School of Library and Information Science

2007-2008 cycle

Program Planning Committee Report to the Provost

July 18, 2008

The Program Planning Committee (PPC) commends the School of Library and Information Science (SLIS) for a well-written and thorough self-study. The school has done an excellent job of strategic planning and implementation of an entrepreneurial special sessions program. By all accounts the school has made a very successful transition to the College of Applied Arts and Science, and to a new Director.

The school is commended for initiating a reduced teaching load and increased graduate student assistant support as a response to the accreditation team’s recommendation to increase scholarship and publications. The PPC recommends appropriate follow-up to ascertain the effectiveness of these initiatives.

SLIS has developed student learning outcomes and collected data for all its programs. From assessment reports available on the Website that are more recent than the self-study, it appears the School is working hard to make assessment meaningful and to collect data that can truly help the program improve student learning. The PPC encourages these efforts. SLIS is responding to WASC encouragement to put greater focus on program (rather than course) assessment and use data (course and other sources) to evaluate the achievement of program outcomes at graduation. In accordance with the 2006 Program Planning Guidelines, in the next program cycle, the self study should include program assessment plans, the university assessment reports, and an evaluation of the results of assessment efforts with particular attention to modifications that have been made to improve student achievement of learning goals and outcomes.

The final step in the program planning process is a meeting with Provost Sigler (or her designee), Bill Nance, Vice Provost for Academic Budgets and Planning, Bob Cooper, AVP of Undergraduate Studies, Pam Stacks, AVP of Graduate Studies and Research, Dean Conry, and Director Haycock. The department should contact Svetla Ilieva in the Office of Undergraduate Studies to schedule the final meeting. The PPC has no particular topics to suggest for discussion. If the Department would like to propose issues for the meeting, please discuss the appropriateness of the topics with Dean Conry. The following topic for discussion is summarized from the reports:

- The mix of regular and special session classes.

If the Department would like to propose other issues for the meeting, please discuss the appropriateness of the topics with your Dean.

The Program Planning Committee recommends acceptance of the self-study. The self-study provided a good examination of the issues for subsequent reviewers. The next program review for all programs in the School of Library and Information Science is scheduled for AY 2014-15, following the completion of the accreditation review.
Program Planning Committee members:

Marina Aminy
Arlene Asuncion
Mary Calegari
Peter Chua
Elaine Collins
Bob Cooper
Thuy Le
Bill Nance
Dan Perales
Jackie Snell
Pam Stacks
Gary Stebbins
Patricia Stroh
Marlene Turner
Ashwini Wagle

CC: Ken Haycock, Director, Library and Information Science
Barbara Conry, Dean, College of Applied Arts and Sciences
Greg Payne, Associate Dean, College of Applied Arts and Sciences
Michael Kaufman, Chair, Curriculum and Research
Bob Cooper, AVP Undergraduate Studies
Pam Stacks, AVP Graduate Studies
Bill Nance, Vice-Provost
Appendix

Department Self-Study dated December 10, 2007

Since the last review the School has:

- implemented a large internship program. In 2007-08 two hundred and fifty students were expected to participate
- received authorization to develop the nation's first Master of Archives and Records Administration graduate degree. At the time of the self-study, final WASC review of the new program was scheduled for January 2008
- strengthened their relationship with the career center, leading to more than 300 jobs being listed by potential employers.
- Responded to all recommendations in the previous review, including, most significantly decreasing the FTES/FTEF ratio, increasing staff, increasing multiculturalism in the program and diversity in faculty.
- Transitioned to a new Chair and moved to the College of Applied Science and Arts (CASA).

Only one recommendation was made in the current accreditation review, which was to focus on expanding research and publication in the School. In response faculty workload has been restructured so that faculty now teach 3/3 with an option to request 3/2 and/or 20 hours/week of graduate student assistance. They are currently focusing on developing a research center and a full-time grant writer.

Faculty members participate extensively in CASA committees. The school has a director, an Associate Director and an Assistant Director of Distance Learning. The school has a well thought-out plan of shared governance.

Curriculum

The school has a well-planned review of the curriculum. Each of four components (core courses, specializations & course clusters, culminating experience, and mode of delivery) is reviewed on a 3 year cycle.

Students

The School of Library and Information Science (SLIS) at San Jose State University is the world's largest accredited degree program in Library Science. It offers a masters degree only. In fall 2007, 2,200 students were enrolled with 38.5 FTEF. In 2007 they graduated 446 students. They are fully accredited by the American Library Association through 2014.

The program is growing rapidly and cannot accept all students who apply. At the time of the self-study only students with a 3.0 or higher as an undergraduate were admitted. The MLIS program requires 42 units of which 27 are elective. The electives allow specializing in one of ten areas. The School Library Media credential program was ranked #5 in the nation by US News and World Report. They offer the world's only Executive MLIS program. Executives in this program serve 6 credit units of consulting as the culminating experience, rather than developing an e-portfolio.

The core curriculum includes a culminating experience. In the Executive program students spend 6 units consulting. Other students may choose between writing a thesis and developing an e-portfolio which must demonstrate fifteen competencies defined by the MLIS.
Each core course and each subject-based cluster has a coordinator to ensure that conformity with course objectives and course materials. Results are reported biennially to the School curriculum committee. Goals, mission, and objectives are clear and posted on the Website.

Students may choose classes on campus, online, or hybrid. Students strongly prefer the online offerings but hybrid classes are also popular. On-campus only classes are rare in comparison. SLIS has invested heavily in technology, which led to being nationally ranked for quality in the US News and World Report and listed the #1 e-learning service provider. Many of the part-time faculty are tenured at other universities. The School has a formal mentoring process for the many part-time faculty, and extensively integrates them into curricular and strategic planning.

Besides Student Opinion of Teaching Effectiveness (SOTE) surveys the School administers class mode of delivery surveys, exit surveys, alumni surveys, employment data, and is beginning to assess student learning objectives.

Student preference for online courses has already been mentioned. Students are very happy with the instruction and their experience with the School as evidenced by SOTE and exit surveys. The School tries to keep contact with alumni for satisfaction and employment surveys. The PPC acknowledges the difficulty of maintaining ties with alumni, but cautions against putting too much emphasis on survey and employment results with a low response rate.

The School appears to be working on collecting the right kind of data to make assessment of student learning meaningful, and to agree on standards of acceptability.

Other evidence of exceptional student work includes the outstanding thesis award from the University in 2002 and the record of student published papers and conference presentations.

The School assigns a faculty member to advise students in each of the ten areas of specialization. Students are referred to a number of resources for help with crafting a resume and to help with job placement.

Faculty

SLIS has nine tenured, seven tenure-track faculty, five full-time non-tenure-track faculty and, at the time of the self-study, was scheduled to interview for two more full-time non-tenure-track faculty. Part-time faculty are carefully chosen to complement strengths of the full-time faculty. Many part-timers are tenured elsewhere and can teach for SJISU SLIS through the strong distance-learning program.

SLIS has a fully formalized faculty mentoring program. The program tries in good faith to recruit multicultural, multiethnic and multilingual faculty as evidenced by their success record. Four of the School’s nine tenure-track faculty are from outside the US. Seventeen of the part-time faculty are minority ethnic group members.

Resources

Three new academic administrative positions were begun in fall 2006: Assistant Director for Research and Professional Practice, Assistant Director for Communications, and Assistant Director for Distance Learning, Graduate Advisor.

The School has a Technology Support Team consisting of three professional (MLIS) positions, three support positions and was authorized to hire an additional technical professional in spring 2007. Somewhat less than half of the School income comes from local (“regular-session”) students and somewhat more than half from special session (distance and hybrid format) students. Three faculty and a staff person are located in Fullerton, the rest are in San Jose.

Each faculty and staff member has a desktop computer, some have an additional workstation or laptop computer. Each classroom has a smart podium and LCD projector and wireless connectivity for students.
SLIS has its own server providing “access to the School’s vibrant online community.” SLIS uses Blackboard as its primary course management software with both synchronous and asynchronous communication, and uses Elluminate Live! Web-conferencing software. Both students and faculty use Plone for organizing and sharing Web content. Instructors create streaming video and audio content for student use. Many faculty use PresenterOne which enables PowerPoint presentations synchronized with audio content. SLIS maintains 15 servers (including the one mentioned above). These are supplemented with a variety of webcasting, video conferencing and graphics equipment and software. SLIS uses MLK library resources supplemented with additional databases. The School “owns” an island on Second Life and plans to move it to the Info Archipelago and plans to experiment with offering classes on Second Life.


The reviewers note that much of the School’s growth is due to Director Haycock’s entrepreneurial use of special sessions and a revised and reinvigorated curriculum. “Interviews with faculty, staff, students, and administrators revealed a high level of satisfaction with the program’s energy, vision and new direction.”

The external review panel (ERP) report describes the curriculum in great detail. The report states that research and participation in professional organizations goes beyond that required by SJSU. Never-the-less the school has plans to move faculty even further into research, by reducing the teaching load and assigning up to 20 hours/week of graduate student assistantship. The ERP encourages the move to more research and scholarship.

The reports says a review of part-timers’ vitae show them to be well qualified for the areas they teach. The school has an extensive mentoring system for part-time faculty including advisement and an expense paid faculty retreat. Extensive review procedures have led to two part-time faculty recently not being renewed. The ERP encourages SLIS to maintain its vigilance.

The SLIS new 3/3 teaching load makes it the exception in the CSU. In interviews, faculty cited the new 3/3 teaching load and stated that workload is not an issue. The increase in full-time faculty has also allowed for a reduction in advisee load to 90-100 students per faculty member.

The ERP commends SLIS on its diversity initiative and points out the importance of maintaining these initiatives and reporting on progress. They are also commended on having a student population which is more than 20% minority. Admission standards are high and are systematically applied for all applicants. Recruitment is enhanced by availability of SLIS scholarships. Student advising was identified in earlier student surveys as an area that needed improvement and the school has clearly worked to build a more intentional and comprehensive advising program.

Since 2004 SLIS has been part of CASA. SLIS maintains a high degree of autonomy within CASA and both Acting Dean Barbara Conry and Vice President for Graduate Studies and Research, Pam Stacks, said that it has been a good move for both CASA and SLIS. SLIS participates in the CASA executive council and other college committees and support services.

The ERP says that SLIS is well-staffed and the assistant directors ably assist the director. Faculty comments are highly positive about both the strategic planning process and shared governance. Several mentioned that technology significantly helps the governance process.

SLIS occupies state-of-the-art facilities in the renovated Clark Hall. Distance learning tools and technology are integral to the school infrastructure. The ERP report extensively reiterates the technology support for faculty.

College Review dated Feb 29, 2008 and signed by Dean Conry.

The college committee commends SLIS for:
• Strong curriculum
• Qualified full-time and part-time faculty
• Diverse faculty recruitment efforts
• Diverse student population
• Efforts to enhance student advising
• Student satisfaction
• Strategic planning
• Use of technology
• Accreditation by the ALA

The committee agrees with the external evaluators the SLIS is to be applauded for optimizing the funding opportunity of special sessions. In response the external review recommendation to increase focus on research and publication, the school has reduced teaching load and offered graduate student assistants, providing faculty with additional time to pursue research. In addition the school has hired a full-time grant writer and reduced the student advising load.
EXTERNAL REVIEW PANEL REPORT

on

SAN JOSÉ STATE UNIVERSITY'S DEGREE

of

MASTER OF LIBRARY AND INFORMATION SCIENCE

by

William Buchanan, Professor
Department of Library Science
Clarion University, Clarion, PA

Judith Field, Senior Lecturer
Library and Information Science Program
Wayne State University, Detroit, MI

Jennifer Gallant, Associate Director
Elyria Public Library, Elyria, OH

Jennifer Paustenbaugh, Associate Dean of Libraries for Planning and Assessment
Oklahoma State University Library
Oklahoma State University, Stillwater, OK

Sydney Pierce, Assistant Dean (retired)
School of Library and Information Science
The Catholic University of America, Washington, DC

Tyler Walters, Associate Director, Technology and Resource Services
Library and Information Center
Georgia Institute of Technology, Atlanta, GA

[Received May 2, 2007]
Introduction

Preparation for the On-site Visit

Members of the External Review Panel (ERP) held one conference call meeting on February 12 prior to the on-site visit. During the meeting, deadlines were discussed and set; responsibilities for assessing the data related to the various standards (which had been previously discussed via email) were confirmed; various means to gather information from students, employers, and alumni were considered; and details related to travel and accommodation were finalized. Also discussed during this meeting were the panelists' initial impressions of the Program Presentation, copies of which were received by ERP members on February 2. Questions growing out of this discussion were compiled by the chair into one document and forwarded to the Director of the school, Dr. Ken Haycock, who promptly responded with answers and with requests for clarification on several points.

The four panel members who visited the school from March 18 to 20, 2007, were William Buchanan, Judith Field, Jennifer Paustenbaugh, and Sydney Pierce; non-visiting members were Jennifer Gallant and Tyler Walters, who joined the visiting team by conference calls the evenings of March 18 and 19. Karen O'Brien, Director of the Office for Accreditation at the American Library Association, attended as an observer.

Sources of Information

The Panel members found the Program Presentation (PP) for San José State University's (SJSU) School of Library and Information Science (SLIS) to be an articulate, attractive, well-organized, and information-rich package, which was professionally and skillfully prepared and which presented the program accurately and to good advantage. The Program Presentation package also included an easily navigable CD containing a pdf file of the entire document as well as a DVD designed to introduce the program to new students. To supplement the information provided by the Program Presentation, panel members created questionnaires for students and alumni that were posted by the school to distribution lists for these groups. Questionnaires were also developed and emailed (using lists provided by the school) to all full and selected part-time faculty and to employers and members of the school's International Advisory Council.

On March 18, panel members gathered information about the school facilities during a complete "behind the scenes" tour by Dr. Haycock of school space located on floors three and four of Clark Hall. Interviews during the following days were held with students during classes (faculty members made time available for the interviews but were not present when the panel members conducted the interviews), informally during coffee mixers sponsored by SLIS for faculty/staff and students, and during scheduled "open door" times held in the conference room allocated for the panel's work.
Using pre-scripted questions as a guide, panel members conducted personal 30-minute interviews with the nineteen faculty members now at the school as well as with selected staff. Two separate interviews were held with the director by individual panel members (each of about 30 minutes in length), one interview of approximately 45 minutes was held with the director by the entire on-site panel, and a final interview with the director and associate director was held by the entire on-site panel. These interviews covered a broad range of issues which touched on each of the six standards.

Interviews of approximately 30 minutes were conducted by all on-site panelists with:

- Dr. Barbara Conry, Acting Dean, College of Applied Arts and Science (CASA)
- Dr. Pamela Stacks, Associate Vice President, Graduate Studies and Research

An interview of approximately 30 minutes was held by two panelists with Dr. Ruth Kifer, dean of the Dr. Martin Luther King, Jr. Library, and an interview of approximately 30 minutes was held by two panelists with Ms. Lorene Sisson, former library liaison to SLIS.

Panel members also visited all face-to-face classes in session during the visit -- three in total -- and were given access to all Blackboard sites for courses currently being offered as web or hybrid classes.

Information was also gathered through the documentation provided on-site, including student files, faculty CVs, minutes of committee meetings, course outlines, examples of student work, copies of survey reports, and annual reports. An exit meeting with all visiting panel members present was held on March 20 with Dr. Carmen Sigler, Provost, and Dr. William Nance, Vice Provost. Dr. Haycock and Ms. O'Brien were also in attendance.

**General Observations**

The program is 18 months into a new administration, Dr. Haycock having arrived in August 2005. The school relocated a year ago to a new home in Clark Hall. The program is three years into a new administrative home within the College of Applied Sciences and Arts. Under the leadership of the new director, the school has experienced rapid growth in both its student body and its faculty, has revised and reinvigorated its curriculum, and is planning for new degree programs that take advantage of its faculty expertise and the needs of professionals in areas related to librarianship, e.g., archival science, children's literature, etc. Interviews with faculty, staff, students, and administrators revealed a high level of satisfaction with the program's energy, vision, and new direction. Much of the school's growth is the result of the new director's entrepreneurial use of "special session" funding available through the California State University (CSU) System. "Regular session" students are traditional in-state students whose tuitions are supplemented by state revenues. Because funds are not available through conventional revenue streams to fund various aspects of SLIS' operation, including specialized electronic technologies, part-time faculty, etc., SLIS has decided to take advantage of the special session option for
enrolling many of its students. CSU policy for special session students requires departments and other units administering such programs to devise their own cost-recoupment fee structures, which are then approved by the home institution, San José State University, in this case. Even though university administration collects a percentage of special session revenues for overhead expenses, the bulk of the revenues go directly to the sponsoring program to pay for the expense of developing and delivering the program. It is through the special session funding mechanism that SLIS has been able to generate revenues for the hiring of new faculty and for the purchase of state-of-the-art labs, teaching technologies, and other hardware, software, and services associated with delivering a sophisticated graduate professional program. Even though the special session fees are somewhat higher than regular session fees in most cases, they are still very affordable by most standards. The combination of affordability, visionary leadership, and accessible technology has resulted in the school emerging as (to quote the director) "the world’s largest library school."

Standard I: Mission, Goals, and Objectives

The mission of the School of Library and Information Science to educate professionals and develop leaders is consistent with the values and missions of its parent institution and the academic unit, the College of Applied Sciences and Arts, that emphasize the fact that the university considers itself a teaching university with service and research playing ancillary roles (in that order) in evaluating faculty. (PP, p.5) The school, itself, clearly delineates the values and principles of the profession that have been used to help shape the educational agenda, (PP, p.6) and these values are also restated as appropriate throughout the Program Presentation in sections dealing with the school’s planning process and curriculum development. This section goes on to state the school’s educational objectives to be achieved. (PP, p.7) In developing the program objectives for the school a variety of appropriate professional standards and related materials were consulted, including ALA’s draft core competencies; competency statements from ALA divisions; and competency statements from other library associations, including the Special Libraries Association, the American Association of Law Libraries, the California Library Association, and the California School Library Association. The final result was the identification of core competencies all students are expected to have mastered and which most are expected to discuss as part of their culminating course, LIBR 289, in which the electronic-Portfolio (or e-Portfolio) is produced. (PP, p.8) Exceptions to the e-Portfolio requirements, as discussed in detail in the section on Curriculum, are students who opt to write a thesis or students enrolled in the Executive MLIS program who must complete a six-credit Consulting Project as their capstone experience.

The Program Presentation reflects the changes that the new director, August 2005, has instituted with the consensus of the faculty. Prior to the director’s arrival on campus the faculty worked with a consultant to develop a discussion paper on common themes and trends that the school needed to consider in developing a new agenda for the school. In August 2005 the new Director held a two-day retreat with the faculty to first develop a new vision and corresponding mission statement and then to identify the
strategic directions that the school needed to implement to be seen as a leader in library education. (PP, p.9-10)

One of the first visible results of this process was the adoption of a new systematic, broadly based and comprehensive planning cycle that was built on the strategic directions that were identified in the retreat. (PP, pp. 12-13) The first planning cycle with 16 goals reflecting those strategic directions was for 2005-2007. The status of each goal is enumerated in the Program Presentation (pp. 14-15). Also included is the 2006-2008 planning cycle that includes who has responsibility for seeing each goal is achieved. The school’s new strategic planning cycle includes the adoption of a new two-year cycle each October allowing a continuous planning process that can reflect the changing educational environment. The 2007-2009 strategic plan will be adopted in the Fall 2007.

One strategic outcome of the retreat was a new shared-governance structure that consolidated many committees into a coordinating team and four broadly based committees with overarching responsibilities. The membership in these committees includes full-time faculty, part-time faculty, staff, students, and alumni as appropriate. (PP, pp. 10-11) The work of these committees is reflected throughout the Program Presentation and committee minutes.

In reviewing the strategic goals for 2005-2007 and 2006-2008 it can be seen that the school has addressed most of the issues stated in Standard I in Standards for Accreditation of Master’s Programs in Library and Information Studies (1992). This includes efforts in developing courses dealing with multiethnic, multicultural, and multilingual issues, including exploration of a degree in Spanish. The goals also address new curricular emphases, including developing specialized degrees in Children’s Literature and Archives and Records Management. The school is also pursing dual degrees with other programs including Public Administration, Foreign Studies, and a JD with Santa Clara University. A plan for faculty development and renewal with stated minimum expectations has been approved. Another outgrowth of this planning process is the articulation of standards for research and publication for all full-time faculty and a formalized mentoring program for new faculty. Eighteen months into a major reorganization SLIS shows that it is implementing the principle issues addressed in the Standards and should be commended for implementing such a comprehensive, forward-thinking, and on-going strategic planning process.

Standard II: Curriculum

The MLIS is a 42-credit degree, normally 14 courses, including three required courses and (for most students) a culminating experience in the form of an e-Portfolio. This leaves most students with ten elective courses. Exceptions are students in the Executive MLIS program, who get no electives, and those in the school media program continuing for the master's degree after meeting state certification requirements, who get three electives. For students in other areas of specialization, course work beyond the core courses and the e-Portfolio or other culminating experience is suggested but not
required, and students may pick and choose from lists of courses recommended for different areas of specialization. Recommended classes for ten areas of specialization (four library types and six functional areas, plus the Executive MLIS) are listed on the school's web page and most students report consulting them in course selection.

The majority of courses are either fully online or hybrid (i.e., online with two to eight on-site meetings). Three on-site classes meeting weekly were offered in San José in Spring 2007, and ERP members visited all three. The school's perception that hybrid classes were the most popular with students, followed by online classes, was confirmed in discussions with students (on-site and email), though some (usually older) students did state a preference for on-site classes meeting weekly. Class sizes are currently capped at 35 for core courses and 25 for others, and the addition of new faculty will allow the school to cap enrollment at 25 for all classes beginning in Fall 2007. The minimum class size is normally 12, though the Director has some discretion in deciding when to cancel a class due to low enrollment.

**Integration of Goals and Objectives**

As noted above in the discussion of Mission, SLIS' goals and objectives are expressed as a set of fifteen core competencies. Students must submit a satisfactory e-Portfolio demonstrating mastery of each of these core competencies, except for those writing a masters thesis or enrolled in the Executive MLIS program (in which a six-credit consulting project replaces the e-Portfolio). All but three core competencies are covered in required courses (PP, p. 137). The exceptions are "selection and organization ... of collections;" "information and communications technologies;" and "[facilitation of] information access." All but two specialization lists -- school media (no technology elective) and information organization (no information access elective) -- recommend electives covering the three competencies not included in core courses, and syllabi for all courses (whether required or elective) indicate to which competencies they contribute. We note that courses taken by students in the Executive MLIS program do not include a technology elective, nor do they include any courses identified as incorporating issues of diversity (PP, pp. 121-123) beyond basic electives in reference services, cataloging, and collection management. LIBR 275: Library Services for Racially and Ethnically Diverse Communities is, however, recommended for other students in the "management" specialization.

**Special Topics / Issues in the Curriculum**

The school's curriculum offers an adequate selection of electives, and six seminar and special topics courses (LIBR 220, LIBR 246, LIBR 281, LIBR 282, LIBR 284, LIBR 287) facilitate coverage of new developments and responsiveness to social issues. These courses provide both opportunities for one-time or experimental offerings (similar to "special topics" courses in other programs) and a place in the curriculum for repeated treatment of topics not addressed in a regularly offered course. Topics covered therefore vary a great deal, and students may take these courses more than once (up to three times for LIBR 220, LIBR 281, LIBR 282, and LIBR 287, and four times for LIBR 246 and LIBR 284). In all, nine different topics were offered through such courses.
in Fall 2004, 13 in Spring 2005, 12 in Fall 2005, 15 in Spring 2006, 15 in Fall 2006, and 14 in Spring 2007 -- a period corresponding to the three years we are told it takes a typical student to graduate. Some topics are repeated on a regular basis (for example, business services and medical librarianship in LIBR 220). Others are not. The ERP was told that the Curriculum and Program Committee evaluates new topics periodically to decide whether they should be repeated.

The five LIBR 220 (Resources & Information Services) topics listed in the Program Presentation (p. 121) as examining issues of diversity in greater depth are examples of recurring topics covered in such courses. In the period from Fall 2004 through Spring 2007, Library Services to Latinos was offered twice (Spring 2005, Fall 2006), and the others once: Services to GLBT Patrons in Fall 2006, Prison Librarianship in Summer 2006, Services to Native Americans in Spring 2006, and Services to Older Adults in Fall 2006. However, they have now been added to the School's course rotation schedules, and coverage of these groups will in the future be rotated as follows: Latinos in spring, Native Americans in summer (including Summer 2007), and GLBT and older adults covered at least once every two years. A course on services to African Americans (not mentioned in the Program Presentation but scheduled for Fall 2006 and Fall 2007) is to be offered each fall. There is also a LIBR 220 rotation schedule for "professions" -- business, medicine, law, and science and technology -- each covered once a year. Examples of topics offered only once in LIBR 220 in the past few years include "Blogs & RSS Feeds," "Gaming in Libraries," "Readers Advisory," and a two-credit "Service Learning and Volunteering for Young Adults" paired with a one-credit "Representations of Youth in Local Media." Sections of regular courses in the curriculum may also offer unique opportunities to explore special topics. Notes in course schedules are used to inform students that some course sections will have special emphases, for example, the section of LIBR 266: Collection Management emphasizing collections for special populations mentioned in the Program Presentation (p. 123). The plan for LIBR 285: Research Methods, a newly required course, is to offer sections oriented to different interests, though "general" sections not emphasizing a special aspect of the subject will also be offered. A section on "evaluating services" was offered in Spring 2007, and sections on evaluating school media programs and on historical research added for Fall 2007. Sections on action research, reference evaluation, and youth programming are planned for Spring 2008. LIBR 264: Seminar in Services to Children and Young Adults has had sections emphasizing "children's services" or "teen services" along with general sections, and in Fall 2007 a new section of LIBR 286: Interpersonal Communication Skills will emphasize "working in virtual teams," though other sections will continue to emphasize face-to-face interaction.

Aids to Program Planning

Course rotation schedules are posted on the school's web page (see http://slisweb.sjsu.edu/classes/rotations.htm), and include special or seminar topics repeated on a regular basis, along with rotation schedules for topical sections of LIBR 285: Research Methods to aid students in program planning. Only two courses, LIBR 252a and 252b: Information Processing Management I & II -- recommended for the school's information systems specialization and last offered in 2005-06 -- do not appear
on these rotation schedules. During the past two years, only two courses were not offered in a semester for which they were promised (LIBR 247: Vocabulary Design in the Spring 2006 and LIBR 200: Information & Society in Summer 2006), with several courses offered more frequently than scheduled. Most courses are offered at least twice a year, though we note among those offered only once a year several technology courses (LIBR 241: Automated Library Systems, LIBR 242: Database Management, LIBR 243: Systems Analysis) in what is described as the school's "information technology" cluster of electives (the lower 240s). Like LIBR 252a and LIBR 252b, these are courses recommended for the information systems specialization. They are also among the 13 courses yet to be available in entirely online formats, making them less accessible to students, though the school is rapidly increasing online offerings and should shortly have all specializations available online.

Programs / Modes of Delivery

The program is divided into "regular" and "special" sessions, with "regular" session students generally coming from the local San José area, and "special" session students living elsewhere. Regular session classes that are not fully online meet in San José or nearby (e.g., Berkeley); special session classes meet in Fullerton or elsewhere in southern California (e.g., San Diego). This division into state-supported regular session and self-supporting special session is normal practice at San José State University, as noted in the Introduction above. Students must take courses in the session in which they are enrolled (except in the summer, when regular session students may switch to special session, where more courses are available, since the university budget does not provide for many summer course offerings in regular session).

The school does very well in providing MLIS students the same opportunities, no matter in which session they enroll. In the past two academic years, excluding summers, only four courses were available in one session but not the other. There were 19 instances in which a special or seminar topic was covered in only one session, at times apparently due to the cancellation of a section in the other session (presumably for low enrollment), and in one case the same topic was offered in the other session the following term. The choice of formats offered to students was also similar: of 103 instances in which a course was available in both sessions, offerings included at least one completely online section in each session 49 times, and no online section in either session 27 times. When an online section was available in one but not the other, it was taught in special session in 19 instances and in regular session in eight instances. Many faculty teaching the same course in both sessions promote interaction between the two groups of students. We noted some differences in instructional staff: in the two academic years from Fall 2005 through Spring 2007 (excluding summer and counting only regularly scheduled classes, i.e., no practicums, e-Portfolio culminating experiences, etc.), regular session classes had full-time SLIS faculty as instructors from 33 to 50 percent of the time (averaging 39 percent), and special session classes only 21 to 26 percent of the time (averaging 23 percent). In required courses, regular session students were instructed by SLIS full-time faculty a little over 45 percent of the time, and special session students a little under 25 percent of the time.
Student Response

Only three on-site courses met weekly on the San José campus in Spring 2007, and ERP members visited all three of them, taking advantage of time provided to speak privately with students in two of these classes. Few students came to campus to talk with the team in person. However, many responded to questions sent to students and alumni by email, and forty-five replied to a follow-up question on curriculum planning. They were enthusiastic about the program -- the choices available to them, their freedom to choose courses appropriate to their own career goals, and their success in getting into the courses they had chosen. Several mentioned completing prior graduate degrees, and all who did so said the SLIS program provided a superior educational experience. The school's provision of a web page on which students could petition the school to open a new section of a closed course was praised by many. When students were asked how they chose courses, only 25 percent said they consulted with their advisors, though an additional 12 percent said they might do so before completing the program. Students showed a strong preference for advisement in another form: approximately two-thirds reported consulting lists of courses recommended for one or more areas of specialization on the SLIS web page. All students seemed aware they had advisors, and advisors are furnished lists of their advisees each semester. Most advisors at least send an email message to advisees each semester, and some maintain useful Blackboard sites for their advisees.

Planning & Evaluation

Much of the school's strategic planning as indicated in annual lists of long-term goals (PP, pp. 14-21) is related to the curriculum, and procedures are in place for continual review and evaluation as well. Full-time faculty have been appointed to monitor each core course and subject-based curriculum cluster. They work with instructors (e.g., insuring conformity in course objectives, appropriate textbooks, and, for core courses, similar required reading lists) and conduct biennial reviews, reporting results to the Curriculum and Program Committee, which disseminates the information along with any recommendations for change to the faculty. This committee is co-chaired by faculty members from San José and from Fullerton, and includes student and alumni representatives and a part-time faculty member as well as full-time faculty. Students report they are consulted before major changes (like the e-Portfolio requirement) are made, and that the director is responsive to their input. Program Advisory Committees were appointed two years ago, and social activities (e.g., receptions at conferences) as well as student practicums provide additional contact with employers. Student e-Portfolios, a requirement beginning in Fall 2006, will provide another means of evaluating the degree and, concomitantly, the educational objectives which under gird it.

Standard III: Faculty

Based on a review of Program Presentation documents and available faculty curriculum vitae, it is clear the department has a faculty capable of accomplishing its
program objectives. Further, based upon a review of SJSU personnel regulations, each member is qualified for appointment to the graduate faculty. This section will comment further on the faculty's qualifications (including research and leadership activities), part-time faculty issues, workload, evaluation, and progress in maintaining a diverse faculty.

Qualifications

The Program Presentation (pp. 47-60) lists 14 tenured or tenure-track faculty members, each of whom holds both a professional master's degree as well as a doctorate. A review of faculty vitae reveals a healthy geographic and institutional diversity among both levels of degrees. Two additional tenure track faculty positions have been hired for Fall 2007. There are five non-tenure track faculty, of which two teach and three have administrative or program management assignments. Full-time faculty are responsible for student curricular and e-Portfolio advising. An online review of the full vitae for faculty members accompanied by a review of a list of courses each faculty member teaches indicates they have competence in their designated teaching areas as well as technological awareness and that many are active participants in appropriate organizations.

Research and Professional Leadership

The university's standard for faculty output, as articulated by administrators interviewed by the ERP, is 80 percent teaching and 20 percent research and service. Despite this university standard which de-emphasizes research, there is evidence that SLIS' commitment to a performance in the area of research and scholarship goes beyond the university standard. The ERP further notes that all faculty have an impressive record of professional activities within the state and on a national level and that several faculty have taken on highly regarded leadership roles in professional associations. The ERP further notes that faculty members holding leadership posts in the profession are noteworthy for their creative energy and activity. The Program Presentation (p. 54) states that "for each faculty member the qualifications include a sustained record of accomplishment in research or other appropriate scholarship." While the Program Presentation presents evidence that all full-time tenured and tenure-track faculty and several of the non-tenured full-time faculty actively participate in state and national associations, and that some are active as consultants, conduct research, and publish in peer-reviewed journals, the new director has taken proactive initiatives to move the entire faculty toward the research ideal cited in the ALA Standards and echoed in the Program Presentation. This has or is being accomplished by moving the full-time SLIS faculty from a 4/4 to a 3/3 teaching load (with plans to further reduce this to a 3/2 teaching load by Fall 2007 for faculty with planned research agendas), the assignment of 20 hours per week of graduate assistantship per faculty member, and the development of a research center (now in the planning stages) which will provide support for both faculty and students in ideating, developing, and implementing research projects. With the lighter teaching load, research expectations will be increased commensurately. The ERP encourages these actions and SLIS' desire to be more research-oriented, even within the "teaching university" mandate of San José State University.
Part-time Faculty

SLIS has been able to attract an extensive group of part-time faculty, and reports that they account for about 15.5 FTE (or 62 courses taught) each semester. In Spring 2007, there were 67 part-time faculty teaching for the school. Evidence in the form of vita provided for them indicates that they teach in areas for which they have appropriate qualifications. Approximately one-third of the part-time faculty have terminal degrees in addition to the professional master’s degree, making them qualified for hire as full-time faculty since they meet SLIS’ criteria for retention, tenure, and promotion. In fact, the new director has specifically targeted the hiring of part-time faculty who hold or have held teaching and/or administrative appointments in other ALA-accredited library schools and who bring with them the knowledge, awareness, and credentials expected of a tenured member of an accredited library science program. The school has developed a program to orient and assist part-time faculty with learning the goals and objectives of the (school’s) curricular programs. This is done through access to the online faculty handbook, a required online course about teaching online (for all new faculty), mentoring by the course cluster coordinator for the courses they are teaching, and advisement by the full-time faculty peer reviewer and by the associate director. Additionally, they are invited to attend an expense-paid faculty retreat at least once a year. Clearly, SLIS has designed programs and processes to actively integrate the part-time faculty into their core strategic developments and curricular planning. Some of the student surveys indicate that some part-time faculty are difficult to locate and communicate with during the semester. This may result from the fact that many of the part-time faculty are fully engaged career professionals with full-time jobs in the field and carry other professional assignments, including teaching appointments in other library science programs. SLIS is addressing such difficulties with specific benchmarks and measures for part-time faculty, including peer review. As a result, SLIS has recently discontinued two part-time contracts. The benchmarks, measures, and evaluation systems are working well and keeping the quality of teaching high. SLIS is encouraged to maintain its vigilance about addressing these difficult issues. Otherwise, SLIS’ extensive use of highly qualified part-time faculty has been a major conduit for growing its very successful academic programs.

Faculty Workload

SLIS’ new 3/3 teaching load for faculty makes it an exception within the California State University system where most faculty have a 4/4 teaching load. As previously noted, faculty with a research agenda will have the option of moving to a 3/2 teaching load effective Fall 2007. New tenure-track faculty are granted a course release during their first semester so they can become oriented with the mission and goals of the school. Other faculty members occasionally receive a reduced teaching load due to administrative appointments, due to grants received, or due to other significant research or scholarly activity. Established faculty members also mentor new faculty. Each new faculty member has two mentors from among the senior faculty: one mentor
works with the faculty member on retention, tenure, and promotion issues, while the other mentor provides a variety of services tailored to the new faculty member's unique needs. Full-time faculty members also perform student advising duties, serve as course cluster coordinators in their area of expertise, work with program advisory committees for each SLIS area of specialization, and serve on one of the four SLIS governing committees and the coordinating team. While student advising is the responsibility of full-time faculty, two recently retired faculty members (Wagers and Woolls) who are now employed as part-time faculty have been authorized to assist in this activity. In the survey of full-time and part-time faculty, when asked about workload, all faculty respondents stated they feel they are not overloaded and this issue is not a problem. In interviews with faculty members on-site faculty pointed to the improved workload conditions made possible by the hiring of new faculty members. Among these improved conditions are the previously noted reduction in teaching load and addition of graduate assistantship hours. Faculty also commented on the dramatic reduction in advisee loads made possible by the increase in the size of the full-time faculty. At the time of the ERP's visit advisee loads were reported to be between 90 and 100 advisees per faculty member, down from approximately 200 advisees per faculty member a year ago.

Evaluation

The department provided evidence that each faculty member is evaluated according to procedures promulgated by the California State University system, San José State University, the College of Applied Sciences and Arts, and SLIS and that evaluation criteria are applied equally to both full-time and part-time faculty. Faculty appear to be assessed equitably with other campus units. Students evaluate the teaching of faculty members through course evaluations available for each time a course is offered. These evaluations are being used in the faculty assessment process.

Diversity Issues

The department is to be commended on its faculty diversity initiative (PP, pp. 52-53). Four of the nine tenured faculty are originally from outside the U.S. and 17 of the part-time faculty increase the faculty's diverse base. It will be important to maintain SLIS diversity initiatives over time and to report progress being made on goals relating to diverse faculty recruitment.

Standard IV: Students

With more than 1,700 students currently enrolled in the various options for its MLIS degree, San José advertises with justifiable pride that it is the largest graduate library science program in the world. Based in the nation’s most populous state, a state whose various information industries are constantly recruiting both seasoned and freshly minted librarians, SLIS has an ideal geographic location for recruitment of new students. And it is clear from the program presentation, supporting documentation,
advertising literature, and conversations with the dramatic's personas who populate the SLIS community that the school has carefully planned and executed a highly successful program of student recruitment that extends throughout California, throughout the United States, and, increasingly, into other national communities.

That the parent institution supports SLIS in these initiatives is demonstrated in many ways, not the least of which is the fact that SJSU Financial Aid office has one person designated to assist MLIS students in finding and securing monetary assistance for their studies.

Recruitment and Admission

SLIS administration and faculty clearly take seriously their commitment to recruit a diverse student population, and the program presentation documents several admirable and innovative strategies that have been successfully operationalized to achieve diversity, including social events jointly sponsored by the school and various high-profile ethnic-focused library associations (e.g., the Chinese American Librarians Associations and REFORMA: The National Association to Promote Library and Information Services to Latinos and the Spanish-Speaking). The result is an MLIS student population that is 22 percent minority. Even though this figure is achieved in a state famous for its ethnic diversity, the fact that more than one-fifth of the student body is comprised of persons from minority races and cultures is significant and the school is to be commended for this important achievement. (PP, p. 63)

Attracting students to the program is a systematic process which utilizes voluminous advertising in the professional media, frequent postings of opportunities for admission and funding on various listservs, presentations to potential audiences by the director and faculty, etc. The school maintains an impressive binder of publicity which has been generated in the recruitment process. It reflects a proactive effort on the part of the school to recruit internationally and to recruit from underrepresented populations.

Recruitment is also enhanced by the availability of SLIS scholarships (awards of $1,000 per year to one or more students, depending on the "number and qualifications of applicants" as described on the SLIS website at http://slisweb.sjsu.edu/admissions/slis05.htm), the availability of scholarships earmarked for the school by the California Library Association, and the assistance SLIS provides students in competing for scholarships outside the school. It is worthy to note that SLIS has averaged five ALA Spectrum Scholars per year. (PP, pp. 62-63)

Information about the MLIS program is accessible via the school's easily navigable website, and statistics provided in the program presentation indicate that the site is heavily used. (PP, pp. 225-226) The website is a state-of-the-art virtual environment for the school which features streaming video of lectures and colloquia as well as a "Meet..." feature that introduces students and other SLIS persons to prospective students.

To achieve full admission students must have a GPA of 3.0 on the most recent 60 semester hours or 90 quarter hours of coursework (higher than admission standards for graduate study in the parent institution), demonstrate a basic writing ability via a Personal Statement, and attest to having technological literacy. Once admitted students begin their academic careers with a non-credit New Student Technology Course which
acquaints them with the various electronic products and services they will need throughout their MLIS studies. A review of student files on-site revealed that admission standards are systematically applied for all applicants. Throughout their programs students have the opportunity to work with an advisor to achieve a coherent program of study, in the course of which they may elect to follow the recommended sequence of courses designed to achieve various specializations, e.g., Academic Libraries, Archival Studies, etc. Exiting the program requires the passing of all coursework with a GPA of 3.0 or higher and the successful completion of either a thesis or an e-Portfolio, though as previously noted, students in the Executive MLIS program complete a six-hour consulting project in lieu of either of the regular options.

Advising

Student advising is an area identified in previous SLIS student surveys as needing improvement, and the school has clearly worked to build a more intentional and comprehensive program of advising, which is anchored by a Graduate Advisor who oversees the entire advising program, providing consultation, adjudication, training, etc. as needed. Each student is assigned a full-time faculty member as an advisor, with the exception that two recently appointed part-time faculty are also approved to function as advisors. It is the responsibility of the advisor to work with each advisee to achieve desired outcomes for both specific courses and the overall MLIS program and to utilize appropriate problem-solving techniques to achieve these outcomes within the parameters of SLIS and SJSU policies. Individual faculty members, whether full- or part-time, are expected to advise students on an as-needed basis related to courses the faculty member is teaching, specializations s/he holds, or research projects s/he is working on with individual students. Site-supervisors in the field may also provide advice. The entire thrust of the advising program is proactive and student-centered. Nonetheless, students interviewed on-site and via email indicated that advisement is more often achieved via the school's list of recommended courses for various specializations rather than through interaction with one of the many advisors available to them. A more focused effort to make advising an active part of the faculty-student relationship is perhaps worth the school considering.

Upon initial enrollment in the program students must declare themselves to be either regular session students, i.e., students who "live within reasonable driving distance of San José State University," or special session students, those who do not live within a "reasonable driving distance" of the university. The pricing structure for each category is different, so that the decision is an important one for students to make. Regular session students currently pay tuition and fees based on two tiers of enrollment: if enrolled for 1-6 credits in fall or spring, the cost is $1,288 while enrollment for 6.1- plus credit costs $1,939. Special session students are billed on a per-course basis with each course costing $1,094. The financial consequence, for instance, is that a special session student enrolled for six credit hours pays more than a regular session student enrolled for twelve credit hours. A third category of students is composed of those in the Executive MLIS program and who take a prescribed sequence of courses in the cohort model via online classes. They are classified as special session students and pay a per-course fee of $1,197, which is slightly higher than the general population of
special session students. These different pricing structures did cause some perplexity among the student body, particularly special session students who are California residents and who found it inequitable that regular session students generally paid less money for the same education.

All students are automatically enrolled in LISSTEN (Library and Information Science Students to Encourage Networking), the SLIS-sponsored student association. They may also participate in one of the student chapters of national organizations: the American Library Association, the Special Libraries Association, and the Society of American Archivists, each of which the school supports in various ways. The Program Presentation documents a wide variety of innovative and appropriate programs developed and sponsored by these associations for both regular and special session students. Students may also serve on the school’s Program and Curriculum Committees.

Successful transition into professional practice is achieved in a variety of ways: via the previously-discussed advising program; through partnerships with the alumni association, which sponsors various career events; and through a new formalized partnership with the SJSU Career Center.

Despite the areas of concern expressed by students and observed by the ERP, the overwhelming response from students was one of satisfaction with the MLIS program. They expressed appreciation for the quality of instruction, the convenience of various formats of curriculum delivery, the attentiveness of faculty, and the leadership and compassion of the school’s new director.

Standard V: Administration and Financial Support

Administrative Overview

Since August 2004, SLIS has been part of the College of Applied Sciences and Arts, a college which is also home to other professional programs which administer their course offerings through schools, departments, and programs led by a chair or director. This move, which was designed to place SLIS within an academic college and to provide an administrative structure consistent with other academic programs on campus, appears to have been successful. Barbara Conry, Acting Dean of CASA, and Pamela Stacks, Vice President for Graduate Studies and Research, observed that this has been a good move for SLIS and for CASA. Both commented on the remarkable way that SLIS has utilized technology to expand their discipline, their foresight in investing school funds in learning technologies, and their willingness to serve as a resource in this area for other schools and programs. As part of CASA, SLIS has been able to maintain its autonomy in terms of curriculum development, introduction of new degree programs, admissions, and entrepreneurial funding strategies while also benefiting from participation on the CASA Executive Council and other college committees and support services. According to the Program Presentation, the university provides the school “with resources and administrative support to the extent possible within the CSU System, and certainly to the same level as comparable units.”

SLIS faculty are represented on decision-making committees within CASA including retention, tenure, and promotion; curriculum; research/faculty development;
and student affairs. They are also represented on comparably important university-wide committees including curriculum and research; retention, promotion, and tenure; information technology; and campus planning. In addition to serving on the CASA Executive Council, the SLIS director is also a member of the University Council of Chairs and Directors. SLIS’s move to CASA has facilitated the exploration of "interdisciplinary initiatives of the Dean" such as the development of health informatics and youth literature concentrations as well as a new master’s degree program in archives and records administration. All draw on program offerings and faculty expertise inside and outside CASA.

SLIS is organized similar to other professional programs at SJSU with a director as its head. The director is reported to be compensated at a rate similar to that of deans at SJSU and is a tenured full-professor on a 12-month administrative appointment. The current director was recruited through an international search and came to SJSU from the University of British Columbia’s School of Library, Archival and Information Science, where he had successfully led that school through the accreditation process. He has held or currently holds elected leadership roles in several major professional organizations including the Association for Library and Information Science Education and the American Library Association. He has a doctorate, has published extensively, and is a frequent speaker and trainer on a broad spectrum of issues of importance to the library and information science community. His academic credentials and strong reputation as a leading library educator should put him on an equal footing with any school directors at SJSU or within the CSU System. He has facilitated the pursuit of the school’s mission and program goals and the accomplishment of its program objectives through an extensive strategic planning process involving faculty, staff, students, alumni, and an International Advisory Council (IAC). These same constituencies (less the IAC) are involved in the governance structure of the school through representation on its four governing committees and through participation in and sponsorship of lectures and other events for the SLIS community and beyond. Penny Scott, SJSU/SLIS Alumni President for 2006-2007, noted that, "My continued connection with the School means a lot to me. I ... appreciate the fact that the new director, Ken Haycock, has added an alumni member to each of the school's committees."

SLIS is well staffed with support personnel who ably assist the director and faculty in the performance of their responsibilities and in fulfilling the school’s mission and program goals and objectives. Supporting the director is the associate director whose role focuses on scheduling, on handling most aspects of hiring, selecting, coaching and evaluating part-time faculty, and on working closely with the director on program oversight and long-term planning. They are assisted by three assistant directors, who have been on board only since Fall 2006, and a graduate advisor. A technology support team consisting of three professionals and other personnel handle network administration, management of the SLIS website, and the Blackboard Learning Management System. Hiring of a fourth tech support team member to provide student technical support is scheduled for Spring 2007 and is underway. Support for the SLIS office in San José is provided by five staff and one FTE staff provides assistance for students and faculty at Fullerton. Additionally, the school has just hired a new staff member to handle purchasing and is in the process of recruiting a staff member to manage special events.
The school has been through an extensive SWOT analysis and strategic planning process since the arrival of the new director in August 2005. Responsibility for action items resulting from the strategic planning process appears to be spread fairly evenly among the director, the four broad-based governing committees and the school leadership Coordinating Team (SLCT). Good progress has been made on many items of substance indicating that the school’s constituencies feel invested in accomplishing these priority projects. The composition of the SLCT and their regular meeting schedule as well as quarterly faculty retreats appear to have created an environment for effective and informed decision-making. Comments solicited from faculty on their engagement in the strategic planning process were overwhelmingly positive. One faculty member stated, “The strategic planning process is completely transparent, and involves the whole faculty at all times. During the faculty retreats, changes are discussed in detail, and any input from any full-time faculty is welcomed. The faculty then comes to a consensus. While Ken leads the process, we all contribute to it.” Another faculty member offered, “It’s by far the best, most consistent and focused strategic planning process I have ever encountered.”

Financial Support

Since the last accreditation report, SLIS’s allocation from SJSU and from all other sources has increased with the exception of fiscal year 2001, in which income from both sources decreased. Total income has increased an average of 14.8 percent annually and total expenditures have increased at a comparable rate (17 percent) but have never exceeded income. SLIS uses a combination of regular and special session funds to deliver its program and much of the growth in the school’s income can be attributed to the growth of SLIS special session programs. Regular session funds cover full-time tenure track faculty, modest administrative support, and the physical plant. Special session funds pay for part-time faculty, all professional technical support, student assistants, the bulk of the administrative staff, technology, and all special initiatives such as the school’s faculty institute. The flexibility from regular and special session fees appears to allow the school to effectively deliver a high-quality instructional program to its student body using the latest instructional technologies and to carry out the school’s program of research and service. There is evidence that the school is actively exploring alternative income streams. Strategic goals for both the 2005-2007 and 2006-2008 planning cycles indicate that governing committees have been assigned to identify corporate and community funding and partnership opportunities for individual faculty, to explore new degree options and programs, and to determine a maximum number of students for special session. These goals as well as others have strong financial implications for the school.

As noted in the Program Presentation, SJSU operates in a unionized environment. Within that environment the school has been authorized to hire at a higher than level rate than comparable campus units due to market forces within the LIS field. There is some flexibility in setting salaries when new faculty are first hired. The CSU system has recognized the difficulty of faculty hiring given the very high cost of housing in California generally and in Silicon Valley specifically but has made no
specific attempt to address this.

Support for Faculty

SLIS has representation on CASA professional development and leave committees and appears to have access to funding for research through both the college and the university. Special session funds are used to underwrite faculty travel to conferences and other meetings. SLIS faculty receive the same $750/year allocation for travel from the Provost and, in fall 2007, will be able to participate in a new program that provides course relief for one course per year for each of 75 faculty across SJSU.

Support for Students

According to the Program Presentation, SLIS students obtain financial aid on the same basis with other comparable campus units and have access to a university financial aid counselor assigned to SLIS students. Through its website the school informs students of SLIS scholarship opportunities and provides information about other LIS scholarship opportunities including tuition reimbursement through the California State Library (CSL) for public library employees to earn their MLIS degree. It is reported that approximately eight to ten percent of students are provided with CSL funds annually. Additionally, in FYs 2003-2006, SLIS has provided assistantships to a total of 66 students (averaging 16.5 per year) at an average value of $1427.46 per award.

Governance

The shared governance model employed by the school ensures both periodic and consistent review of strategic directions and specific administrative and programmatic objectives during quarterly faculty retreats and semi-annual meetings of the School Leadership Coordinating Team. Monthly meetings of the director, associate director, and Manager of Administrative Services are held to review fiscal policies, financial support, and alignment of expenditures with strategic planning initiatives. Although the current strategic planning process has been in place less than two years, it appears to be firmly embedded in the school’s governance structure and systematic input from the school’s various constituencies helps inform the process. As with the strategic planning process, comments from full-time and part-time faculty about their involvement in faculty governance were highly positive. One faculty member commented, “More transparent shared governance is new to SLIS (we are in our 18th month), and I am grateful for and feel supported by this structure, as are, I believe, many of our other community partners (students, part-time faculty, staff, employers, colleagues).” Several faculty noted that technology significantly helped facilitate the governance process within the school. It was observed by one faculty member that, “The decision-making and governance process is very effective at this time. SLIS is one of the few schools that makes effective use of technology to implement a virtual operations and governance process.”
Standard VI: Physical Resources and Facilities

SLIS occupies a new state-of-the-art facility (including faculty and administrator offices, classrooms, computer labs, and auxiliary spaces) in the renovated Clark Hall as of Spring 2006. It was housed for six years (Spring 2000-Spring 2006) in temporary modular units when its former location was demolished to make way for the new Martin Luther King, Jr. Library. The school also maintains classrooms and administrative offices at California State University at Fullerton where it offers classes and student support services on a regular basis. A few classes each semester meet elsewhere in California for the convenience of students. Frequently used locations include San Francisco, Berkeley, Sacramento, Claremont, and San Diego.

San José Facilities

Clark Hall on the San José campus houses SLIS administrative offices, faculty offices (full- and part-time), work areas for student assistants, a conference room, and the server room for the school's extensive electronic infrastructure. Clark Hall is the former university library building which has been extensively remodeled as an academic building for classrooms, faculty offices, and related spaces. It is home to several entities besides SLIS, including Humanities and Foreign Languages. SLIS space in Clark Hall is located on the third and fourth floors, with classrooms, computer teaching labs, and the system administrator's office located on the third floor and faculty offices, administrative offices, and conference rooms located on the fourth floor. The largest conference room is shared by SLIS with other academic units in the building, though a smaller conference room is reserved exclusively for SLIS' use. Not all the space allocated to the program is contiguous within Clark Hall. The offices of faculty for other disciplines are interspersed throughout the building as part of the university's philosophy to encourage exchange of ideas and culture.

Distance-learning tools and technology are integral to the school infrastructure that allows for a variety of instructional delivery modes (on-site, online, and hybrid). Two smart classrooms with a capacity of 25 students each and two computer labs with a capacity of 50 students each are managed by SLIS at the San José facility. (Note: The Program Presentation [p. 97] states that the classrooms are under SLIS control, though the school's director stated during the site visit that SLIS only has priority access to the classrooms which are otherwise shared with other academic units on campus.) The labs can be reconfigured per faculty preference into classrooms when not in use as labs making for flexible and productive use of the space. Each classroom is equipped with an instructor’s computer, a ceiling mounted LCD projector or a smart podium for use with laptops. Classrooms and labs have wireless connectivity via the campus wireless network which provides for pass-code authenticated Internet access for students. Each lab has 40 laptops for on-site use available via faculty request. A process for security and virus updates is in place.

Clark Hall's ground floor houses the Academic Success Center that is comprised of a 3000 square foot computer-learning stage, three conference rooms, an incubator classroom, and other technologically enhanced classrooms.
In general, faculty and student comments expressed satisfaction with the San Jose site.

**Fullerton Site**

The ERP visited the Fullerton facility only virtually. It was determined that because of the physical distance, the fact the space is rented, and that since all Fullerton-based SLIS faculty would be present in San José that the virtual tour on the DVD included with the Program Presentation would suffice. The Fullerton site is located in the basement of Pollak Library South and has been recently renovated. It includes a small administrative office area and offices for three full-time faculty members.

Like the refurbished Clark Hall at SJSU, the Fullerton site meets or exceeds current State of California ADA requirements for restrooms, travel, and elevator access. The Fullerton facilities have a similar technology package as San José: 35 wireless classroom laptops as well as a smart podium and access to the Internet. When additional classroom space is needed, the SLIS office staff reserves classrooms located elsewhere on the CSU Fullerton campus with comparable technology. Audiovisual equipment such as DVD players, VHS players, overhead projectors, and easels, are available for use as needed.

**Martin Luther King, Jr. Library**

The newly opened Martin Luther King, Jr. Library, adjacent to Clark Hall, is a highly visible joint use library which serves as the public library for the City of San José as well as the academic library for SJSU. The King Library serves as the principal library facility for all SLIS students. In this role, King Library provides access to an appropriate number of databases relevant to students in LIS (subject list of core databases available at: [http://sjlibrary.org/research/databases](http://sjlibrary.org/research/databases)), including the ACM Digital Library, LISTA, Library Literature, and Web of Science. Twenty-two additional databases are also identified and include products such as Alt-Press Watch, California Adopted Textbooks, Children’s Literature Comprehensive Database, and Safari Tech Books Online. Licensing agreements allow all SJSU students access to these databases both on-site and off-site. The MLK Library treats all SJSU students enrolled in web classes as distance learning students and provides content access in digital format to them. The Library uses Link Plus, which allows students to search all 23 library catalogs in the California State University system from which they may then borrow materials directly.

Library resources as of FY 2004-2005 include 1,282,750 volumes including bound periodicals), 1,678,606 microforms, 249,963 government publications, 61,429 juvenile works, etc. MLK experienced cuts in recent years in the serials budget and has been purchasing electronic versions of serials in lieu of print. However, MLK receives a six-figure grant each year to support special session students from special session student funds. Recently there has been work to upgrade the library’s collections by SLIS, which contributed $30,000 to enhance the library science print collection, particularly in the youth services collection as one example. Budget allocations for LIS
in recent years dramatically reflect system-wide budget cuts which are now being corrected via the infusion of special session funds.

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The increased funding has been used primarily for databases, e-journals, and English language print LIS materials, including 1,621 monographs in the Z and ZA classifications with imprint dates of 2000 and later. The MLK Library has developed two tutorials for students that are used as orientation and training tools. The web site (http://tutorials.sjlibrary.org/tutorial/slis/index.htm) provides information on the university libraries and also explains that while MLK is the primary library for all SLIS students, the Pollak Library also provides additional resources and services.

**Technology Support for Faculty**

Virtual training classes are available for new faculty and staff to familiarize them with the use of software packages in use at SLIS, including the Blackboard Learning System, which provides the platform for SLIS' extensive web-based and web-enhanced learning environments. Licensing to accommodate up to 3,000 Blackboard users is in place, and instructors can manage all facets of a course, from creating content to grading work submitted by students. Faculty and student comments are very positive about SLIS' state-of-the-art communication software systems and backup services.

All faculty and staff are provided with Pentium 4 Windows XP desktop computers, monitors, and laser jet printers, and faculty have access to laptop computers for use outside the office.

Streaming video and streaming audio along with PowerPoint slide presentations created by instructors are available online, and web-conferencing, utilizing Eluminate Live! allows 75 simultaneous users to participate in real-time virtual classes, which are also captured for delayed broadcasts. Captioning for the hearing impaired is also available and is used for all SLIS video and audio productions. SLIS is responsible for 15 production servers for the delivery of online classes or for student services. The physical facility for housing the servers is an environmentally controlled and highly secured area, with backup plans for power outages and other emergencies. SLIS also has plans to further ensure electronic stability through the development of off-site redundancy.

The school has judiciously provided for adequate technology support via a technology working group which includes both faculty and staff members. This knowledgeable group of six members is responsible for reviewing the technological resources, planning for future needs, and planning for technology education. At least four members of this group are graduates of SLIS, including the network administrator.
SLIS is to be highly commended for its recent efforts in leading the way for technological advancements and education within the university. The university administrators recognize the important contribution of SLIS to SJSU's emerging electronic infrastructure and acknowledge the school as a leader within the university. It is hoped that a cyclical plan for the updating and upgrading of technology and equipment can be maintained and that the improved level of funding for LIS library resources can be sustained so that SLIS can continue in its role as the campus pacesetter in the use of both traditional and electronic technologies in graduate education.

Conclusion

The ERP arrived at San José approximately three years into several major areas of change -- new physical home, new administrative home, and new director -- and each of these changes has been positively accepted by all contingencies associated with the school, and each in its own way is bringing renewed energy, vitality, and growth to the school.

The ERP was positively impressed by the leadership evidenced by the new director. From all surveyed sectors of the school's community there was virtually unanimous agreement that Dr. Haycock's energetic leadership style, his compassion for students, and his entrepreneurial use of SJSU resources such as special session funding have resulted in a school that is on the cutting edge in terms of student growth, vigorous outreach, and imaginative curricular developments. In these efforts he has been ably assisted by an equally visionary and energetic management team who have assisted him in identifying and harnessing the personnel, resources, etc. associated with rapid and positive change. While the revenue stream accessed through special session programs is non-traditional, it is an established part of the California State University System and, consequently, there is no reason to believe that it will not be a stable source of predictable income for the school. Dr. Haycock is to be commended for identifying this unique funding opportunity and leveraging it to the school's advantage in such a dramatic way.

The ERP was also impressed by the school's aggressive and proactive efforts to instill a culture of research and scholarship into its faculty and its student body. This activity goes beyond the outcomes generally expected of SJSU faculty and, consequently, the school can be seen in this regard as setting a new and higher standard for the California State University schools, which have traditionally seen themselves as teaching and not research universities. Dr. Pamela Stacks, SJSU's Associate Vice President for Graduate Studies and Research, underscored this notion when she explained that one of the reasons she chose to move SLIS from a free-standing unit under her direct supervision to a home in a traditional college among other academic units was that she wanted the entrepreneurial spirit and culture of research that were developing in the school to have a direct influence on other academic units in the university. And this, she said, could be more effectively achieved by having the school in more direct day-to-day contact with other units. It was this idea, she said, that motivated her to locate the school in the College of Applied Sciences and Arts.
As noted in the main body of the report, the school's large and diverse student body, its growing and equally diverse faculty (full-time and part-time), its state-of-the-art electronic infrastructure, its tightly organized planning and administrative structures, its investment in its faculty through improved working conditions are all worthy of comment. The ERP commends SJSU for its impressive strides and for the visionary trajectory that it shows every sign of continuing along.
The enclosed self-study report has been reviewed by the faculty in the instructional unit and is now submitted for external review.

Ken Haycock  
Director  
School of Library and Information Science

Barbara Conry  
Interim Dean  
College of Applied Sciences and Art

12/10/07  
Date

12-19-07  
Date
School of Library and Information Science
Backgrounder
March, 2007

Our Context
✓ Only program accredited by the American Library Association in the CSU system
✓ One of the largest graduate programs in any discipline
✓ The world’s largest accredited LIS program; almost 2,000 graduate students
✓ Unique blending of regular and special session; local and inter/national; tuition and fees (see below); flexibility in curriculum and delivery

Strategic Orientation
✓ systematic, comprehensive, inclusive and strategic planning process in place
✓ shared governance involves four broadly-based committees with representation of FT and PT faculty, staff, students, alumnas; chairs of committees sit on School Leadership Team with presidents of alumnas and student associations
✓ vision, mission, values articulated and regularly reviewed
✓ four strategic directions set with measurable objectives assigned to director and committees; monthly faculty meetings replaced in 2006 by quarterly two day faculty retreats focusing on planning, quality controls and assessment; administrative and operational issues addressed through the School’s blog and electronic discussion lists
✓ annual review of progress/plans by international advisory council of leaders
✓ new directions and goals set annually for the future two years

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

Our Shared Values (articulated with examples on Web site)
Learning; Student and Faculty/Staff Success; Excellence; Integrity; Diversity; Community.
SLIS is committed to the professions and disciplines it serves.
We are one team, one School.

Our Mission
The School of Library and Information Science (SLIS) educates professionals and develops leaders who organize, manage and enable the effective use of information and ideas in order to contribute to the well-being of our communities.
Note: The School is unique in its discipline in focusing on impact on community development.
Community connections are strong through the advisory council, program advisory committees, involvement in professional associations, research partnerships, internships.

Fast Facts:
♦ Nationally ranked in 2006 by US News and World Report for the first time (also ranked #5 in U.S. for school library media credential program specialization)
♦ Named #1 e-learning service provider in discipline by US News and World Report in 2006
♦ Awarded Public Relations Excellence Award by California Library Association in 2006
♦ In 2006 SLIS redesigned its Web site making it focused on markets and prospective students and “top of mind” for search engines. Daily traffic averaged 15,000 hits a day from 2001 to mid-2006 when it jumped to 25,000 and is now 30,000.
**Strategic Directions** (each with specific, measurable, active, relevant and timetd objectives; each assigned to a shared governance committee; recommendations are vetted by committees before coming to faculty retreats)

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

**Curriculum**

- Representative committee (FT and PT faculty, alumnae and students) for program and curriculum development with written plan for review, development and implementation
- MLIS program objectives grounded in core competencies reflecting the theory, research, practice, values and ethics of the discipline and the profession
- Fourteen courses, 42 credits; planned flexibility; four delivery methods (on-site; distance; hybrid; cohort)
- Three foundational courses (disciplinary foundations, management, information retrieval) at the beginning of the program, with e-Portfolio as the culminating experience to demonstrate program competencies; research methods required beginning in 2007
- Student can build specialization in several areas from family literacy to advanced technologies; program advisory committees of leading employers and professionals for specializations
- Delivery method selected by course, not by program, i.e., student in San Jose may take classes on-site or by distance, student in Ohio may take classes by distance or hybrid (and each does)
- Integrative learning emphasized through extensive internships, planned, supervised; directed by new assistant director for research and professional practice
- Student and alumnae surveys inform annual review, revision and development
- World's first (and only) Executive MLIS program with international cohort (beginning Cohort 3)
- Authorization for “fast-tracking” nation's first Master of Archives and Records Administration with emphasis on electronic records
- Accepted in 2007 into consortium on distance education with high standards and rigorous selection
- Continuing education initiative; several program offered each week through the SLIS Web site through a partnership with the Education Institute
- Developing proposal for Center for Research and Training in Library and Information Science with University Library

**Fast Facts:**

- More than 200 course sections offered each year; more than 100 faculty reviewed each year
- Over 250 planned and supervised internships undertaken each academic year
- Student enrolment in regular session is approximately the same as special session; preferred delivery model is selected by course, not by program
- Since 2004 regular session enrolment has increased by approximately 50%; special session enrolment has remained stable
- In the past six months, over 500 SLIS students have registered with SpartaJOBS, more than 100 have posted résumés; more than 300 jobs have been posted by employers recruiting SLIS students
- High placement of students in school, public and university libraries as well as the for-profit (e.g., high tech companies in Silicon Valley) and not-for profit (e.g., Department of Homeland Security) corporate sectors
Faculty
✓ Diverse faculty, particularly the part-time faculty; reflect University standards for teaching, research and service (active publishing record); articulated standards for retention, tenure and promotion
✓ Lower teaching load than University standard (4+4) due to graduate program and research requirements
✓ Assigned time to coordinate required courses, part-time faculty and specializations
✓ Faculty workload reviews and restructuring in 2006 to assure equity and research productivity
✓ Active in associations (Haycock past president of Association for Library and Information Science Education; Fisher past president of Special Libraries Association; Loertscher past president of American Association of School Librarians; Schmidt past chair of ALA Committee on Accreditation)
✓ Active in consulting (Main consults with European governments)
✓ Provided with graduate student assistant
✓ Unique approach to PT faculty; same processes as for full-time faculty; international pool of leading scholars, many tenured at other universities, plus outstanding professionals
✓ Integrates FT and PT faculty in decision-making, represented on committees
✓ Require twenty-hour faculty technology course before teaching on-line
✓ Biennial faculty two-day institute (65 attending in 2007)
✓ Mentorship program for new faculty
✓ Awards and recognition for faculty introduced in 2006
✓ No PT faculty retained if Student Opinions of Teaching Effectiveness below 3.0 over Weill three terms

Students
✓ Optimum student numbers have been reached, i.e., the School has projected infrastructure needs and aggressively recruited students while increasing fees to reach the needed special session revenue to sustain a high quality program in both regular and special session
✓ Entrance requirements (GPA 3.0) exceed University and will likely rise again
✓ Rigorous introductory technology workshop required before first course
✓ Class size limited to 25
✓ e-Portfolio requires demonstration of competence prior to graduation
✓ Systematic and well-defined advising program (on Web site)
✓ Participation in decision-making bodies
✓ Four active student associations: presentations; tours; networking; special lectures
✓ Unique partnership with SJSU Career Center for employment advice, workshops, placement counseling, access to hundreds of available positions
✓ Awards to outstanding graduating students instituted in 2006

Facilities
✓ Move to Clark Hall 2006; state of the art labs
✓ Learning and collaboration in virtual classrooms, with high impact and expensive software for synchronous audio advising and collaboration, social networking software
✓ Access to high quality library and database resources

Fast Facts:
♦ Almost half of part-time faculty hold the doctorate and are situated outside the state, including four countries; four former deans teach for SLIS as part-time faculty
♦ Examples of inclusive excellence:
  o More than 20% of the student body represent visible minorities
  o More ALA Spectrum Scholars (to support minority students) have selected San Jose SLIS than any other School on the continent
Administration and Finance

- Northern hub (all programs administered from San Jose) and Southern hub (rented offices, labs and classrooms at Fullerton)
- Shared governance led by internationally recognized and respected director (specifically recruited from Canada)
- University support for innovation enables building on institutional strengths through special session programming and funding (see chart)
- High investment in technology to ensure high quality leadership in program delivery and leading edge preparation of students
- Regular session could not be as large without infrastructure support of special session monies while special session could not be sustained without tenured faculty and program quality provided by regular session
- Endowments 2006: from 0 to 5, $125,000
- Unique blend of funding to enhance regular session program and extend the reach through special session

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<th>Positions</th>
<th>Funded Through Regular Session</th>
<th>Funded Through Special Session</th>
<th>Total</th>
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<tr>
<td><strong>Faculty</strong></td>
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<tr>
<td>FT Tenure Track Faculty</td>
<td>16.0</td>
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<td>16.0</td>
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<td>FT Lecturers</td>
<td>0.0</td>
<td>7.0</td>
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<td>FTE Part-time Faculty</td>
<td>5.2</td>
<td>10.3</td>
<td>15.5</td>
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<tr>
<td>Total Faculty</td>
<td><strong>21.2</strong></td>
<td><strong>17.3</strong></td>
<td><strong>38.5</strong></td>
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<td><strong>Staff</strong></td>
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<td></td>
<td></td>
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<tr>
<td>Administrative/Secretarial</td>
<td>1.5</td>
<td>8.0</td>
<td>9.5</td>
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<tr>
<td>Professional/Technical</td>
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<td>4.0</td>
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<tr>
<td>Student Assistants (FTE)</td>
<td>0.0</td>
<td>11.0</td>
<td>11.0</td>
</tr>
<tr>
<td>Total Staff</td>
<td><strong>1.5</strong></td>
<td><strong>23.0</strong></td>
<td><strong>24.5</strong></td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>22.7</strong></td>
<td><strong>40.3</strong></td>
<td><strong>63.0</strong></td>
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In Summary:

- The only ALA-accredited program in Library and Information Science in the CSU system of 23 universities; the largest in the world with unique programs such as the Executive MLIS
- Aggressive strategic plan focusing on high expectations, quality controls, innovation in programs and their delivery; broadly based governance committees involving faculty, students, alumnae
- Demonstrable commitment to university priorities of inclusive excellence, integrated learning and community connections
- Through systematic and careful planning, blends revenue sources from regular and special session to build faculty and infrastructure for program quality overall
- Attracted first five endowments in 2006
- High standards for entry (GPA) and exit (e-Portfolio)
- Unique approach to part-time faculty with international pool of recognized scholars as well as professional leaders
# School of Library and Information Science
## 2007 Program Planning Self Study

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<td>Appendix B – 5-Year Plan for Faculty Recruitment</td>
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<td>Attached</td>
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<tr>
<td>Appendix C – Required Data Elements</td>
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<td>Attached. Please note: The student data provided by OIR does not include special session –two print outs attached on special session student numbers.</td>
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<tr>
<td>Appendix D – Assessment Plan and Assessment Results</td>
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<td>Attached</td>
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<tr>
<td>Appendix E – Catalog Copy</td>
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<td>Attached</td>
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<tr>
<td>Appendix F – Student Outreach and Advising Materials</td>
<td></td>
<td>Attached</td>
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<tr>
<td>Appendix G – Faculty Resumes</td>
<td></td>
<td>Not included. Please see web site: <a href="http://slisweb.sjsu.edu/sections/faculty.htm">http://slisweb.sjsu.edu/sections/faculty.htm</a>. Hard copies of all faculty CVs are also available in SLIS office.</td>
</tr>
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SLIS Program Planning Self Study
2007

1. Executive Summary

The School of Library and Information Science (SLIS) at SJSU is the world’s largest accredited degree program in Library and Information Science, with more than 2,000 graduate students. It is the CSU system’s only Master of Library and Information Science (MLIS) degree program, and in June 2007 it entered its 40th year of continuous accreditation by the American Library Association. The School is currently fully accredited through 2014.

1.1 Description of the Department and its Programs

Current enrollment in the School’s MLIS degree program is 2,200 students, and the School has 38.5 FTE faculty. In 2006, SLIS awarded 335 MLIS degrees, increasing to 446 in 2007.

The School’s MLIS degree program has seen many positive changes since the last program review, including a significant increase in enrollment, rapid growth in the number of faculty and staff, and an infusion of robust technology to deliver a high quality, sophisticated graduate program in virtual, as well as physical, environments. In addition, the School transitioned under new leadership, with its current director, Dr. Ken Haycock, arriving in August 2005. The School also relocated in 2006 to a new home in the remodeled Clark Hall, and it is three years into a new administrative home within the College of Applied Sciences and Arts. Under the leadership of its new director, the School has revised and reinvigorated its curriculum, and is planning for new degree programs that take advantage of its faculty expertise and the needs of professionals in Library and Information Science.

The standards for admission to the School’s MLIS degree program have been raised since the last program review, along with exit requirements. Applicants must have a GPA of at least 3.0 to be admitted to the MLIS program, exceeding the university’s admission requirements. With more applicants than the School has space to admit, the higher admission standards allow SLIS to accept only the most qualified applicants, raising the quality of the entire MLIS program.

Once admitted, each MLIS student embarks on a journey to learn and demonstrate mastery of 15 core competencies that reflect the theory, research, practice, values, and ethics of the discipline and the profession – core competencies which SLIS faculty identified as being of vital importance to the field. The core competencies were formally adopted by the School in January 2006. All students must demonstrate their competence prior to graduation by completing either a thesis or an electronic portfolio as their culminating experience. They must also pass all coursework with a cumulative GPA of 3.0 or higher.

The MLIS is a 42-credit degree program, normally 14 courses, including three required foundational courses, as well as a required course in research methods and the culminating experience in the form of an e-portfolio or thesis. This leaves students with nine elective courses. Students choose electives from lists of courses recommended for different areas of specialization, allowing them to build specializations in any of ten different areas, including academic, public, school and special libraries, as well as information organization, library management, information architecture, archival studies, and reference services and
instruction. Thus, they have the freedom to choose courses that are appropriate to their career goals and learn the specialized skills necessary to work in their chosen professional environment. Specialization options include the School’s highly respected school library media credential program, which was ranked #5 in the nation by *US News and World Report*.

Through seminar and special topics courses, the School is able to cover new developments in the profession and respond to emerging social issues. These courses also provide opportunities for one-time or experimental offerings, such as courses on Folksonomies & Tagging, Digital Communication, or Immersive Worlds.

Students also have the opportunity to participate in internships as part of their coursework. Since the last review, SLIS has implemented an extensive internship program, which is planned and supervised by the School’s new assistant director for research and professional practice. More than 280 available internship opportunities are currently posted on the School’s web site, representing a wide range of libraries and information organizations. This academic year, more than 250 students will participate in internships. Full-time faculty members approve student learning outcomes before they begin their internships, and faculty monitor student progress, serve as liaison with the site supervisor, and evaluate student performance. Internship site supervisors must hold professional positions and ensure that students are engaged in professional-level activities.

Each semester, students choose from a variety of course delivery methods, including onsite, distance (online), and hybrid (a mix of online and onsite). For onsite or hybrid format classes, the School uses dedicated classrooms at SJSU or classroom space rented from CSU Fullerton. This flexibility in course delivery enables the School to serve students who could not otherwise obtain their MLIS degree due to work schedules, family responsibilities, and geographical distances. Due to the extensive use of technology in SLIS courses, students must complete a mandatory technology workshop before beginning their MLIS program.

While students enroll in classes taught in differing formats, the curriculum they experience remains the same, with each student receiving the same quality instruction, with the same high expectations of performance. A member of the full-time faculty is appointed to monitor each core course and each subject-based cluster, working with instructors to ensure conformity with course objectives and appropriate course materials. They conduct biennial reviews of their appointed core course or cluster, reporting results to the School’s Curriculum and Program Development Committee, which disseminates the information, along with any recommendations for change, to the faculty.

SLIS also offers the world’s first (and only) Executive MLIS program, delivered in a cohort model to a small number of highly qualified, specially selected applicants, who come to the San Jose campus for three 2-week residencies. They complete the remainder of their coursework online. Students in the Executive MLIS program must complete specific mandatory courses as part of their specialization, as well as a six-credit consulting project which replaces the e-portfolio culminating experience.

Use of virtual as well as physical resources and facilities allow SLIS to offer flexibility in course delivery. With the increasing popularity of online and hybrid courses, as demonstrated by feedback from SLIS students, distance-learning technology is integral to the School’s infrastructure. SLIS incorporates new technologies for teaching and learning into all of its courses. For example, SLIS uses the Blackboard Learning System as its primary
course management software, as well as Elluminate Live web conferencing software, which allows instructors to conduct online lectures in real time that integrate PowerPoint slides, multimedia, and guided web page tours. All SLIS faculty and students also have access to the Plone content management system for organizing and sharing web content. Opportunities for knowledge creation and dissemination, collaboration, access to electronic resources, and social networking are available and used extensively by the SLIS community. Streaming video and audio content created by course instructors is made available to students as a component of online instruction. In 2006, SLIS launched its redesigned web site, which averages 30,000 hits each day, offering faculty, staff, alumni, students, and prospective students with access to the School’s vibrant online community. In 2007, SLIS opened its Second Life campus, which provides an immersive learning environment.

With this extensive and successful use of sophisticated technology, SLIS was nationally ranked for quality and named the #1 e-learning service provider by US News and World Report in 2006. SLIS has made significant investments in technology to ensure its ability to delivery high quality curriculum, and to effectively prepare its graduates for the workplace. As such, SLIS has played an important role at SJSU by contributing to the university’s emerging electronic infrastructure and faculty knowledge of how to use new technologies for teaching and learning.

In response to the rapid growth in enrollment, SLIS has invested in expanding its full-time and part-time faculty resources since the last review. The School takes a unique approach to engaging and using part-time faculty. The School’s 15.5 FTE part-time faculty represent more than 100 individuals who are outstanding professionals and leading scholars, many who are tenured at other universities. Part-time faculty are appointed and reviewed using the same processes as full-time faculty. SLIS uses a formalized mentoring program, where experienced full-time faculty orient and assist part-time faculty with learning the goals and objectives of the School’s curricular programs. Part-time faculty are mentored by a full-time faculty member who serves as the course cluster coordinator for their area of specialization. Also, full-time faculty review part-time faculty course and course delivery. And part-time faculty are invited to attend an expense-paid two day Faculty Institute biennially. Through specific performance benchmarks and measures for part-time faculty, including peer review and evaluation, SLIS is able to keep the quality of teaching by part-time faculty high.

SLIS also has processes in place to actively integrate part-time faculty into the School’s strategic and curricular planning. They are involved in the School’s new shared governance structure that consolidated many committees into a coordinating team and four broadly based committees with overarching responsibilities. The membership in these committees includes both full-time and part-time faculty, as well as staff, students, and alumni.

The profession’s continuing transformation in response to social, technological, and disciplinary changes necessitates sustained and systematic curriculum review and development to ensure that the School’s coursework remains current and dynamic. The School therefore engages in a continuous cycle of curricular assessment and planning, which involves faculty, students, alumni, and program advisory committees. Input from current students and alumni is gathered on a regular schedule for review, analysis, and consideration.

As part of this curricular assessment process, SLIS received authorization to develop the nation’s first Master of Archives and Records Administration graduate degree, with an
emphasis on electronic records. Final WASC review of the new graduate degree program is scheduled for January 2008.

Other notable accomplishments since the last review include a stronger partnership between SLIS and the SJSU Career Center. Through this partnership, more than 300 jobs have been posted by employers recruiting SLIS students. The Career Center also provides workshops, resume review, and placement counseling to SLIS students both physically and virtually.

In addition, since the last program review, SLIS established its first five endowments, which provide scholarship opportunities for SLIS students.

1.2 Synopsis of Previous Program Review Recommendations

SLIS has addressed all recommendations made in the last program review. The first recommendation concerned the number of full-time faculty in relation to the number of students in the program, as well as the number of classes offered. In response, SLIS added both full-time and part-time faculty, bringing the current number of FTE faculty positions to 38.5. Class size is limited to 25 students, and SLIS now offers more than 200 course sections each year.

All full-time tenure-track faculty hold a professional master’s degree, as well as a doctorate. In addition, SLIS has six non-tenure track full-time faculty, all of whom teach courses and three of whom also have administrative or program management responsibilities. These three positions, added in Fall 2006, serve as the School’s Assistant Directors in the areas of distance learning, research and professional practice, and immersive learning environments.

The second recommendation concerned the need to add additional staff. Since the last program review, SLIS added new FTE staff, bringing total staff positions to 14 FTE staff plus approximately 11 FTE student assistants. Among the new staff positions added since the last review are a student services coordinator, a web site technologist, an instructional media developer, a virtual help desk technician, a recruitment and special events coordinator, and a grant writer. Several of the new staff positions were added to help students successfully navigate SJSU policies and procedures; other new staff play a vital role in supporting the School’s technical infrastructure, which makes it possible for faculty to incorporate new teaching and learning technologies into all SLIS courses.

The third recommendation involved the need to increase efforts to address multiculturalism in program goals and in the curriculum. In response, the School has developed courses dealing with multiethnic, multicultural, and multilingual issues, including exploration of a degree in Spanish. Examples of courses that provide an in-depth exploration of issues of diversity include Library Services for Racially and Ethnically Diverse Communities, Library Services to Latinos, Prison Librarianship, Services to Native Americans, Services to African Americans, and Services to Older Adults. Some special seminar courses have been specifically developed around topics of diversity, such as Designing Information Products for a Global Audience.

In addition, with the growth of the School’s faculty, SLIS has focused on expanding the cultural diversity of the faculty. Four of the School’s full-time faculty are originally from outside the United States, bringing multicultural and internal perspectives in instruction which enrich the student learning experience. Currently, three full-time tenure-track faculty
members are from ethnically diverse backgrounds. Part-time faculty increase the faculty's overall diversity, including nine African American faculty, three Hispanic faculty, three Asian faculty, and one Native American faculty. The School has also focused on recruiting a more diverse student population, with more than one-fifth of the student body now comprised of persons from minority races and cultures. In addition, SLIS collaborated with the University Library and other partners on a $930,000 federal grant titled Preparing Librarians to Serve Diverse Communities. This multi-year grant award will allow SLIS to recruit new students from diverse backgrounds and ethnicities, providing them with substantial and focused support, as well as mentoring, advisement, and career services to enable them to be effective library leaders of tomorrow.

The fourth recommendation involved ensuring that any changes in the SLIS reporting structure at SJSU be made only with the full support of SLIS faculty and administration. At the time of the last program review, SLIS reported to the Associate Vice President for Graduate Studies and Research. In August 2004, SLIS transitioned to become part of the university's College of Applied Sciences and Arts (CASA), which is home to other professional programs. This transition placed SLIS within an academic college that provides an administrative structure consistent with other academic programs on campus.

The final recommendation concerned the need to revise written information about the program to match actual practices regarding applicants with a GPA under 3.0. At the time of the previous program review, written descriptions of the SLIS program stated that SLIS allowed conditional admittance to applicants with a GPA between 2.85 and 3.0 if they had a Graduate Record Exam score of 1,200 or higher. SLIS does not accept students with a GPA under 3.0, and written information has been modified accordingly to correctly reflect admission requirements.

1.3 Summary of Present Program Review Recommendations

As stated in the American Library Association Committee on Accreditation external review panel report, the review panel commended SLIS for its "impressive strides and for the visionary trajectory that it shows every sign of continuing along". The external review panel made only one recommendation from the current program review – the need to focus on increasing efforts to expand research and publication activities. Details regarding their recommendation can be found on page 1 of the letter from the ALA Committee on Accreditation dated June 25, 2007.

Understanding the importance of this recommendation, SLIS is working proactively to instill a culture of research and scholarship into its faculty and student body. SLIS expects that these efforts will result in expanded research and publication in the future. Faculty workloads were reviewed and restructured to assure equity and research productivity. Full-time SLIS faculty now teach a 3/3 load, and may request up to 20-hours-per-week of graduate student assistance. Faculty also have the option of moving to a 3/2 teaching load, providing them with additional time to pursue research. These initiatives, along with the School's current focus on developing a research center and its new full-time grant writer, support faculty and students in developing and implementing applied research projects.
June 25, 2007

Ken Haycock, Professor and Director
School of Library and Information Science
San Jose State University
One Washington Square
San Jose, CA 95192-0029

Dear Dr. Haycock:

On behalf of the Committee on Accreditation (COA) of the American Library Association, I am pleased to report that the Committee voted to grant continued accreditation status to the program leading to the degree of Master of Library and Information Science at San Jose State University.

The next comprehensive review visit is scheduled for spring 2014 unless evidence persuades COA that it should be conducted at an earlier or later date. The accreditation status of the program explicitly includes all sites offering courses that are part of the program listed above.

This decision was made at the COA meeting on June 24, 2007, based on the Program Presentation, the External Review Panel Report, all reports the program submitted to the Committee reports since the last comprehensive review, and the June 24, 2007 meeting with you and William Buchanan, Chair of the External Review Panel.

The decision to grant continued accreditation to the program is based on the “totality of the accomplishment and the environment for learning...rather than from a consideration of the isolated particulars (Standards, p. 5).”

In your next Biennial Review submission, we would like an update on the efforts to expand research and publication activities among the faculty. Standard III (Faculty) states: for each full-time faculty member the qualifications include a sustained record of accomplishment in research or other appropriate scholarship.

For your information and planning, the schedule for your next report is as follows:

December 1, 2007 Annual Statistical Report
December 1, 2008 Biennial Narrative Report
American Library Association  
Committee on Accreditation  
Office for Accreditation  
50 East Huron Street  
Chicago, IL 60611-2795

The Committee wishes to thank all who provided information and participated in the evaluation process. The cooperation of those associated with the program and with San José State University facilitated the review of your program. We appreciate your cooperation in the on-going evaluation, assessment, and review process of accreditation and we encourage you to continue your efforts.

Sincerely,

Thomas W. Leonhardt, Chair  
Committee on Accreditation

cc: Don W. Kassing, President, San José State University  
Carmen Sigler, Provost and Vice-President for Academic Affairs, San José State University  
Karen O'Brien, Director, ALA Office for Accreditation
2. Context and Scope

The School of Library and Information Science (SLIS) at SJSU offers the CSU system’s only Master of Library and Information Science (MLIS) degree program. The School’s MLIS program is accredited by the American Library Association (ALA). SLIS participates in the ALA accreditation process every seven years and reports to its Committee on Accreditation semi-annually.

In August 2004, SLIS transitioned to become part of the university’s College of Applied Sciences and Arts (CASA). Prior to that time, SLIS was the only academic unit on the SJSU campus that was not part of one of the university’s eight colleges. The SLIS administrative move to CASA was designed to place SLIS within an academic college of applied disciplines, and provide the administrative structure consistent with other academic programs on campus. The SLIS Director is a member of the College Executive Council, and SLIS faculty serve on CASA committees, thereby extending interdisciplinary opportunities. SLIS faculty are represented on the College Research Committee and have presented each year at the Dean’s research fora. The school’s faculty, staff, and students serve on CASA’s decision-making committees, including the Retention, Tenure and Promotion Committee, the Curriculum Committee, and the Research/Faculty Development Committee. Dr. Dan Fuller, a member of the SLIS full-time faculty, directs the SLIS Library Media Teacher program. He represents SLIS in the SJSU College of Education, regularly interacting with education faculty and staff in the credentialing process for school library media teachers. As part of this interdepartmental activity, Dr. Fuller serves on the planning committee for the College’s National Council for Accreditation of Teacher Education visit.

The School’s MLIS degree program is fully administered from the SJSU campus. The School’s current director, Dr. Ken Haycock, arrived in August 2005, following an extensive international search. The Director guides the School’s long-range planning process, coordinating the School’s shared governance activities. He serves as the School’s liaison with the university community and with professional constituencies. He is responsible to the Dean for leadership and administration, as well as management of the School’s academic program. The School’s Associate Director plans schedules for the academic year, selects and hires part-time faculty with input from full-time faculty, oversees the progress of part-time faculty, and assigns part-time faculty members for peer review by full-time faculty. Along with the Assistant Director for Distance Learning, the Associate Director leads the technology team in the development and delivery of the School’s technology infrastructure for instruction and administration.

In order to achieve the School’s mission and continued growth, in Fall 2006, three new academic administrative positions were developed to focus on the areas of distance learning, research and professional practice, and immersive learning environments. In addition, one of the School’s tenured faculty serves as its Graduate Advisor, overseeing applications for admission, adjudicating transfer credit from other institutions, and administering student appeals.

The School’s shared governance structure includes a coordinating team and four broadly based committees with overarching responsibilities in the areas of curriculum and program development, faculty development and external relations, school environment and resources, and student admissions and adjudication. Membership in these committees
includes both full-time and part-time faculty, as well as staff, students, and alumni. Strategic planning and assessment are the primary responsibility of the School Leadership Coordinating Team, which meets twice each year and includes the four committee chairs, as well as student and alumni representatives. Discussion and decision items are reviewed first by the appropriate committee before a recommendation comes before the full faculty at one of the quarterly faculty retreats.

Consistent with the university’s mission, the School’s mission is as follows:

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

As an academic unit with CASA, the School’s mission aligns with the mission of the College:

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

The School has always had a planning process for review of its mission, goals, and program objectives, which includes regular review of accreditation assessments as part of our ongoing planning process,

The School’s mission, goals, and objectives are clearly defined and disseminated. A systematic, comprehensive, inclusive, and strategic planning process is in place. Within this process, strategic directions and specific goals are reviewed and evaluated quarterly, and new directions and goals are set annually for the future two-year period. The strategic planning process allows faculty to work within the broader framework of long-term goals, and enables newly hired faculty to rapidly develop an understanding of where the School has been, where it is currently, and where it is headed. The scope of the School’s self study required for ALA accreditation is extensive, covering all aspects of the School – curriculum, faculty, students, administration and financial support, and physical and virtual resources and facilities, as well as mission, goals and objectives.

The School’s accomplishments contribute significantly to achievement of the university’s strategic goals. Highlights include the extensive investment in technology by SLIS, which supports the university’s goal of improving the campus’ electronic infrastructure and infusing technology into teaching and learning. The rapid growth in the number of MLIS students supports the university’s goal of increasing enrollment. The School’s growth in the number of its faculty mirrors the university’s goal. SLIS also contributes to achieving the university’s goal of increasing support for professional development and research through its 3/3 and 3/2 teaching loads, providing faculty with graduate student assistants, and the School’s current focus on developing a research center. The School has developed several courses dealing with multicultural and multilingual issues, supporting the university’s goal of promoting cross cultural competence and understanding. The School’s growing, highly structured internship program supports the university’s goal of strengthening engagement with external communities.
Section 3

Curriculum and Achievement of Student Learning Outcomes

This section intentionally left blank.

See Pages 23-45 and 121-151 of the Accreditation Self Study Report
Section 4

Students

See Pages 38-44, 61-79, and 233-236 of the Accreditation Self Study Report

Also see document following this page:
Association for Library and Information Science Education
Statistical Report Questionnaire for 2006
ASSOCIATION FOR LIBRARY AND INFORMATION SCIENCE EDUCATION

STATISTICAL REPORT QUESTIONNAIRE 2006

PART II

STUDENTS

Please complete the following contact information identifying the person completing this part of the Statistical Report. This will help if questions arise in interpreting the data. Please be sure to return this cover sheet with the questionnaire.

Name: Ken Haycock
Title: Director
Phone Number: 408-924-2491
Fax Number: 408-924-2476
Email Address: khaycock@slis.sjsu.edu
University: San José State University

If questions arise in completing this part of the questionnaire, or if you have comments on its content, please contact either of the authors of this section:

Kathleen Burnett, Ph.D, Associate Professor
School of Information Studies
Florida State University
101 Louis Shores Bldg
Tallahassee, FL 32306-2100
Telephone: 850-644-5772
Fax: 850-644-6253
Email: burnett@ci.fsu.edu

M. Bowie Kotrla, Ph.D, Associate In Information Practice
School of Information Studies
Florida State University
101 Louis Shores Bldg
Tallahassee, FL 32306-2100
Telephone: 850-644-3897
Fax: 850-644-0460
Telephone: 919-515-6329
Email: kotrla@ci.fsu.edu
PART II: STUDENTS

Notes on Completing the Tables

Specific instructions for completing each table are located with the table. If questions arise please don’t hesitate to contact Jerry D. Saye by email or telephone.

Schools that have more than one program of study (i.e., separate master’s programs) are asked to report separately for the ALA-accredited library science master’s program, any information science master’s program whether accredited or not, but aggregate the students in other master’s program(s) of study under Other Master’s.

If your school offers a particular program of study but no students are enrolled in that program (or none graduated -- Table II-3), please report “0” in the tables rather than leaving the cells blank. If you offer a program but the data requested are not available, please report “-----” in the relevant cells of the table.

Because of the differences in programs among the various schools of library and information science, you are encouraged to include explanatory comments for any of the tables. Comments, subject to editing, will be included in the final report with the table to which they refer where possible.

Please note that for the final report totals will be forced. That is, the values entered in the body of the table will be considered correct and these internal values will be used to total the table. Please check your responses for arithmetic accuracy and cross-check your values with those entered in related tables, as noted later in the instructions.
<table>
<thead>
<tr>
<th>Program</th>
<th>Full-Time</th>
<th>Part-Time</th>
<th>Total FTE</th>
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</tr>
<tr>
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<td>104</td>
<td>290</td>
<td>394</td>
</tr>
<tr>
<td>Master's -- Library</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Master's --</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Information Science</td>
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<tr>
<td>Other Master's</td>
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<td></td>
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<tr>
<td>Specify by degree</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>name(s)</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Post-Master's</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Doctoral</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>104</td>
<td>290</td>
<td>394</td>
</tr>
</tbody>
</table>

Of the TOTAL FTE, indicate the number of FTE students off campus: **269.6**

Formula used for FTE calculations: Five enrolled students equals one FTE

Table II-1 collects data on full-time and part-time enrollment, both head count and FTE, total head count and FTE data, as well as the distribution by gender of these students, for each program level.

Please report data for students officially enrolled in **Fall 2006**.

To report the number of students enrolled in each program, use your parent institution's method for computing student full-time equivalence (FTE). If such a formula is not available, use the following: Consider a student full-time if the course load will enable requirements for the degree to be completed within the normal length of time. For example, if the normal time to complete the degree is 12 courses in 4 quarters, a student carrying 3 courses during the quarter should be counted as 1.00 FTE; a student carrying 2 courses during the quarter should be counted as 0.67 FTE (2/3 = .67). Students carrying an overload should be counted as only 1.00 FTE. In the space below, continue on the back if necessary, please supply the formula you used to compute the FTE. If the FTE formula is differs by program level please give each formula used and the program level with which it is associated.

* Definitions for each program category are given on p. 4.
Program Definitions¹

Bachelor’s: Include here only those students who are working toward a bachelor’s degree in library and information science, regardless of whether offered on or off campus. **Do not include** students taking courses as cognate or service courses. Report them as “Other Undergraduate.”

ALA-Accredited Master’s — Library Science: Include here only those students working towards a separate master’s degree in library science or a combined library and information science degree accredited by ALA, regardless of whether offered on or off campus. **Do not include** students taking courses as cognate or service courses. Report them as “Other Graduate.”

Master’s — Information Science: Include here only those students working towards a separate master’s degree in information science, **whether accredited by ALA or not**. Include students taking courses on or off campus. **Do not include** students taking courses as cognate or service courses. Report them as “Other Graduate.”

Other Master’s: Include here those students working towards a separate master’s degree other than the ALA-Accredited Master’s — Library Science or Master’s — Information Science (either ALA-accredited or not) offered by your school, regardless of whether offered on or off campus. **Do not include** students taking courses as cognate or service courses. Report them as “Other Graduate.”

Post-Master’s: Include here only those students who are working toward a post-master’s degree or certificate in library and information science, regardless of whether offered on or off campus. **Do not include** students taking courses as cognate or service courses. Report them as “Other Graduate.”

Doctoral: Include here only those students who are working toward a doctoral degree in library and information science, regardless of whether offered on or off campus. **Do not include** students taking courses as cognate or service courses. Report them as “Other Graduate.”

Other Undergraduate: Include here students taking library and information science courses as cognate or service courses for undergraduate credit, regardless of whether offered on or off campus. **Do not include** students who are in an established undergraduate program in library and information science.

Other Graduate: Include here students taking library and information science courses as cognate or service courses or for professional development, regardless of whether offered on or off campus.

¹In these definitions the terms “library science” and “information science” should be interpreted in their broadest sense. Thus, these terms would also apply to degrees in library service, library studies, information studies, information systems, etc.
Table II-2
Number of Courses by Number of Students Enrolled

<table>
<thead>
<tr>
<th>Course enrollment</th>
<th>1-5</th>
<th>6-10</th>
<th>11-15</th>
<th>16-20</th>
<th>21-25</th>
<th>26-30</th>
<th>31-35</th>
<th>36-40</th>
<th>41-45</th>
<th>46-50</th>
<th>&gt;50</th>
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<tr>
<td>Number of Courses</td>
<td>22</td>
<td>35</td>
<td>41</td>
<td>14</td>
<td>36</td>
<td>16</td>
<td>14</td>
<td></td>
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<td></td>
<td>2</td>
</tr>
</tbody>
</table>

Total number of students enrolled in independent study or reading courses: ____________

If there is an entry in the >50 column, please comment at the bottom of this page.
The culminating portfolio class is required to graduate so all students take it in their final semester.

Table II-2 collects data on course enrollments.

Please report data for students officially enrolled in Fall 2006.

Do not include independent studies or individual reading courses in the table. Enter them only in the space provided below the table.
### Table II-3

**Degrees and Certificates Awarded by Gender and Ethnic Origin**

#### Male

<table>
<thead>
<tr>
<th>Program</th>
<th>AI</th>
<th>AP</th>
<th>B</th>
<th>H</th>
<th>W</th>
<th>I</th>
<th>NA</th>
<th>TOTAL</th>
</tr>
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<tbody>
<tr>
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<tr>
<td>ALA-Accredited Master's -- Library Science¹</td>
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<tr>
<td>Other Master's Specify by degree name(s)</td>
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<td>Doctoral</td>
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<tr>
<td>TOTAL</td>
<td>9</td>
<td>1</td>
<td>6</td>
<td>56</td>
<td></td>
<td></td>
<td></td>
<td>72</td>
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</table>

#### Female

<table>
<thead>
<tr>
<th>Program</th>
<th>AI</th>
<th>AP</th>
<th>B</th>
<th>H</th>
<th>W</th>
<th>I</th>
<th>NA</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor's</td>
<td></td>
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<td>ALA-Accredited Master's -- Library Science¹</td>
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<tr>
<td>Master's -- Information Science¹</td>
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<tr>
<td>Post-Master's</td>
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<tr>
<td>TOTAL</td>
<td>37</td>
<td>2</td>
<td>8</td>
<td>215</td>
<td></td>
<td></td>
<td></td>
<td>262</td>
</tr>
</tbody>
</table>

Table II-3 collects data on the number of graduates, as well as the gender and ethnic origin or international student status of these graduates, for each program of study.

Please report data for degrees and certificates awarded in the **2005-2006 academic year (Fall 2005 through Spring 2006 and the 2006 summer sessions)**. US schools should supply breakdowns by ethnic group; Canadian schools may supply breakdowns if these data are available. All schools should supply totals.

Please note that **international students** should be reported only in the “I” column and not in any of the ethnic categories. The ethnic category columns are limited to reporting of students who are US. (or Canadian, for Canadian schools) citizens, permanent residents, or landed immigrants.

Use the five categories of ethnic origin defined by the US Department of Labor given on p. 7.

* Use the program levels defined on p. 4.
Ethnic Origin Definitions

AI  American Indian or Alaskan Native -- a person having origin in any of the original peoples of North America, and who maintains cultural identification through tribal affiliation or community recognition.

AP  Asian or Pacific Islander -- a person having origin in any of the original peoples of the Far East, Southeast Asia, the Indian subcontinent, or the Pacific Islands. This area includes, for example, China, Japan, Korea, the Philippine Islands, Samoa, and Taiwan. The Indian subcontinent includes the countries of India, Pakistan, Bangladesh, Sri Lanka, Nepal, Sikkim, and Bhutan.

B   Black, not of Hispanic Origin -- a person having origin in any of the black racial groups of Africa.

H   Hispanic -- a person of Cuban, Central or South American, Mexican, Puerto Rican, or other Spanish culture or origin, regardless of race. Only those persons from Central and South American countries who are of Spanish origin, descent, or culture should be included in this category. Persons from Brazil, Guyana, Surinam, or Trinidad, for example, would be classified according to their race and would not necessarily be included in the Hispanic category. In addition, the category does not include persons from Portugal, who would be classified according to race.

W   White, not of Hispanic origin -- a person having origin in any of the original peoples of Europe, North America, or the Middle East.

In addition:

I   International students -- all students who are not U. S. (or Canadian, for Canadian schools) citizens, permanent residents, or landed immigrants.

NA  Information not available. Please use this category sparingly. Where at all possible, report ethnicity.
Table II-4
Enrollment by Gender and Ethnic Origin

<table>
<thead>
<tr>
<th>Program</th>
<th>AI</th>
<th>AP</th>
<th>B</th>
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<th>W</th>
<th>I</th>
<th>NA</th>
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<td>Bachelor's</td>
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<td></td>
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<td></td>
<td></td>
</tr>
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<td>ALA-Accredited Master's --</td>
<td>38</td>
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<td>29</td>
<td>301</td>
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<td></td>
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<td>373</td>
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<td>Library Science</td>
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<tr>
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<tr>
<td><strong>TOTAL</strong></td>
<td>38</td>
<td>5</td>
<td>29</td>
<td>301</td>
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<th>W</th>
<th>I</th>
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<tbody>
<tr>
<td>Bachelor's</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ALA-Accredited Master's --</td>
<td>1</td>
<td>125</td>
<td>25</td>
<td>83</td>
<td>980</td>
<td></td>
<td></td>
<td>1214</td>
</tr>
<tr>
<td>Library Science</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Master's -- Information</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other Master's</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Post-Master's</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Doctoral</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>1</td>
<td>125</td>
<td>25</td>
<td>83</td>
<td>980</td>
<td></td>
<td></td>
<td>1214</td>
</tr>
</tbody>
</table>

Table II-4 collects enrollment data, as well as the distribution by gender and the ethnic origin or international student status of these students, for each program level.

Please report data for students officially enrolled in **Fall 2006**. U.S. schools should supply breakdowns by ethnic group; Canadian schools may supply breakdowns if these data are available. All schools should supply totals. Please note that **international students** should be reported only in the "I" column and not in any of the ethnic categories. The ethnic category columns are limited to reporting of students who are US. (or Canadian, for Canadian schools) citizens, permanent residents, or landed immigrants.

(continued on next page)
Table II-4
Enrollment by Gender and Ethnic Origin (continued)

Use the five categories of ethnic origin defined by the US Department of Labor given on p. 7.

* Use the program levels defined on p. 4.

Note: Please check the totals for each program level in this table and the numbers reported for each gender against the numbers reported for the same levels in Table II-1. If the totals do not agree, please explain below. Please also check to ensure that the number of international students reported agrees with the number reported later in Table II-6 and Table II-7.
Table II-5
Number of In-State/In-Province and Number of Out-of-State/Out-of-Province Students Enrolled

<table>
<thead>
<tr>
<th>Program</th>
<th>In-State/Province</th>
<th>Out-of-State/Province</th>
<th>Not Available</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor's</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ALA-Accredited Master's -- Library Science*</td>
<td>1539</td>
<td>48</td>
<td></td>
<td>1587</td>
</tr>
<tr>
<td>Master's – Information Science*</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other Master's</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Post-Master's</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Doctoral</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>1539</td>
<td>48</td>
<td></td>
<td>1587</td>
</tr>
</tbody>
</table>

Table II-5 collects data on the number of in-state/in-province and out-of-state/out-of-province enrolled students for each program level.

Please report data for students officially enrolled in Fall 2006. Figures reported should include international students.

* Use the program levels defined on p. 4.

Note: Please check the totals for each program level in this table against the totals for the same levels in reported in Table II-1 and Table II-4 and later in Table II-8. If the totals do not agree, please explain below.
Table II-6

International Students Enrolled by Program Level and Gender

<table>
<thead>
<tr>
<th>Program</th>
<th>Male</th>
<th>Female</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor's</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ALA-Accredited Master's --</td>
<td></td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Library Science*</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Master's -- Information Science*</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other Master's</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Post-Master's</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Doctoral</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

Table II-6 collects data on the total number of international students enrolled, as well as their distribution by gender, for each program level.

Please report data for international students officially enrolled in Fall 2006.

* Use the program levels defined on p. 4.

Note: Please check the totals for each program level and the number reported for each gender in this table against the totals for the same levels in the "I" (International) column of Table II-4. Please also check that the totals reported later in Table II-7 agrees with the totals reported here. If the totals do not agree, please explain below.
Table II-7
International Students Enrolled by Country of Origin and Program Level

<table>
<thead>
<tr>
<th>Country</th>
<th>Bachelor's</th>
<th>ALA-Accredited Master's -- Library Science</th>
<th>Master's -- Information Science</th>
<th>Other Master's</th>
<th>Post-Master's</th>
<th>Doctoral</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Turkey</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
</tr>
</tbody>
</table>

Table II-7 collects information on the countries of origin of international students for each program level.

Please report data for students officially enrolled in Fall 2006.

If the country of origin for any international students is unknown please create a row for “Unknown” and enter the number of students for whom country of origin is unknown for each program level.

Use the program levels defined on p. 3. Please do not abbreviate the country name.

Note: Please check the totals for each program level in this table against the totals for the same levels in Table 6 and in the "I" (International) column of Table II-4. If the totals do not agree, please explain on the back of this page.
### Table II-8
Students Enrolled by Age and Gender

#### Male

<table>
<thead>
<tr>
<th>Program</th>
<th>&lt;20</th>
<th>20-24</th>
<th>25-29</th>
<th>30-34</th>
<th>35-39</th>
<th>40-44</th>
<th>45-49</th>
<th>50-54</th>
<th>&gt;54</th>
<th>NA</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor's</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ALA-Accredited Master's -- Library Science</td>
<td>17</td>
<td>79</td>
<td>98</td>
<td>81</td>
<td>47</td>
<td>22</td>
<td>18</td>
<td>11</td>
<td></td>
<td></td>
<td>373</td>
</tr>
<tr>
<td>Master's -- Information Science</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other Master's</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Post-Master's</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Doctoral</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>17</td>
<td>79</td>
<td>98</td>
<td>81</td>
<td>47</td>
<td>22</td>
<td>18</td>
<td>11</td>
<td></td>
<td></td>
<td>373</td>
</tr>
</tbody>
</table>

#### Female

<table>
<thead>
<tr>
<th>Program</th>
<th>&lt;20</th>
<th>20-24</th>
<th>25-29</th>
<th>30-34</th>
<th>35-39</th>
<th>40-44</th>
<th>45-49</th>
<th>50-54</th>
<th>&gt;54</th>
<th>NA</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor's</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ALA-Accredited Master's -- Library Science</td>
<td>97</td>
<td>292</td>
<td>243</td>
<td>189</td>
<td>115</td>
<td>103</td>
<td>99</td>
<td>76</td>
<td></td>
<td></td>
<td>1214</td>
</tr>
<tr>
<td>Master's -- Information Science</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other Master's</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Post-Master's</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Doctoral</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>97</td>
<td>292</td>
<td>243</td>
<td>189</td>
<td>115</td>
<td>103</td>
<td>99</td>
<td>76</td>
<td></td>
<td></td>
<td>1214</td>
</tr>
</tbody>
</table>

Table II-8 collects data on the age of enrolled students for each program level aggregated into age groups, as well as their distribution by gender, for each program level.

Please report data for students officially enrolled in Fall 2006. Supply ages as of January 1, 2007.

(continued on next page)
Table II-8
Students Enrolled by Age and Gender (continued)

* Use the program levels defined on p. 3.

Note: Please check the totals for each program level in this table against the totals for the same levels in Table II-1, Table II-4 and Table II-5. If the totals do not agree, please explain on the back of this page.
Tables II-9 and II-10 are not currently in use.
Table II-11
Scholarship and Fellowship Aid

<table>
<thead>
<tr>
<th>Program</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number Awarded</td>
<td>Total Value</td>
</tr>
<tr>
<td>Bachelor's</td>
<td>5</td>
<td>8,250.</td>
</tr>
<tr>
<td>ALA-Accredited Master's -- Library Science'</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Master's -- Information Science'</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other Master's</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Post-Master's</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Doctoral</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>5</td>
<td>8,250.</td>
</tr>
</tbody>
</table>

Are scholarships and fellowships awarded to part-time students?  □ Yes  □ No

Table II-11 collects data on the number of scholarships and fellowships awarded and the total value of those awards, as well as their distribution by gender, for each program level.

Please report the value of the awards for the academic year 2005-2006 (Fall 2005 through Spring 2006 and the 2006 summer sessions). Base responses on aid awarded and accepted by students for the most recently completed fiscal year. The summer sessions for which information is recorded will depend on the starting date of your fiscal year. Include such awards as those administered directly through the school of library and information science, federal funds, awards made through the parent institution’s funds, and awards made through the schools but from non-federal sources (such as the H. W. Wilson awards and tuition waivers). Exclude awards made directly to students from outside sources, assistantships, and work/study awards.

In the “Total Value” columns please report the total value of the awards reported in the “Number Awarded” cell to the left. If you have students enrolled in a particular program but made no scholarship or fellowship awards to those students please report “0” rather than leaving the cell blank.

* Use the program levels defined on p. 4.
Table II-12
Assistantships

<table>
<thead>
<tr>
<th>Program</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Total</td>
</tr>
<tr>
<td></td>
<td>Awarded</td>
<td>Value</td>
</tr>
<tr>
<td>Bachelor's</td>
<td>2</td>
<td>9,384</td>
</tr>
<tr>
<td>ALA-Accredited Master's -- Library Science</td>
<td>2</td>
<td>4,025</td>
</tr>
<tr>
<td>Master's -- Information Science</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other Master's</td>
<td>6</td>
<td>44,719</td>
</tr>
<tr>
<td>Post-Master's</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Doctoral</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>10</strong></td>
<td><strong>58,128</strong></td>
</tr>
</tbody>
</table>

Are assistantships awarded to part-time students?  ☑ Yes  ☐ No

Table II-12 collects data on the number of assistantships awarded and the total value of these assistantships, as well as their distribution by gender, for each program level.

Please report the value of the awards for the academic year 2005-2006 (Fall 2005 through Spring 2006 and the 2006 summer sessions). Base responses on aid awarded and accepted by students for the most recently completed fiscal year. The summer sessions for which information is recorded will depend on the starting date of your fiscal year.

In the “Total Value” columns please report the total value of the awards reported in the “Number Awarded” cell to the left. If you have students enrolled in a particular program but made no assistantship awards to those students please report “0” rather than leaving the cell blank.

* Use the program levels defined on p. 4.
Table II-13
Tuition and Fees

<table>
<thead>
<tr>
<th>Program</th>
<th>Full Degree</th>
<th></th>
<th>One Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>In-State/Province</td>
<td>Out-of-State/Province</td>
<td>In-State/Province</td>
</tr>
<tr>
<td>Bachelor's</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ALA-Accredited</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Master's -- Library Science'</td>
<td>9,191. --</td>
<td>14,658. --</td>
<td>349 – 1,288.</td>
</tr>
<tr>
<td>Master's -- Information Science'</td>
<td>14,658.</td>
<td>19,404.</td>
<td></td>
</tr>
<tr>
<td>Master's -- Other</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Post-Master's</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Doctoral</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table II-13 collects data on the cost of obtaining a full degree and the cost for one credit for each of the program levels for both in-state/province and out-of-state/province students.

Report the total cost of a degree obtained without transfer credit. Figures should indicate tuition and fees in force as of Fall 2006. Exclude any fees for particular courses (such as computer usage) and any lab fees. For doctoral programs, show tuition and fees to cover course work only (i.e., exclude dissertation costs).

Tuition for one credit should reflect tuition only as of Fall 2006. Exclude all fees and any other charges. Please report only the cost for one credit even though your school has a minimum credit hour requirement greater than one credit. Please comment below about minimum credit requirements that exceed one credit.

* Use the program levels defined on p. 4.
Section 5

Faculty

See Pages 47-60 and 153-221 of the Accreditation Self Study Report

Also see document following this page:
SLIS Current Full-time Faculty Chart

Also see web site: http://slisweb.sjsu.edu/sections/faculty.htm
<table>
<thead>
<tr>
<th></th>
<th>TITLE AND/OR ACADEMIC RANK</th>
<th>APPT. PERIOD (FY or AY)</th>
<th>TENURE STATUS (T or TT or NT)</th>
<th>SE X</th>
<th>HIGHEST DEGREE EARNED</th>
<th>DISC. OF HIGHEST DEGREE</th>
<th>ETHNIC ORIGIN</th>
<th>EST. RETIREMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Haycock, Dir/Prof</td>
<td>AY</td>
<td>T</td>
<td>M</td>
<td>Ed D</td>
<td>Educ</td>
<td>W</td>
<td>2010</td>
</tr>
<tr>
<td>2</td>
<td>Fisher – Professor</td>
<td>AY</td>
<td>T</td>
<td>M</td>
<td>PhD</td>
<td>LIS</td>
<td>W</td>
<td>FERP/2008</td>
</tr>
<tr>
<td>3</td>
<td>Hansen – Professor</td>
<td>AY</td>
<td>T</td>
<td>F</td>
<td>PhD</td>
<td>History</td>
<td>W</td>
<td>Unknown</td>
</tr>
<tr>
<td>4</td>
<td>Loertscher – Prof</td>
<td>AY</td>
<td>T</td>
<td>M</td>
<td>PhD</td>
<td>LIS</td>
<td>W</td>
<td>Unknown</td>
</tr>
<tr>
<td>5</td>
<td>Main – Professor</td>
<td>AY</td>
<td>T</td>
<td>F</td>
<td>PhD</td>
<td>LIS</td>
<td>W</td>
<td>Unknown</td>
</tr>
<tr>
<td>6</td>
<td>Schmidt – Professor</td>
<td>AY</td>
<td>T</td>
<td>M</td>
<td>PhD</td>
<td>LIS</td>
<td>W</td>
<td>FERP</td>
</tr>
<tr>
<td>7</td>
<td>Weedman – Prof</td>
<td>AY</td>
<td>T</td>
<td>F</td>
<td>PhD</td>
<td>LIS</td>
<td>W</td>
<td>Unknown</td>
</tr>
<tr>
<td>8</td>
<td>Liu, G – Assoc Prof</td>
<td>AY</td>
<td>T</td>
<td>M</td>
<td>PhD</td>
<td>Communication &amp; Information Science</td>
<td>Asian</td>
<td>Unknown</td>
</tr>
<tr>
<td>9</td>
<td>Liu, Z – Assoc Prof</td>
<td>AY</td>
<td>T</td>
<td>M</td>
<td>PhD</td>
<td>LIS</td>
<td>Asian</td>
<td>Unknown</td>
</tr>
<tr>
<td>10</td>
<td>Fuller – Ass’t Prof</td>
<td>AY</td>
<td>TT</td>
<td>M</td>
<td>PhD</td>
<td>LIS</td>
<td>W</td>
<td>Unknown</td>
</tr>
<tr>
<td>11</td>
<td>Ford – Ass’t Prof</td>
<td>AY</td>
<td>TT</td>
<td>F</td>
<td>PhD</td>
<td>LIS</td>
<td>W</td>
<td>Unknown</td>
</tr>
<tr>
<td>12</td>
<td>Bernier – Ass’t Prof</td>
<td>AY</td>
<td>TT</td>
<td>M</td>
<td>PhD</td>
<td>LIS</td>
<td>W</td>
<td>Unknown</td>
</tr>
<tr>
<td>13</td>
<td>Bodart – Ass’t Prof</td>
<td>AY</td>
<td>TT</td>
<td>F</td>
<td>PhD</td>
<td>LIS</td>
<td>W</td>
<td>Unknown</td>
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<tr>
<td>14</td>
<td>Clark, Kristen R</td>
<td>AY</td>
<td>TT</td>
<td>F</td>
<td>PhD</td>
<td>Communication</td>
<td>Hisp</td>
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