the service providers maintain load-balancing setups to ensure system availability during peak usage periods.
For contracted services, in the event of unexpected service outages, the service providers will notify customers and provide event details. Where appropriate, SLIS technology personnel disseminate some or all of the information to end users. For major outages, which are rare, the service provider will typically include a follow-up email to customers, often sent by a top-level manager, which includes a breakdown of the event and steps that have been taken to prevent a recurrence.

SLIS leaders constantly monitor fluctuations in student enrollment and project enrollment for upcoming semesters. All technology delivery systems are deployed with these fluctuations in mind, and most contracts with service providers have been negotiated with a margin for growth built into the licensing agreements. In the event of unexpectedly high growth, service providers typically include options for incrementally increasing licensing to accommodate the additional growth at a reasonable charge through an addendum to the original contract.

**Data Security**

The School uses electronic security measures to protect personal data and restrict access to resources that are for use by SLIS students, faculty, and staff. Restricted materials are protected through use of the SLIS restricted materials login, which is changed each semester. The restricted materials login information is provided to students by course instructors and academic advisors via secure means, usually within their course sites.

SLIS understands the critical need to protect user information and has implemented SSL encryption wherever possible to protect transmission of authentication credentials. In some cases the user’s entire login session is encrypted through SSL. The login process for systems such as D2L, Blackboard Collaborate, MySJSU, and the King Library, as well as the login process for SLIS systems such as Panopto, Drupal, and the SLIS restricted materials area, are encrypted through HTTPS.

All user sessions on the D2L learning management system are fully encrypted through SSL. Encrypted sessions include all user interaction with discussion boards, messaging, online exams, file upload and sharing, and gradebooks.

Similarly, all user sessions on MySJSU, the University’s information system, are fully encrypted. Faculty, staff, and student interaction with messaging systems and programs related to grades, financial aid, registration, and payments are fully protected through SSL. Faculty may securely send information to their students using the MySJSU messaging system.

All Blackboard Collaborate web conferencing sessions are also fully encrypted through SSL. Information discussed or transmitted during a Collaborate web conferencing session is protected and accessible only to the participants, although moderators must be careful to avoid the accidental recording of sensitive information during a session.
All user sessions on the SJSU Google Apps domain are fully encrypted, including all user interactions with Gmail and Google Docs. Likewise, users who access SJSU Gmail via desktop email clients, or through mobile apps on smartphones or tablets, are protected via SSL encryption.

SLIS server security is protected through the use of encrypted protocols such as HTTPS, SSH, and SFTP. Students, faculty, and staff who have accounts on SLIS servers receive their login information via methods that ensure protection of the login credentials. In several cases, an initial random password is emailed to the user, who is then required to change the password the first time he or she logs into the system.

**SLIS Technology Budget**

SLIS has long understood the critical nature of the technology infrastructure that supports our online learning environment. Our technology budget allows us to purchase server, storage, and tape equipment. It also makes it possible for the School to acquire and renew hosting and maintenance contracts with service providers, such as D2L and Blackboard Collaborate. Appendix VI.11 provides information regarding our annual technology spending for fiscal years 2007 through 2012.

**Standard VI.3**

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

—ALA Standards, 2008

Regardless of their location, our School’s students and faculty have access to resources provided by the SJSU Library, multimedia resources provided by SLIS, media production tools, and a broad range of other technology resources.

**Library Resources**

All of our School’s students and faculty are served by the SJSU Library, which is part of the Dr. Martin Luther King, Jr. Library, a joint-use academic and public library that serves both the University and the City of San Jose. The King Library has an annual gate count of more than one million visitors and more than 50 million annual website hits.

This section provides an overview of the SJSU Library’s resources, and Standard VI.4 describes the support SLIS students receive from SJSU Library personnel. Although the King Library is a joint-use academic and public library, the information provided in Standards VI.3 and VI.4 covers only the SJSU Library, and does not cover materials or services offered to the general public as part of San Jose Public Library’s collections or programs.
The SJSU Library provides strong support for our School’s online students and faculty, with resources including databases, course reserves, reference services, and research guides. The library provides access to online electronic resources, as well as access to physical resources (via interlibrary loan services), to all SLIS students and faculty, regardless of their location. A list of SJSU library resources, along with links to additional information, can be found in Appendix VI.12.

In addition, the SJSU Library is part of the California State University (CSU) move to encourage its libraries to be actively involved in assessing the impact of library services and to develop strategies to transform services and educational content to benefit students and faculty. Six CSU libraries in Southern California launched this assessment initiative, which they describe in their Libraries of the Future report. (An executive summary of the report is included in Appendix VI.13.) SJSU Library leaders have carefully reviewed the full report and engaged in discussions with leaders from other CSU libraries. This team is currently exploring how to implement many of the report’s recommendations, which cover areas ranging from multicampus collection management to a shared technology infrastructure. The report also explores how to assess the impact of library services on student learning outcomes, retention, and graduation, as well as faculty instructional and scholarly success.

Library Collections

The SJSU Library’s physical collections have remained robust, even as the library has expanded its digital resources. SLIS students and faculty can access many of the library’s hard-copy items through interlibrary loan services, with library staff sending physical items from the library’s collection to the student or faculty member’s home. Table VI.2 provides an overview of the SJSU Library’s physical resources. (Data presented on Table VI.2 does not include public library resources.)

<table>
<thead>
<tr>
<th>Physical Library Resource</th>
<th>Quantity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Volumes (including bound periodicals)</td>
<td>1,348,930</td>
</tr>
<tr>
<td>Nonserial and serial microforms (units)</td>
<td>1,262,753</td>
</tr>
<tr>
<td>Government documents (physical units)</td>
<td>358,266</td>
</tr>
<tr>
<td>Total number of serial titles currently received, including periodicals, newspapers, and government documents</td>
<td>109,730</td>
</tr>
<tr>
<td>Sound materials</td>
<td>24,505</td>
</tr>
<tr>
<td>Films, videos, and DVDs</td>
<td>12,175</td>
</tr>
<tr>
<td>Cartographic materials</td>
<td>10,926</td>
</tr>
<tr>
<td>Manuscripts and print archives (physical, in linear feet)</td>
<td>3,515</td>
</tr>
</tbody>
</table>
The SJSU Library’s expansion of its digital collection is progressing rapidly. The library has an annual budget of more than $2 million for information resources. The number of electronic resources has nearly doubled in the last five years, and now includes online visual and media databases such as Camio, ARTstore, and Academic Video Online.

In recent years, SJSU Library budget cuts have made periodical acquisitions more difficult. To increase the title selection available for SLIS students, our School stepped in by providing a one-time contribution of more than $10,000 for SLIS-specific electronic journal titles. SLIS also purchased the Techstreet ISO standards used by our students at a cost of nearly $5,000 per year. The Techstreet ISO standards are a vital part of our School’s information management and archival and records coursework. Because of the high cost of standards documents, SLIS provides annual funding to the SJSU Library to make ISO and ANSI standards available to our students.

Table VI.3, below, provides an overview of the SJSU Library’s online resources. (The data presented on Table VI.3 does not include public library resources.) All of these resources are academic titles, and thus potential resources for SLIS students.

Table VI.3. Online Resources at SJSU Library as of Fiscal Year 2011–2012

<table>
<thead>
<tr>
<th>Online Library Resource</th>
<th>Quantity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Titles: Electronic books</td>
<td>113,130</td>
</tr>
<tr>
<td>Titles: Government documents and other electronic materials</td>
<td>93,728</td>
</tr>
<tr>
<td>Electronic periodical (serial) subscriptions</td>
<td>124,609</td>
</tr>
</tbody>
</table>

In fiscal year 2011–2012, there were 34,725,284 searches of SJSU Library databases, and 4,364,299 articles were downloaded from databases. There were also 29,235,422 hits on the library catalog. (Note that the SJSU Library's catalog is merged with the public library's catalog.) In addition, there were more than 800,000 ebook searches from the library’s website.

The number of ebooks available through the SJSU Library has more than doubled in the last five years, as shown in Figure VI.1 below. A program of demand-driven acquisitions (DDA) has been very successful and has accelerated the rapid acquisition of ebook titles available through the SJSU Library. The SJSU ebook collection can be accessed via the SJSU Library website. It includes approximately 90,000 titles from ebrary Academic Complete, as well as SLIS-related ebooks through Safari Books Online.
Affordable Learning Initiative and Textbooks Available as Ebooks

In 2010, our campus and the entire California State University (CSU) system implemented an Affordable Learning Solutions initiative, which focuses on making textbooks and other learning materials more affordable for students. As part of this effort, the SJSU Library created a list of ebooks available as textbooks, as well as links to low-cost, high-quality alternatives to traditional materials.

SLIS has the largest number of textbooks available in ebook format of all of the subject areas in the SJSU Library. In the first year of the Affordable Learning Solutions initiative, after notifying all SJSU instructors about textbooks available as ebooks, there was a 489% increase in the use of these titles over their use the previous year. The amount saved by SLIS students in 2012 is estimated to be more than $47,000.

The expansion of affordable options includes ScholarWorks, a freely accessible SJSU Library database that provides online access to student theses written by SLIS students and other SJSU graduate students. Articles from the online SLIS Student Research Journal are searchable through ScholarWorks.

In order to help students and faculty find affordable online resources in the library collection, the library created an Affordable Learning Solutions page on its website. It includes a link to a list of textbooks available as ebooks for each semester. In addition, the library provides a list of new library and information science ebooks relevant to SLIS students. To increase the awareness by SLIS students of the Affordable Learning initiative and ebooks available through the SJSU Library, we provide a link to information from our School’s web page about textbooks.
Collection Development at the SJSU Library

An SJSU Library subject specialist, Marci Hunsaker, serves as the library liaison for our MLIS program. As a library liaison, Hunsaker has an annual budget for new purchases in our subject area. When making collection development decisions, she first gathers input from SLIS faculty. She also relies on her analysis of the existing collection’s ability to serve SLIS students and faculty. For example, her library resource analysis conducted in July 2011 is included as Appendix VI.14.

In addition, Hunsaker has access to data regarding use of the library’s electronic resources through the library’s license to use the Innovative Interfaces Electronic Resource Management module. The module provides data regarding database usage, licenses, fund codes, and historical financial fund codes. This data allows Hunsaker to evaluate use of the existing collection and make informed decisions regarding future collection development.

When determining which ebooks to purchase for SLIS, Hunsaker looks for titles available in a multiple-user format. When titles are not available in ebook format, Hunsaker works collaboratively with SLIS faculty to consider a print copy. For titles purchased as print materials, faculty can ask library staff to scan portions of the book, which are then available to SLIS students for online use. In addition, SLIS students and faculty can access the library’s print materials through interlibrary loan services, with library staff sending physical items from the library’s collection to the student or faculty member’s home.

Many SJSU Library databases are part of CSU system purchases because of the system’s collective purchasing capacity. For example, the CSU system purchases the Electronic Core Collection, which includes approximately 30 titles. Included in this group are e-resources such as ABI-Inform Complete, Academic Complete ebooks, and Academic Search Premier, which are heavily used by SLIS students. Appendix VI.15 provides more information regarding the Electronic Core Collection, including a list of included databases. Purchase of Library Literature and Information Science Full Text and LISTA are also negotiated through the CSU system. Approximately 400 SJSU Library databases and more than 500 journal titles are specific to library and information science topics.

The SJSU Library subject specialists, including Hunsaker, serve on various SJSU Library teams, such as the Collection Development team, Information Literacy team, and Reference team. Currently, Hunsaker serves on the Reference team. However, regardless of their team assignments, all subject specialists meet each semester to review each team’s major decisions and recommendations, including recommendations made by the Collection Development team. Although the Collection Development team makes final decisions regarding purchase of new databases for the SJSU campus, the team informs Hunsaker of subject-specific collection development decisions and responds to her suggestions for new library and information science purchases.
**Library Website**

The library’s website went through a major revision in 2009, with a focus on usability and accessibility. A further revision in 2010 brought the site into compliance with campus requirements, including accessibility requirements. For more information regarding the University’s Accessible Technology Initiative, see Accessibility@SJSU. For more information regarding library website accessibility, view the library’s site accessibility reports.

**SLIS Databases That Supplement Library Resources**

In addition to the databases provided by the SJSU Library, SLIS provides complimentary access for our students and faculty to resources available through direct agreements with vendors and organizations such as ALISE. Our students and faculty can learn more about these additional resources and how to access them via a page on our website. SLIS also subscribes to CONTENTdm software for use in digitization and preservation courses; and Cataloger’s Desktop, Classification Web, WebDewey, RDA Toolkit, Library of Congress Subject Headings (LCSH), and Library of Congress Classification (LCC) lists and services for use in cataloging courses.

**Multimedia Resources**

For more than a decade, SLIS has used digital media to deliver rich online content to users. Our School’s multimedia resources enhance online instruction, support new student orientation, allow us to deliver career development information, and extend the reach of SLIS events to the global LIS community. Over the years, SLIS has built a robust and wide-ranging collection of media resources, most of which are publicly available.

**On-Demand Media Library**

The SLIS media collection includes on-demand video of events, such as colloquia presentations, career webinars, and faculty workshops regarding online teaching best practices. We also use on-demand video to share information with students and foster success in our fully online learning environment.

The SLIS Colloquia series was instituted in 2006 as a forum for current and future information professionals to share their work and research activities. From 2006 to 2010, the SLIS Colloquia series was hosted on campus in Clark Hall, with presenters delivering information to an in-person audience. Each presentation was recorded by Dale David, the SLIS Instructional Media Developer, and added to the SLIS on-demand media library.

In Fall 2011, the SLIS Colloquia series was transitioned to a fully online delivery model, using the School’s web conferencing platform. Presenters deliver material to the virtual audience using voice over IP (VoIP) audio tools, in conjunction with other web conferencing tools such as PowerPoint slides loaded onto the whiteboard. Presenters also field questions from the virtual audience.
All SLIS Colloquia sessions are recorded and edited by the SLIS Instructional Media Developer before being added to the SLIS on-demand media library. Recordings can be accessed via the SLIS Colloquia web page or through the SLIS Colloquia blog. We send all current SLIS students notifications regarding upcoming speakers, along with information on how to join the web conferencing session or access recordings.

Career-related events are periodically recorded and added to the SLIS on-demand media library. Career webinars include career colloquia, formal one-hour presentations by invited guest speakers who are experts in their field, and career workshops, which are more informal, interactive sessions. Career workshops often involve expert panels on topics such as job interviews, resume writing, and job searches.

SLIS also records presentations that are part of special lectures and adds those recordings to the SLIS on-demand media library. For example, SLIS sponsors a lecture series at the California Library Association conference. In 2012, Dr. Michael Stephens, a SLIS Assistant Professor, was the presenter. His lecture was recorded and is available via our website.

Our “How To” video series consists of brief videos aimed at helping our students better understand our online learning environment and the tools they will use as students in our program. These on-demand videos are developed by students who also serve as peer mentors in LIBR 203, our required one-unit course for new students. Topics in the “How To” series include how to register for classes, how to use our School’s Blackboard IM (instant messaging) platform, and tips related to our learning management system.

We help faculty stay up-to-date with best practices in online teaching through our online Teaching Tips & Techniques (T3) workshops. Recent workshops in the T3 series, offered via web conferencing, include how to use Panopto to record and share lectures with students, and how to use the latest features of our web conferencing platform. Recordings of all T3 sessions are available to faculty through the Desire2Learn (D2L) learning management system as well as through a password-protected website.

Another resource in our on-demand video library is a collection of recorded presentations from the Library 2.0 Worldwide Virtual Conference series. In 2011, our School was a founding partner of the Library 2.011 conference, and the following year, the Library 2.012 conference featured 161 fully online presentations given by scholars and information professionals worldwide. The Library 2.013 conference offered 154 sessions, including 10 keynote addresses and 4 distinguished speaker presentations. SLIS coordinates the use of our School’s web conferencing platform for the conferences and provides access to session recordings, including those from the Library 2.011, Library 2.012, and Library 2.013 conferences.

Also on our website, prospective students can access brief on-demand videos that introduce them to each of our programs and provide background information regarding our School.
Although much of the focus of our on-demand video content is aimed at helping our students expand their learning, the content is also available to LIS professionals. For example, recordings of our colloquia programs, career webinars, and Library 2.012 conference sessions are of value to our alumni and other LIS professionals. Thus, our on-demand video content supports our School’s Strategic Direction 2.5, with its emphasis on increasing opportunities for professional education.

Live Video Streaming

SLIS has used live video streaming since 2005, allowing remote participants to view onsite events in real time. Specialized hardware and software are used to capture live video, encode it into an appropriate streaming video format, and then transmit it to users through a “streaming server.” Users are then able to view the live stream using an appropriate media player.

One example of a live event we deliver via streaming video is our annual Convocation ceremony, held in San Jose at the end of each academic year. Since 2006, SLIS has produced webcasts of the Convocation ceremony, and the recordings have become part of our on-demand video library. Live streaming allows SLIS students and family members who cannot attend physical Convocation ceremonies to participate virtually. Closed captioning for the live stream is provided through a service contract with IBSU.net. Recordings of our 2012 Convocation and 2013 Convocation ceremonies can be viewed on our website.

Media Hosting Resources

Media resources have been hosted on the SLIS media server (amazon.sjsu.edu) since 2003. The server includes support for streaming video formats such as RealVideo, QuickTime, and Windows Media. It also includes support for “progressive download” formats, such as Adobe Flash. Audio and video podcasts are also hosted on the SLIS media server using the MP3 and MP4 digital media formats.

Since 2007, SLIS has also made all audio and video podcasts available through the iTunes University service. iTunes users may view and listen to SLIS podcasts going back to 2007, or may subscribe to the podcast feed in order to automatically have new episodes delivered.

In 2009, our School established a SLIS YouTube channel to host media content. As of Spring 2013, all new SLIS video content is added to the SLIS YouTube channel. However, new audio and video “podcasts” are still hosted on the SLIS media server and made available through iTunes University.

Historical media resources dating back to 2006 are available through the legacy SLIS media player.
Computer and Information Technology Resources

SLIS ensures that faculty and staff have access to the technology they need to be successful, including hardware, software, and online resources. We also ensure that students have access to the technology tools described in this Standard. Appendix VI.16 provides details regarding the following:

- The hardware and software we provide to full-time faculty and staff
- The on-campus computing environment for faculty and staff who work in Clark Hall, including Internet connectivity and phone systems
- Technology provided to part-time faculty
- How we provide students with access to SLIS technology (e.g., access to the learning management system)

Access to Wiki and Blog Services

As mentioned in Standard VI.2, SLIS uses the open-source WordPress MultiSite platform to provide blog services to faculty, staff, and students. MultiSite is used to create and deploy blogs for both administrative and academic purposes by the following process:

- SLIS faculty and staff may submit requests for administrative blogs, which are then created by Stanley Laufer, the SLIS Network Administrator. Blog access is provided to the requesting faculty or staff member, as well as to any research assistants who will be adding content.
- SLIS instructors may request WordPress access for their students. The SLIS Network Administrator sets up a private WordPress MultiSite for the course. Students then self-register on WordPress, after which they may create blogs, add content, and use “themes” to structure blog content as desired.

SLIS also provides faculty and students with access to wiki services using the open-source MediaWiki platform. MediaWiki installations are managed by the SLIS Network Administrator. Faculty may request one or more wikis for use in their classes, allowing students to complete assignments collaboratively by adding content to the wiki. SLIS faculty may also request a wiki for use as a professional collaboration platform.

SLIS instructor Laurie Putnam uses MediaWiki to host the Library and Information Science Publications wiki, which is collaboratively maintained by SLIS students, library and information science practitioners, publication editors, and publishers. The LIS Publications wiki gathers and shares information about specific publications and publishers for which LIS professionals may want to write, encouraging members of the LIS community to consider new venues for publication. It is also used as a research tool for MLIS students, introducing them to the wide range of LIS publications available. SLIS students in Putnam’s classes create publication profiles and contact publication editors, inviting them to review and update their publications’ profiles on the wiki. The wiki is intended for use by students, practitioners, and educators alike, and evidence suggests that the wiki is actively used by the LIS community.
Google Apps

As mentioned in Standard VI.2, SLIS faculty, staff, and students are provided with access to Google services through SJSU. The University maintains a private Google domain, which is hosted through Google Apps for Education. All SLIS faculty, staff, and students have access to the standard set of Google applications, including Google Mail (Gmail), Google Drive (formerly called Google Docs), Google Calendar, Google Groups, Google Sites, and Google Blogger.

Accommodations for Independent Study

Our School’s resources and services provide support for independent study, including the opportunity to enroll in LIBR 298: Special Studies. In addition, we support students from other LIS programs who take our courses through our School’s participation in the Web-based Information Science Education (WISE) Consortium. Additional information on how to accommodate independent study can be found in Appendix VI.17.

Media Production Resources

Our School’s media production resources include a full-time Instructional Media Developer, an on-campus media production studio, and media production tools available to faculty, staff, and students.

SLIS Instructional Media Developer

In 2004, SLIS hired Dale David, the School’s Instructional Media Developer, to handle videography and media production tasks such as video editing and encoding. David also manages the core SLIS media collections hosted on the SLIS media server and on YouTube. In addition, he uses professional equipment to record a wide range of SLIS events, including the annual SLIS Convocation ceremony.

As part of the postproduction process, the Instructional Media Developer edits video content and adds supplementary elements and effects where necessary, including text captioning, static slides, transitions, and music overlays. Following postproduction, video is encoded into the final digital media formats (e.g., Flash video and MPEG-4 video) and then uploaded to media hosting services such as YouTube and the SLIS media server. Information regarding the video recording and editing equipment used by the SLIS Instructional Media Developer can be found in Appendix VI.7.

Faculty Media Production

As mentioned in Standard VI.2, SLIS faculty have the option to create media resources to enhance online instruction and share knowledge with the LIS community. They can use tools that include:

- Panopto video capture system to create rich media presentations
- Blackboard Collaborate web conferencing, which can be used as a lecture-capture tool
- Camtasia video capture software to create video tutorials or screencasts
- Jing to produce short screencasts under five minutes in duration
- Adobe Presenter to create a Flash-based presentation with integrated PowerPoint slides, audio narration, and text notes
- Adobe Creative Cloud (available to all SLIS faculty and staff as part of a campus-wide site license) to support media production for online and print materials
- Final Cut video editing suite to perform video production and editing
- Audacity to record digital audio content or edit digital audio files, including downloads of Collaborate recording audio tracks
- iMovie software to produce and edit video content
- WebEx (available to SLIS faculty as part of a campus-wide site license) to prerecord lectures, which are then released to students for on-demand viewing

**Student Media Production**

SLIS students have access to powerful software tools that enable them to produce digital creations for their coursework. Although students are not required to use all of these resources, the tools are available to students who choose to explore them, and many do.

All students can set up their own web conferencing sessions and create recorded screencasts using Blackboard Collaborate. Students can record presentations that include audio, webcam video, PowerPoint slides, images, and application or desktop sharing. These recordings are automatically stored on the Collaborate server and can be shared with others by sharing links.

All students have access to Collaborate Publish, which is used to convert Collaborate recordings to standard formats such as MP3 (audio) or MP4 (video).

The University provides students with free access to the Adobe Creative Cloud software package. Students can use the programs in the Creative Cloud suite for digital media development in a variety of formats.

In addition to these tools provided by SLIS and SJSU, students use a variety of other tools that are available via the web (such as Jing) or on their own computers (such as iMovie) to create media-rich content for their courses.
Standard VI.4

The staff and the services provided for a program by libraries, media centers, and information technology facilities, as well as all other support facilities, are sufficient for the level of use required and specialized to the degree needed. These facilities are appropriately staffed, convenient, accessible to the disabled, and available when needed, regardless of forms or locations of delivery of the school's program.

—ALA Standards, 2008

The School provides a rich variety of support services for faculty and students, including library services, career services, and writing tutoring. In addition, the School offers support for faculty and students as they use the wide range of academic and administrative technology deployed in our fully online environment. We also offer multiple initiatives that support our faculty in their efforts to be effective online instructors. These services are accessible to all members of the SLIS community, regardless of their location or ability.

Library Staff and Services

As mentioned in Standard VI.3, all SLIS students are served by the SJSU Library. For an overview of services offered by the SJSU Library, visit the library's website. SLIS students and faculty receive support from SJSU Library staff and librarians.

SLIS Subject Librarian

An SJSU Library subject specialist, Marci Hunsaker, serves as the library liaison for our MLIS program. Hunsaker assists SLIS students and faculty with all library resources and has developed two popular subject guides for our program. Her student research guide, a LibGuide first created in 2009 for instructional library support of SLIS students, includes digital learning objects such as tutorials and other easily accessible and reusable training materials. From 2010 to 2012, the SLIS LibGuide was viewed more than 35,000 times per year, and midsemester use was approximately 600 hits per day. The student LibGuide has become the most frequently accessed subject-specific guide at SJSU, a campus of approximately 30,000 students.

The success of the library's student research guide recently prompted the creation of a faculty LibGuide that is primarily used to keep SLIS faculty informed of changes in library e-resources.

In addition to these two research guides, Hunsaker's support for SLIS includes:

- Email and telephone research support
- Weekly online office time
- Online instruction sessions for SLIS classes (as requested)
Instructor support, including seminars

- Purchasing of online resources, including databases and ebooks
- The development of a [tutorial for LIBR 203](#) (our required introductory course) that presents instruction on how to use three databases helpful for SLIS students
- The development of an [orientation suite for LIBR 203](#) that includes two videos and four modules (all with closed captioning) related to getting started with library materials

**Additional Librarian Support**

A team of other SJSU librarians also provides support for our School’s students and faculty. These librarians include:

- A subject specialist for our [Master of Archives and Records Administration](#) (MARA) program, who supports MARA students with any specialized research in the area of archival studies and provides a [MARA research guide](#)
- A distance librarian, who supports SJSU’s online students and off-campus faculty and provides an [online student’s guide](#) to library resources
- Other SJSU subject specialist librarians, who specialize in additional subject areas (a [list of its subject specialists](#) can be found on the library’s website)

Librarians are always available to help with questions through a variety of communication media, including telephone, email, and the [Ask a Librarian chat service](#), which is available 24 hours a day.

**Library Staff Support**

Library staff support has been crucial to ensuring access for all SLIS students and faculty. Key support staff and services include:

- The Senior Access Services Coordinator, who handles library accounts for faculty and students, and provides support for [WISE](#) students from other institutions and doctoral students enrolled in the [San Jose Gateway PhD](#) program
- The Electronic Resources Coordinator, who manages access to the library’s electronic resources, including support of database and ebook access issues
- The library’s [Student Computing Services Center](#), which provides support for e-resource questions, including database access

**Career Services**

In collaboration with the SJSU Career Center, our School develops and manages career resources and services that serve SLIS students, alumni, and the professional community. Career Counselor [Jill Klees](#) is our School’s Career Center liaison. Klees works closely with SLIS faculty member [Jane Fisher](#) to develop career resources that are customized to the library and information science field. These career services support our School’s [Strategic Direction 3.4](#), with its focus on expanding career support for our students.
The School maintains an extensive section on the SLIS website dedicated to career development. The web pages in this section received 9,235 unique visitors from March through May 2013. Through the website, students can:

- Access tools to help them pinpoint career directions
- View sample resumes, CVs, and cover letters, along with advice on how to develop these job-seeking tools
- Learn how to network with LIS professionals and conduct informational interviews
- Learn how to build job search strategies, including how to leverage social media resources
- Learn how to develop interviewing expertise
- Research LIS job listing sites and other helpful resources
- Learn how to create a career e-Portfolio to share with future employers
- Read SLIS’s latest emerging job trends report for information professionals

SLIS students have access to SpartaJobs, a database of job openings that is continuously updated. The School provides all graduating students with a free one-year membership to the SJSU Career Center, which includes continued access to the SpartaJobs database. We also send a monthly e-newsletter to students and alumni that includes job search tips, hot job listings, and other career resources.

Students may contact either Jill Klees or Jane Fisher for individualized career and job search guidance, such as assistance with resumes and cover letters. Klees and Fisher meet with individual students, typically online or by telephone, to provide general career guidance as well as specific suggestions for improving their resumes and tailoring their cover letters. Students also interact with Klees through our School’s career blog.

SLIS hosts virtual career development workshops on a variety of career topics, and regularly offers virtual career colloquia featuring industry professionals who share tips, resources, and ideas related to employment in the LIS field. All workshops and colloquia are held online via web conferencing, allowing for real-time interaction among participants and presenters. Workshops are also recorded, and recordings are publicly available as on-demand webcasts and podcasts. Klees also organizes and hosts virtual career fairs for our students.

The SLIS Career Counselor provides an overview of all of these career development resources in a brief video on our website. The resources are freely available through the School’s website, and some have been featured by external organizations. For example, the resources were featured on a blog post on the Hiring Librarians blog and during a webinar hosted by American Libraries, with our Career Counselor as one of the participants. We also promote our career resources via the School’s Pinterest board dedicated to career information.
Table VI.4, below, highlights our School’s career development activities during a recently completed semester, Spring 2013. Appendix IV.8 provides similar information, covering career development activities from 2010 through 2013. Table VI.4 provides a snapshot of current (and vigorous) career activity, while Appendix IV.8 shows growth over time in the variety and number of career activities, the number of attendees (both synchronous and asynchronous) at workshops and colloquia, visitors to the career development web pages, and students and employers using the SpartaJobs database.

**Table VI.4. SLIS Career Development Activities, Spring 2013**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Number of Participants or Number of Events</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual career counseling sessions with MLIS students</td>
<td>156</td>
</tr>
<tr>
<td>Job postings on SpartaJobs website</td>
<td>251</td>
</tr>
<tr>
<td>SLIS students registered in SpartaJobs database</td>
<td>1,543</td>
</tr>
<tr>
<td>Career workshops and career colloquia</td>
<td>7</td>
</tr>
<tr>
<td>Participants in live career workshops and career colloquia</td>
<td>175</td>
</tr>
<tr>
<td>Number of people who accessed recordings of career workshops and career</td>
<td>3,834</td>
</tr>
<tr>
<td>colloquia</td>
<td></td>
</tr>
<tr>
<td>Unique visitors to all career development web pages (March 2013 through</td>
<td>9,235</td>
</tr>
<tr>
<td>May 2013)</td>
<td></td>
</tr>
<tr>
<td>Unique visitors to career blog (March 2013–May 2013)</td>
<td>7,700</td>
</tr>
</tbody>
</table>

We also share narratives about how career development resources have helped SLIS students find jobs. For example, alumna Sarah Naumann credits our School’s career resources for helping her land a job as a reference librarian. Alumna Sam Leif consulted with our Career Counselor and used our career resources to land a job as a librarian at an academic library just two months after earning her MLIS degree at our School.

Data from our exit surveys of recent graduates also confirms that students use and value our School’s career development resources. For example, in our exit survey of Spring 2013 graduates, 31% of respondents said our career resources are “excellent” and 23% said they are “satisfactory.” Only 2% of respondents stated that our career development resources “need improvement.” Another 43% of respondents indicated that they did not use our career development resources, an indicator that we need to work harder to make students aware of these resources.

We also track the amount of time visitors spend on our career web pages, another indicator that the resources are valued. The average time spent on a career web page is 1 minute and 55 seconds. Also, visitors frequently download material from our career web pages. During a three-month time frame in Fall 2013, for example, nearly 300 website visitors downloaded our sample functional resume. Our School’s Marketing
Coordinator, Nicole Purviance, monitors our website analytics on an ongoing basis to identify and respond to trends. She can answer COA reviewer questions about website visits and downloads.

Finally, our career development resources are valued by the broader professional community. Many other websites feature and link to our career web pages, including the following:

- Information Today's list of [resources for library job seekers](#)
- The OCLC [WebJunction](#) list of [job-seeking resources for librarians](#)
- The [LISCareer.com web page](#) on links to career resources
- A [Hiring Librarians blog post](#) on library school career centers

**Writing Tutoring**

SLIS provides online writing tutoring for students who need individual assistance. [Debbie Faires](#), our School’s Assistant Director for Distance Learning, oversees this program. The writing tutoring program supports our School’s [Strategic Direction 3.1](#), with its focus on retaining and graduating as many students as possible by providing writing support (and other types of support).

We initiated our writing tutoring program in response to faculty feedback that some students required additional individual instruction in writing. In 2009, instructors for one of our core courses, LIBR 200, expressed concerns about the lack of resources available to help our online students improve their writing. The SJSU Writing Center provides tutoring only to students who can come to campus, and with our School’s exclusively online model, most of our students were unable to participate in the Writing Center’s campus-based service.

Consequently, we developed our own online tutoring program and officially launched it in Summer 2010. Prior to that date, the School ran a successful pilot project by teaming with the SJSU Writing Center. The Writing Center provided a trained tutor and SLIS provided technology training and support related to use of the web conferencing environment. Evaluations of the pilot project were very positive.

SLIS continues to hire one or two writing tutors each semester. Potential tutors are recommended by the Director of the SJSU Writing Center. Faires interviews candidates and introduces them to the online tutoring environment. After they are hired, the tutors work with SLIS staff to schedule appointments with students who request tutoring sessions. A record of appointments is kept in a Google spreadsheet that is shared with the tutor, the staff member, and the Assistant Director for Distance Learning.

In addition to individual sessions with students, tutors also provide online writing workshops. These sessions are held with a group of students and are also recorded and available to all students on our [Writing Support](#) web page.
Each semester, approximately 20 of our MLIS students receive individual online tutoring. From the time the program was initiated in 2010 through the end of November 2013, tutors provided more than 220 individual tutoring sessions. Faculty members report they are grateful for this additional support for students who need personal assistance in improving their writing. In addition to tracking the number of tutoring sessions that take place and collecting anecdotal feedback from faculty, we are currently exploring options for assessing the impact of the writing tutoring program on students who choose to participate.

Faculty Support

From the time a new faculty member is hired through the time he or she is preparing a course and until final grades are submitted, SLIS provides support regarding how to use technology to carry out effective teaching and learning. These initiatives, described below, support our School’s Strategic Direction 4.2, with its focus on helping our faculty feel more comfortable using technology.

Teaching Online Course for New Faculty

All new faculty members (both full-time and part-time) are required to complete our School’s Teaching Online course before they teach for SLIS. Debbie Faires, our School’s Assistant Director for Distance Learning, conducts this online course each semester using our Desire2Learn (D2L) learning management system. COA reviewers will have access to a Teaching Online course site.

The Teaching Online course consists of eight units, which cover the technology instructors will use as well as the pedagogy of teaching online. New faculty members also participate in at least one web conference session associated with the class to discuss possible uses of this synchronous communication platform.

The Teaching Online course has been an important part of SLIS faculty development for more than seven years. Not only do new faculty members benefit from learning about the online environment they will be using, they also have the individual support they need as they prepare to teach.

The course is updated each semester based on feedback from participating faculty members as well as from administrators who note new areas of need. We also update the Teaching Online course content as we introduce new technology in our teaching and learning environment.

Faculty Survey–Identified Professional Development Recommendations

In 2012, a faculty team conducted a Faculty Technology Use survey to identify faculty technology practices and training opportunities. Recommendations from this study included specific suggestions to support faculty. The first recommendation suggested that SLIS develop a faculty mentoring program focused on sharing online teaching best practices and collaboratively identifying new tools that can improve our School’s online
learning environment, while complementing content development and being mindful of associated costs and instructor time limitations. The second recommendation involved recognizing the diverse experiences of our faculty members, ranging from those who are highly engaged in exploring new online teaching technology to those who are less engaged in these types of explorations.

In response to these recommendations, SLIS developed the two faculty support programs described below: our T3 workshops and our Teaching and Learning Forum.

**T3 Teaching Workshops**

Findings from the SLIS Faculty Technology Use survey indicated that the majority of full-time and part-time faculty used a core group of technologies in teaching. However, there were a number of available technologies that were only used occasionally by individual faculty members.

In Fall 2012, SLIS introduced a series of Teaching Tips & Techniques (T3) workshops as a tool for learning from colleagues about the latest technologies and ways to teach more efficiently and engage students in learning. The online sessions are led by SLIS colleagues and librarians who have found interesting ways to use existing services and technologies. Debbie Faires, our School's Assistant Director for Distance Learning, and Dr. Sue Alman, SLIS Lecturer, coordinate the workshops.

The T3 workshops provide current and relevant information to support faculty development. Thus, starting in Spring 2013, all SLIS faculty are required to attend at least one live T3 session or view at least one T3 session recording per semester and to complete a survey at the end of the session. Attendance has been strong, and the evaluations have been helpful in guiding workshop content. Past workshops have addressed topics such as:

- Collaborate: Content Creation and Mobile Access
- Social Software: Blogs, Wikis, and More
- Using Panopto
- Collaborate: Mobile Access, Alternative Formats, and Breakout Rooms

More information about the T3 workshops, including a list of 2012–2013 workshops and the number of participants, can be found in Standard III.2. COA reviewers can access T3 workshop recordings via the link and password provided in Appendix A.

**Teaching and Learning Forum**

SLIS has developed excellent training materials and tutorials for faculty. Historically, however, these resources have been distributed across several locations. To make resources more easily accessible, and in response to the faculty survey recommendation to develop a mentoring program with minimal time constraints, we created the SLIS Teaching and Learning Forum, which is shared with all faculty through a D2L course site. COA reviewers will have access to the faculty D2L site that includes the Teaching
The Teaching and Learning Forum provides a centralized space for faculty to:

- Exchange ideas
- Mentor peers in an area of their expertise
- Post questions and establish a dialog in one location
- Access resources

SLIS faculty can subscribe to the Teaching and Learning Forum as a digest to minimize the number of email updates they receive and explore topics at their convenience. Topics include:

- Professional updates, including articles and webinars
- Sloan-C information about online education
- Quality Matters (QM) professional development resources for online teaching
- Technology insights

To continually promote the Teaching and Learning Forum and encourage faculty to access the content, a biweekly digest of new content is pushed out to faculty. Also, at the end of each term, relevant information is extracted and placed in a permanent location on the course site.

**Faculty Institute**

In 2007, SLIS began hosting a regular two-day Faculty Institute for full-time and part-time faculty. The Faculty Institute evolved from a Distance Education Workshop, held starting in 2002, which promoted faculty learning and use of instructional tools for enhancing distance education, and also facilitated discussions on pedagogy and best practices. Based on highly positive feedback from attendees, the Distance Education Workshop was expanded into the Faculty Institute as part of SLIS’s strategic plan for 2007. The first Faculty Institute was held in May 2007, and the program has been regularly offered since then on an annual or biennial basis. Attendance typically ranges between 80 and 100 participants. Debbie Faires, our School’s Assistant Director for Distance Learning, and Dr. Sue Alman, SLIS Lecturer, coordinate the program.

As part of the School’s commitment to faculty development and success, the Faculty Institute includes presenters who discuss and demonstrate use of instructional tools, with the intent of promoting faculty interest and adoption. The majority of presentations are made by SLIS faculty, who describe tools, strategies, and best practices they have used successfully in their own online teaching. Technology-oriented presentations and facilitated discussion topics have included:

- Effective use of web conferencing to enhance online teaching
- How to teach with social media and use Web 2.0 tools to boost collaborative learning
- Leveraging technology and tools to give quality feedback to students on assignments (e.g., using Jing screencasts to provide rich feedback)
- Effective use of blogging to enhance student learning and participation
- Organizing a user-friendly course in the learning management system
- Using YouTube EDU to distribute recordings of class lectures

The Faculty Institute is also used to introduce faculty to recently deployed technologies and new systems. Demonstrations at the Faculty Institute have been used to:

- Introduce faculty to the D2L learning management system prior to the transition from ANGEL to D2L
- Introduce faculty to the Blackboard Collaborate web conferencing system and the Blackboard IM instant messaging system
- Demonstrate use of the Panopto video capture system

More information about the SLIS Faculty Institutes can be found in Standard III.2. Agendas for our Faculty Institutes from 2010 through 2013 can be found in the D2L site available to COA reviewers.

**SLIS Technology Staff and Services**

In order to meet the technology needs of students, faculty, and staff, our School provides extensive and accessible technology support not only through resources described previously, but also through our knowledgeable technology staff and a strong commitment to ongoing technology education. SLIS devotes a significant amount of resources to staff positions and services that support our faculty and students in their use of technology. Our technology staff and services support our School’s [Strategic Direction 3.1](#), with its focus on retaining and graduating as many students as possible by providing technology support (and other types of support).

**Technology Working Group**

Our School’s Technology Working Group is responsible for reviewing available technological resources and for planning to meet current and future technology needs. The agenda of the Technology Working Group is largely driven by recommendations from the SLIS [Curriculum and Program Development Committee](#) and [Technology and Resources Committee](#), both of which involve faculty, staff, students, and alumni in reviewing the School’s technology needs.

The Technology Working Group addresses day-to-day problem solving, with any problems that arise discussed via email, instant messaging, web conferencing, text messaging, and/or phone call or conference call. 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 faculty.
Collaboration between the Technology Working Group and the Curriculum and Program Development Committee is very effective. All members of the Technology Working 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. Appendix VI.18 provides details regarding individuals who are part of our Technology Working Group. They include SLIS staff as well as faculty who hold administrative responsibilities related to technology.

**SLIS Technology Help Resource Center**

We provide a [technology help resource page](#) on our website to help faculty and students obtain support for commonly used software and online systems. All course sites in D2L include a prominent link to the technology help resource page. The resource page includes support and referral information for all major systems and software used by SLIS students and faculty.

**Remote Technical Support**

Remote technical support is provided to faculty, staff, and students through multiple remote access platforms, including Blackboard Collaborate web conferencing, the SJSU SSL VPN service, WebEx desktop sharing, and the CrossLoop remote access solution. SLIS technology staff use remote access platforms to provide technical support to students, faculty, and staff who report computing problems. Prior to remotely accessing a user’s computer for troubleshooting purposes, SLIS asks the user to explicitly authorize this access. Remote access is also used to install software for faculty and staff users in cases where the licensing agreement only permits SJSU technology staff to apply the licensing key to the product. For example, the SJSU campus license for Adobe Creative Cloud includes such restrictions.

The Blackboard Collaborate web conferencing system includes a desktop sharing feature that allows users to give other users remote access to their computers, including full keyboard and mouse control. This feature allows SLIS technology staff to remotely investigate computing problems reported by faculty, staff, or students. Blackboard Collaborate sessions are fully encrypted, so all data shared during a session is protected.

Because of compatibility issues with the User Access Control subsystem in Windows Vista, Windows 7, and Windows 8, there are limitations to the types of tasks that can be performed remotely through the desktop sharing feature in Blackboard Collaborate. Consequently, SLIS technology staff also use the CrossLoop remote access service, which provides a more compatible and full-featured solution for remote technical support. All CrossLoop sessions use 128-bit encryption for end-to-end protection between the sharing computer and the accessing computer.

In Fall 2012, SJSU licensed the WebEx communication system for use by all faculty, staff, and students. Similar to Blackboard Collaborate, WebEx also includes a desktop sharing feature through which users can grant other users remote access to their computers. SLIS technology staff will be experimenting with the WebEx desktop sharing feature to
evaluate its potential use as another platform for providing remote technical support to SLIS users.

**Desire2Learn (D2L) Technical Support**

The School maintains a separate, self-contained Desire2Learn support infrastructure for SLIS students and faculty. The SLIS D2L Login and Support portal includes extensive tutorials created by SLIS for students and faculty.

In addition, SLIS students and faculty can use an online technical support form to report issues to Dale David, the SLIS D2L Administrator. The support form, which is facilitated using the BrowserHawk detection software, gathers detailed information regarding the user’s computing and networking environment and allows users to submit a description of the issues they are experiencing. Users are also strongly encouraged to submit screenshots that document the issues. The SLIS D2L Administrator receives the request for technical support via email, reviews all submissions, and checks the system and browser information gathered by the technical support form in order to identify any possible problems with the user’s computing environment. The SLIS D2L Administrator then works with the user on a one-to-one basis to troubleshoot and resolve D2L access issues or technical problems. Once questions are answered or issues are resolved, the D2L Administrator deletes the request for assistance.

We have created an extensive set of D2L tutorials for faculty and students that cover all tasks and procedures SLIS users need to know to successfully use the learning management system. The tutorials include static web pages with step-by-step instructions and screenshots as well as video tutorials, also known as screencasts. Both types of tutorials document how to perform specific technical tasks in the learning management system. We have also created an extensive set of tutorials for using the D2L e-Portfolio system.

The School pays for a separate support contract with Desire2Learn. For major system issues or software bugs, the SLIS D2L Administrator has access to the support group at Desire2Learn Inc., and may contact the company via phone or ticketing system to report or escalate major issues.

The SLIS D2L Administrator has elevated account privileges, which allow him to access and manage SLIS courses in D2L. The SLIS D2L Administrator can assist faculty with troubleshooting course-related questions or problems, and can intervene when necessary to complete course-related administrative tasks, such as moving users from one course shell to another or modifying course availability dates.

**Tutorials and FAQs**

In some cases, tutorials are created by SLIS and then made available to users through the main SLIS website (slisweb.sjsu.edu) or the Slisapps server (slisapps.sjsu.edu). In other cases, the School provides links to tutorials created by other parties, including support resources created by SJSU and resources created by product vendors.
Tutorial formats include static web pages with step-by-step instructions and screenshots as well as video-based tutorials that include full-motion screencasts. Both formats document and demonstrate the exact steps for completing specific technical processes or tasks. Closed captioning is added for all video tutorials created by SLIS. See Appendix VI.19 for more information regarding tutorials and other support resources developed by SLIS, SJSU, and product vendors.

**Accessibility**

In compliance with Section 504 of the Rehabilitation Act, which bars discrimination against people with disabilities in federally funded programs and activities, SLIS makes it a priority to ensure that all students have access to course content. Currently, we provide either a transcript or closed captioning for audio and video material, including material prepared with tools such as Camtasia, Adobe Presenter, Panopto, and Collaborate Publish. For transcription and closed captioning, the School uses services provided by [Automatic Sync Technologies](http://www.automaticsync.com), which has established a contract with the CSU Chancellor's Office for access to services by CSU campuses at reduced costs.

**Transcripts for Faculty-Produced Media**

Requests for transcription of faculty-produced media are handled by the SLIS Instructional Media Developer, who submits MP3 audio tracks to Automatic Sync Technologies, where they are reviewed and transcribed, typically within 48 hours. Transcripts are returned to the Instructional Media Developer, who then passes them on to the faculty member who originally requested the transcription.

Faculty members are required, at a minimum, to provide students with a downloadable transcript for each media resource. For instance, lecture transcripts may be made available to students through the learning management system as a downloadable Word document or PDF file. For faculty who use scripts while recording media content, the scripts may be provided to students in fulfillment of this requirement. For faculty who do not use scripts, the SLIS Instructional Media Developer requests transcription through Automatic Sync Technologies.

For presentations created with Adobe Presenter, transcripts may be integrated into the original presentation by adding the transcript content to the Notes field. While viewing the presentation, students may simultaneously view the transcript by opening the Notes tab.

Some examples of SLIS media materials that have been transcribed by Automatic Sync Technologies include:

- LIBR 203 “How To” videos
- Archived Collaborate sessions
- Instructor-created lectures
- Audio content (typically MP3) created by instructors for classes
**Closed Captioning**

For the majority of the on-demand videos in our media collection, the SLIS Instructional Media Developer obtains closed captioning from Automatic Sync Technologies and then integrates the closed captioning into the original source videos. Whereas transcripts contain only the raw text of the audio content, closed captioning incorporates specialized metadata, using text and timecodes that sync the text with the audio. Once integrated with the original source video, closed captions are displayed synchronously with the audio track.

Examples of on-demand videos with integrated closed captioning include:

- D2L video tutorials
- Colloquia presentations
- SLIS student orientation videos
- Library orientation videos for SLIS students
- The 2012 Convocation and 2013 Convocation ceremonies

To facilitate the closed captioning of Panopto recordings, SLIS implemented server-side integration between Panopto and Automatic Sync Technologies. A user-friendly process allows faculty to easily request closed captioning for Panopto recordings. The Panopto server software extracts the audio track from the recording and uploads it to Automatic Sync Technologies, where the audio is reviewed and captions are created, typically within 48 hours. Caption metadata is then returned to the SLIS Panopto server, and the Panopto server software automatically adds it to the original recording. When students view Panopto recordings, a Captions tab displays the closed captioning in sync with the audio track.

For live online events that require closed captioning, SLIS uses the services of IBSU.net, a company that employs transcribers who join the online event and provide closed captioning services. Typically, this is facilitated using the Closed Captioning tool in Blackboard Collaborate, which allows the transcriber to enter captions in real time and likewise allows participants to view the captions in real time. The captions are also included in the session recording, so users who view the archived recording may also view the captions if desired.

Examples of events where closed captioning services have been used include:

- Collaborate class sessions where a student with a need for closed captioning has been identified
- MLIS Open House sessions (held via Collaborate), if requested
- Live vendor demonstrations held via Collaborate or WebEx
- Live streaming of the SLIS Convocation ceremony
Section 508 Website Compliance

In cooperation with the CSU Accessible Technology Initiative, the School's website and all SLIS web applications are tested by the SLIS Web Technologist to ensure their compliance with Section 508 standards as well as with the more rigorous Web Accessibility Initiative (WAI) standards. We use a specialized accessibility extension for the Firefox web browser to test websites for compliance with Section 508 and WAI standards.

SJSU Accessible Education Center and Alternative Media

The SJSU Accessible Education Center (AEC) offers resources to distance learners with disabilities. For identified students with disabilities who have registered with the AEC, the Alternative Media Center converts class materials into alternate formats to accommodate student disabilities. For example, students with verified print disabilities may request that course textbooks, syllabi, notes, and articles be converted into a digital audio format, typically MP3, allowing the student to listen to class information. The Alternative Media Center uses text-to-speech engines to convert print materials into digital audio formats. Alternatively, the AEC may request ebook versions of print materials from publishers, which may then be used by the student in conjunction with screen readers or text-to-speech software. Students with cognitive impairment may also request services through the AEC, such as alternate digital formats of textbooks and note-taking services.

Accessibility for Online Services

Prior to obtaining licensing contracts for SaaS online services, the SJSU Accessibility Technology Initiative Compliance Officer evaluates all services under consideration. Product vendors must submit proof of accessibility compliance using documents such as the Voluntary Product Accessibility Template (VPAT). All orders are held while services are reviewed for compliance. SJSU and SLIS use the following accessibility and VPAT resources:

- Blackboard Collaborate web conferencing—assistive technology overview
- Blackboard IM (Pronto) VPAT
- Desire2Learn VPAT
- PeopleSoft (MySJSU) VPATs

Physical Accommodations

Because our School's MLIS program is delivered exclusively online, physical accommodations are rarely required. However, SLIS does provide physical accommodations for the SLIS Convocation ceremony, which includes ramps for facilitating wheelchair access to the stage area.
Standard VI.5

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

—ALA Standards, 2008

The School uses a strategic planning process to evaluate its physical and virtual resources. This process involves input from faculty, staff, students, alumni, and members of the School’s Technology Program Advisory Committee.

Physical Resources and Facilities

The School’s move to Clark Hall in 2006 resulted in a stable and comfortable long-term campus location. The physical facilities in Clark Hall (detailed in Standard VI.2) provide satisfactory space for a variety of on-site needs, such as program administration, faculty offices, meeting rooms, and media production facilities. In addition, the on-campus SJSU data center (described in Standard VI.2) provides an excellent server environment where SLIS servers reside and operate under ideal circumstances.

The SLIS Director oversees any needs related to the physical facilities. When issues arise for review and possible change, the Director consults with the Associate Director and, as needed, the appropriate School governance committee and the faculty.

An example of the systematic evaluation and planning process regarding physical facilities involves our analysis of whether or not to continue our Memorandum of Understanding with CSU Fullerton regarding the use of office and classroom space in the Pollak Library located on the Fullerton campus. A full strategic planning process was implemented, which included the following steps:

1. The SLIS Director presented the issue to faculty for discussion during the August 2008 faculty retreat.
2. The item was included in the SLIS Strategic Plan (2008–2011).
3. The SLIS Technology and Resources Committee was assigned responsibility for reviewing and preparing a report on the issue. This committee includes full-time and part-time faculty, staff, and student and alumni representatives. The report was presented at the March 2009 faculty retreat.
4. The faculty discussed the report and agreed to a proposal to continue to secure office space in Fullerton for two faculty members and one staff member, but to discontinue the use of classrooms.
5. The SLIS Director negotiated a new Memorandum of Understanding with CSU Fullerton.
6. The changes were implemented by Summer 2009.
7. Feedback from the faculty and staff members in Fullerton indicated satisfaction with the new arrangement.

**Virtual Resources**

Ensuring access to virtual resources is a critical part of the School’s systematic planning process. The Associate Director works closely with the other members of the Technology Working Group (described in Standard VI.4) to oversee technology and provide reports to the Director.

Input and review of technology resources is provided by the SLIS Technology and Resources Committee. In addition, the Technology Program Advisory Committee is consulted regarding many aspects of the School’s virtual environment. Through these committees, the School collects input from faculty, staff, students, alumni, and experts in the field. During each faculty retreat, the SLIS Technology and Resources Committee provides a report, which becomes part of our faculty retreat packets. These packets and committee reports can be found in the D2L site available to COA reviewers.

In addition, during a peer-review process involving all our faculty, we assess each faculty member’s use of technology. This peer-review process provides us with another rich source of data to evaluate our effective use of technology in teaching and learning. The peer reviewer is a tenured faculty member who follows specific guidelines developed and approved by the School and articulated in the SLIS Faculty Handbook (located in the section titled Personnel Materials).

The peer review includes an evaluation of the instructor’s use of technology as well as teaching strategies, course materials, course content, and mode of delivery. Each tenure-track faculty member has one course that is subject to peer review each semester. Part-time instructors are reviewed in at least one course during their first semester of appointment and at least every third semester thereafter. Details regarding the peer review process can be found in Standard III.8.

Another aspect of our systematic planning and evaluation process involves our School’s use of a well-respected assessment tool, the Sloan-C Quality Scorecard for Administration of Online Education Programs, to conduct an annual self-assessment regarding how well our technology supports our School’s fully online delivery model. The Sloan-C scorecard allows us to identify strengths and weaknesses of our online model as we assess 70 indicators of a quality online program. We used this tool for the first time in Summer 2012, and we continue to use it regularly. The tool allows us to assess six indicators of how we use technology, including the reliability of our systems and the support we provide faculty and students as they use new technology. We share the results of our Sloan-C scorecard self-assessment on our website.

SLIS received a [2013 Sloan Consortium Effective Practice Award](#), which honors innovation in online education. The award recognizes the School’s effective use of the
Sloan-C scorecard, as well as our efforts to share results transparently with all stakeholders by posting scorecard results on our website.

One example of the strategic adoption and implementation of a new technology service, Blackboard IM (formerly Pronto), demonstrates how input from all SLIS stakeholders is incorporated into the process of evaluating new virtual resources:

1. Pronto was presented to SLIS administrators by the company representative for consideration as a useful tool. A free pilot testing program was initiated.

2. The initial testing of Pronto was discussed during the November 2010 faculty retreat. Faculty agreed on the potential usefulness of this instant messaging tool, and the Director agreed to negotiate with the provider regarding a pricing model.

3. The School Technology and Resources Committee met in November 2010, discussed the possible adoption of Pronto, and gave positive feedback.

4. The Technology Program Advisory Committee was notified of the proposed adoption of the tool during their December 2010 meeting. They encouraged further progress on adoption of the tool.

5. At the February 2011 faculty retreat, the Technology and Resources Committee provided an update on the progress of the Pronto adoption. Pronto had become a product of Blackboard. Now called Blackboard IM, it was integrated with Collaborate web conferencing and allowed students to launch their own Collaborate sessions.

6. Blackboard IM was fully implemented in Fall 2011.

7. Evaluation of adoption rates for Fall 2011 revealed a small group of enthusiastic early adopters but also a larger group of nonadopters among both students and faculty.

8. The Technology Program Advisory Committee was consulted for input on how the School might help increase the adoption of Blackboard IM. Input was also gathered from student peer mentors who worked with new students in LIBR 203.

9. Ideas for fostering increased adoption and use of Blackboard IM were shared with faculty during the February 2012 faculty retreat.

10. Ongoing assessment of adoption rates reveal increased use of the instant messaging tool. Surveys of students in LIBR 203 and informal feedback confirm these results.

We are continually improving the virtual resources used for teaching, learning, and administration in our fully online environment. Table VI.5, below, is a timeline that highlights some of the significant changes that have occurred since our previous accreditation review in 2007.
Table VI.5. Milestones for SLIS Virtual Resources, 2007–2013

<table>
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<th>Year</th>
<th>Milestone</th>
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| 2007 | Elluminate web conferencing system adopted  
SLIS21 Curriculum blog established  
SLIS audio and video podcasts made available via iTunes  
Seminar on Immersive Worlds initiated |
| 2008 | Online, on-demand student orientation implemented  
Greensheet Self-Service application initiated for course syllabi  
SLIS internship database launched  
Twitter account @sjsuslis established  
LIBR 203 introduced and required for all new students, preparing them for success in our online learning environment |
| 2009 | MLIS program moved fully online  
SLIS Convocation streamed live for the first time  
SLIS eBookstore established  
SLIS YouTube channel established  
ANGEL learning management system and e-Portfolio implemented  
Virtual Center for Archives and Records Administration project begun in Second Life |
| 2010 | Blackboard Connect adopted and branded as SLISAlert for geographic notifications  
Faculty and staff email moved to Gmail  
SLIS online writing tutoring established  
SLIS Facebook page launched |
| 2011 | Desire2Learn learning management system and e-Portfolio implemented  
Library 2.0.11 worldwide virtual conference delivered, the first of an annual series  
Blackboard IM (Pronto) adopted  
Colloquia series moved fully online via Elluminate  
Director’s Forum moved to Elluminate  
Upgrades to Slisapps interactive user interface implemented |
| 2012 | Elluminate replaced with Blackboard Collaborate as SLIS web conference tool  
Website redesign completed  
Student email accounts moved to Gmail  
Teaching Tips & Techniques (T3) workshops launched for faculty professional development  
SlisAdmin email list converted to SLISAlert (running on Blackboard Connect) |
| 2013 | New student orientation held via Collaborate web conference for the first time  
First virtual faculty retreat held |
Future Plans

The School’s future plans to improve our physical and virtual resources include the following:

- Our transition to the Canvas learning management system in June 2014, with a pilot scheduled for Spring 2014
- Expanded use of social media platforms for communication and interaction
- Expanded use of the SLISAlert notification system, exploring the platform’s use of social media distribution tools
- Expanded use of WordPress capabilities to run wikis
- Additional virtualization projects, scheduled for 2013–2014, which will result in further reductions in the number of physical SLIS servers
- Increased instructor presence in courses through expanded use of recorded video and audio content
- Ongoing self-assessment through the Sloan-C Quality Scorecard for Administration of Online Education Programs