PROGRAM PRESENTATION
FOR ACCREDITATION BY THE
AMERICAN LIBRARY ASSOCIATION

UNIVERSITY OF RHODE ISLAND
GRADUATE SCHOOL OF LIBRARY AND INFORMATION STUDIES

SPRING 2010
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INTRODUCTION

REQUIRED INFORMATION (INSTITUTIONAL CHARACTERISTICS)

Unit: Graduate School of Library and Information Studies
Chief Administrator: Dr. E. Gale Eaton, Professor and Director
Parent Institution: University of Rhode Island, Kingston, Rhode Island
Chief Executive: Dr. David M. Dooley, President
Chief Academic Officer: Dr. Donald H. DeHayes, Provost and Vice President for Academic Affairs
Administrative Officer to whom the Unit’s Administrator reports: Dr. Winifred E. Brownell, Dean, College of Arts and Sciences
Accrediting Agency for the Parent Institution: New England Association of Schools and Colleges
Program brought forward for accreditation: Master of Library and Information Studies (MLIS)

OVERVIEW OF THE SCHOOL AND THE UNIVERSITY

THE UNIVERSITY
The University of Rhode Island (URI) is a state-assisted institution. Chartered in 1888 as the state’s agricultural school, it was reorganized as the Rhode Island College of Agriculture and Mechanic Arts and became a land grant college under the Second Morrill Act in 1892. Since then, it has been renamed Rhode Island State College (1909) and finally the University of Rhode Island (1951), and has been designated a sea grant college (1971) and an urban grant college (1995). The University’s main campus is in Kingston, approximately 30 miles south of Providence. The Board of Governors for Higher Education, appointed by the Governor of Rhode Island, became the governing body for URI, Rhode Island College, and the Community College of Rhode Island in 1981.

URI has 589 continuing tenure-track faculty members, 12,793 undergraduates, 576 first professional students, and 2,535 graduate students. It offers 190 degree programs (102 baccalaureate, 53 master’s, 34 doctoral, and one first professional), and 13 diploma or certificate programs (Institutional Research, “Just the Facts,” Fall 2008). The URI mission statement reflects the character of the institution:
MISSION

The University of Rhode Island is the State’s public learner-centered research university. We are a community joined in a common quest for knowledge. The University is committed to enriching the lives of its students through its land, sea, and urban grant traditions. URI is the only public institution in Rhode Island offering undergraduate, graduate, and professional students the distinctive educational opportunities of a major research university. Our undergraduate, graduate, and professional education, research, and outreach serve Rhode Island and beyond. Students, faculty, staff, and alumni are united in one common purpose: to learn and lead together. Embracing Rhode Island’s heritage of independent thought, we value:

- Creativity and Scholarship
- Diversity, Fairness, and Respect
- Engaged Learning and Civic Involvement
- Intellectual and Ethical Leadership

_Endorsed by the URI Faculty Senate October 20, 2005; Approved by the President November 1, 2005; Approved by the Board of Governors for Higher Education January 23, 2006_

In July 2009, Dr. David M. Dooley became URI’s eleventh president, succeeding Dr. Robert L. Carothers (1991-2009). A major planning initiative was already underway, spearheaded by Dr. Donald H. DeHayes, Provost and Vice President for Academic Affairs, who in April 2008 succeeded to the post held by Dr. M. Beverly Swan for the previous seventeen years. Dr. DeHayes issued a report on “The Current State of U.R.I.” in November 2008, and led approximately 160 faculty members at an Academic Planning Summit on January 30, 2009. The process has been inclusive; the “Academic Plan 2010-15” represents input from all sectors of the URI community. The plan articulates goals in six primary areas (enhancement of academic quality and value; preparing students for a changing world; research and innovation; global citizenry; ensuring an equitable and inclusive campus community; and institutional effectiveness). Planning documents are highlighted at the Provost’s web site.

The Graduate School of Library and Information Studies has close ties to several other units at URI. Administratively, it is housed in the College of Arts and Sciences, and is one of six CAS units comprising the new Harrington School of Communication and Media. The Alan Shaw Feinstein College of Continuing Education administers GSLIS courses taught in Providence, online, or by per-course faculty members; the CCE Special Programs Office administers GSLIS courses taught in Massachusetts and New Hampshire. The school library media certification program draws more students than any other single concentration within the MLIS program, and we work closely with the College of Education to maintain approval by the Rhode Island Department of Education (RIDE) and the National Council for Accreditation of Teacher Education (NCATE); in 2008, this subprogram won renewed NCATE accreditation with national recognition by the American Association of School Librarians (AASL). We collaborate with the Graduate School to support our students; Graduate School deans admit students based on the recommendation of the GSLIS Curriculum Committee, approve programs of study recommended by GSLIS advisors and director, and administer GSLIS nominations for graduation. Thus, GSLIS is part of a complex organizational web, characterized by collegial and mutually supportive relations.

**THE HARRINGTON SCHOOL**

An exciting new strand in our organizational web—the Harrington School of Communication and Media—needs special mention here. The vision and commitment of University administrators and major donors have created a framework for new and creative interdisciplinary development in GSLIS and five other units in the College of Arts and Sciences: Communication Studies, Film Media, Journalism, Public Relations, and Writing & Rhetoric.
September 2005, Provost Beverly Swan and Dean of Arts and Sciences Winifred Brownell sent a memo to these departments requesting that their faculty help draft a proposal for a School of Communication; Dr. Cheryl A. McCarthy represented GSLIS. Dean Brownell worked with the representatives as they drafted the initial proposal, which was approved, revised, and approved again by faculty vote in each department over the next two years. GSLIS approved it in January 2006, the Faculty Senate and President Carothers in December 2007, and the Board of Governors in early 2008. On May 1, 2009, President Carothers announced that Richard J. Harrington, former president and chief executive officer of The Thomson Corporation and a 1973 College of Business Administration graduate of URI, and his wife, Jean, have pledged a gift of $5 million to establish the new school. (The College of Arts and Sciences has raised an additional $1.5 million to support people and programs in the School.) On September 4, 2009, Dean Brownell and Mr. Harrington hosted a leadership retreat, gathering a larger group of faculty members to discuss a three-year plan. The Harrington School’s Vision and Mission statements formed the basis for that discussion:

Vision

We will develop a school of national distinction that builds on the synergies of the founding units and creates new tracks and programs in communication and media.

Mission

The Harrington School of Communication and Media prepares graduates to meet workforce development needs of the future and produces scholars who can address the rapidly changing influence of technology on the ways we receive, store, mediate, archive, and transmit information to work, learn, spend leisure time, and build communities. The Harrington School serves majors enrolled in its programs and students throughout the University through its courses and special initiatives.

The emphasis of the mission statement on what we do with information (receiving, storing, mediating, archiving, and transmitting) and why (to work, learn, spend leisure time, and build communities) is consistent with GSLIS foundational documents, including our vision statement, which emphasizes flexible service to diverse communities, and our educational outcomes, based on ALA Core Competences.

Plans are in force to renovate Ranger Hall as a headquarters for the new school, and shared quarters will facilitate the pooling of staff support and the building of shared laboratory and classroom resources. Synergies in curriculum development and research collaboration need not wait; already, Dr. Adams is part of an interdisciplinary group developing curriculum in video game studies, and with Dr. Ian Reyes (URI School of Communication), she will present the first Harrington School conference paper in February. As researchers, scholars, and teachers, we appreciate the balance of theory and practice in the Harrington School mission and look forward to the pleasure of developing new intellectual and practical opportunities for our students and profession.

A BRIEF HISTORY OF GSLIS (THROUGH THE PRESENT, INCLUDING ACCREDITATION HISTORY)

During the early 1960s, the presidents of the six New England land grant universities recognized the need for a publicly supported graduate program of library education that would serve the entire region. Since the University of Rhode Island had been offering extension courses in library studies since 1957, it was the most logical choice for the location of the proposed graduate program. On October 3, 1962, the Rhode Island Board of Trustees of State Colleges approved President Francis Horn’s recommendation that a graduate school of library science be established at the University of Rhode Island and that the program be included in the New England Board of Higher Education (NEBHE) Compact, which makes specialized programs available at reduced “regional” rates to students from New England states lacking publicly supported equivalent programs.
**Distance learning:** URI offered its first graduate library science courses in Fall 1963, and a full program beginning in Fall 1964. Since 1970, when courses were first offered at the University of Connecticut (Storrs and West Hartford) and the University of Massachusetts (Amherst), the School has maintained a face-to-face distance education program. Currently, it offers courses at two sites outside of Rhode Island: Durham, New Hampshire (where the University of New Hampshire has been a host site since 1973), and Worcester, Massachusetts (a central location, where Massachusetts offerings have been consolidated). One of URI’s largest graduate programs, GSLIS is also one of its least conspicuous. Students are geographically dispersed and often midlife career changers, working full-time jobs and raising families as they complete the degree one or two courses at a time. Scheduling to meet student need has always been a challenge, and since its first online course in 1996, the School has increasingly used online and hybrid delivery. Experience in distance learning is a major asset GSLIS brings to the Harrington School; at the same time, collaboration with colleagues in Film Media and Journalism brings opportunities to improve our online delivery.

**Accreditation:** The University of Rhode Island’s MLS program was initially accredited by the American Library Association (ALA) in 1971. The program was denied re-accreditation in July 1976. Concerns cited at that time included a high student/faculty ratio, too little faculty research, and a curriculum that failed to offer a sufficient variety of courses. In January 1979, the program was accredited for seven years. The program was denied re-accreditation in January 1986, primarily because of concern over the University’s ability to provide the School with a sustained, adequate level of support. The program regained ALA accreditation in July 1988.

Shortly before its next scheduled review in spring 1996, Director Elizabeth Futas died. Dr. Fay Zipkowitz served as Acting Director from January through June 1995, and Dr. Jonathan Tryon as Director from July 1995 to June 1998. The Committee on Accreditation’s External Review Panel (ERP) characterized the School in 1996 as a “success in the face of adversity,” largely due “to an exceptional effort on the part of the full-time faculty, who are well supported by an active involved constituency.” In July, however, “Because of the absence of an ongoing planning and assessment process and proposed curriculum changes,” the COA re-accredited for a four-year period, scheduling the next review for spring 2000.

In 1997, the School received authorization to conduct an external search for a new Director to replace Professor Tryon at the expiration of his term. Dr. C. Herbert Carson served as Interim Director during Fall 1998, while Dr. W. Michael Havener, chosen after a national search, fulfilled previous commitments in Oklahoma; Dr. Havener became Director on January 1, 1999. Under Dr. Havener’s leadership, the School was reaccredited for seven years in 2000. In 2006, Dr. Havener resigned as director to devote more time to teaching, research, and administration of the Prism Plus grant, and Dr. E. Gale Eaton was appointed Director for a standard three-year term, beginning July 1, 2006; she was appointed to a second term in 2009. On June 24, 2007, the COA placed the School’s MLIS program on conditional accreditation status, and is scheduled to review the program’s status during their meeting at the 2010 ALA Annual Conference. Concerns centered on the need for “a broad-based planning and evaluation process that incorporates data from student learning outcomes,” consistent curriculum review, integration of technology into the curriculum, and financial support.

**Current initiatives** address the concerns on several levels. Student learning outcomes data are now accessible through the TrueOutcomes electronic portfolio assessment program, supported by the University’s new Office for Student Learning Outcomes Assessment and Accreditation (SLOAA). Alumni outcomes are available through GSLIS participation in the Workforce Initiatives in Library and Information Science (WILIS 2) pilot survey of recent graduates of eight North American LIS programs. Review of the core curriculum (2007-2008) resulted in the requirement of LSC 595 (Professional Field Experience) for all students not taking LSC 596 (School Library Media Practicum and Seminar). Review of the elective curriculum begins in 2009-2010, but will be extended as the GSLIS
faculty considers both interdisciplinary synergies with Harrington School partners and a possible shift from three- to four-credit courses. To enhance integration of technology into the curriculum, GSLIS has invested in more instructional technology and has supplemented URI’s technology short courses with workshops for our own full-time and per-course faculty; Harrington School resources will include not only laboratory space and hardware, but also technology support and, most important, stimulus and support for reconceptualizing the role of technology in the curriculum.

Over four decades, the URI GSLIS has developed a strong identity as a teaching institution, committed to service, social responsibility, and the increase of diversity and cultural sensitivity in our profession. The collegiality of faculty, graduates, and New England practitioners helps create a friendly intellectual climate. Students are recognized as individuals and encouraged to share in the constant development and renewal of the profession.

**THE PROCESS OF PREPARING THE PROGRAM PRESENTATION**

Preparation of the Program Presentation will involve input from all stakeholder groups (students, faculty, alumni, practitioners, employers, and university administrators.) The primary work of preparing the Program Presentation is being done by the director and the full-time faculty.

Standing GSLIS committees are chaired by faculty members, and include student and alumni representation as appropriate. These committees, aided by subcommittees of the Advisory Committee, are gathering and preparing evidence.

- **The Planning and Evaluation Committee and the Advisory Subcommittee on Outcomes Assessment will**
  - 1. Review GSLIS foundational documents and analyze compliance with standards.
  - 2. Design, administer, and analyze surveys of students, graduates, employers, and other constituent groups.
  - 3. Identify other data needs.

- **The Curriculum Committee and the Advisory Subcommittee on Curriculum Review will**
  - 1. Implement TrueOutcomes electronic portfolio assessment to measure progress toward GSLIS Educational Outcomes.
  - 2. Lead review and revision of curriculum.

- **The Faculty Development Committee will**
  - 1. Review policies for faculty assistance.
  - 2. Document faculty support.

- **The Student Recruitment and Support Committee, with assistance from the Outreach Committee and the Advisory Subcommittee on Recruitment and Mentoring, will**
  - 1. Review and document admissions and recruitment procedures.
  - 2. Review programs of study and track student progress.

- **The Facilities Committee will**
  - 2. Evaluate the GSLIS website.
Progress is discussed at the twice-monthly meetings of the full-time faculty; at meetings of the full-time faculty with the part-time faculty each semester; and at meetings of the Advisory Committee twice a year. Both the part-time faculty and the Advisory Committee include representative employers of librarians and information professionals; the Advisory Committee also includes student representation.

Much of the work is also done online. Listservs for full-time and part-time faculty and the Advisory Committee facilitate communication between meetings. In August 2009, URI migrated from WebCT to Sakai, and new project sites were created to replace the faculty WebCT site and the former Advisory Committee wiki. (Sakai, an open-source course delivery platform, has the advantage of allowing the creation of project sites open to participants unaffiliated with URI.)

We have had support from Bob Shea, Elaine Finan, and Abigail Baker, of the URI Office of Student Learning, Outcomes Assessment, and Accreditation. Each draft of the Program Presentation is submitted to the offices of Dr. Winifred Brownell, Dean of the College of Arts and Sciences, and Dr. Donald DeHayes, Provost and Vice President for Academic Affairs, for review and approval.

AREAS OF SPECIAL EMPHASIS

The Program Presentation provides comprehensive coverage of all activities of the School, including careful analysis of the school library media track (which earned seven-year NCATE reaccreditation and national AASL recognition in 2008) and the delivery of our MLIS program in the New England region.

Also discussed are two post-baccalaureate certificate programs:

- The Information Literacy Instruction Certificate (ILIC) received final university approval in 2006; by August, 2009 the program had been completed by 26 students.
- A second program, the Certificate in Chinese and Global Information Services (CCGIS), is currently in the approval process.

Legislation to enable the creation of post-baccalaureate certificate programs at URI was passed by the Faculty Senate on December 14, 2000, and approved by President Carothers on December 20, 2000. Open not only to MLIS students in the degree program but also to paraprofessionals and to MLIS holders interested in further specialization, such programs have the potential to increase enrollment in elective courses and, by attracting additional diverse students, to enrich the MLIS degree. The CCGIS, currently under development, builds on existing GSLIS faculty strength in multicultural and international information services, and creates a bridge between GSLIS and the Confucius Institute at URI. By drawing diverse students from around the U.S. and abroad, it will add to the cultural richness of the GSLIS experience.

Discussed in virtually every section of this Program Presentation is GSLIS participation in the new Harrington School of Communication and Media. The six academic units will eventually share space and support staff in a renovated Ranger Hall. More important, however, is the shared intellectual excitement already fermenting. The Harrington School’s three-year plan encourages collaboration among disciplines with related and overlapping theory and content on several levels, including

- Governance: the Advisory Council will comprise alumni and leaders in all the School’s areas; faculty from all units have been and will continue to be involved in the planning process. GSLIS Professor Cheryl McCarthy was an active member of the initial planning group in 2005-2006, and with graduate assistant Paulina Shadowens surveyed schools of communication nationwide. In addition to the Director, Assistant Professor Suellen Adams is the current GSLIS liaison to the Harrington School.
• Curriculum development: Course codes for the Harrington School will begin with “HAR.” Dr. Adams is working with colleagues from Communication Studies and Film Media to develop an interdisciplinary minor in video game studies. At least one of the proposed courses will be at the 400-500 level, available to MLIS students for graduate credit.

• Research and scholarship: Dean of Arts and Sciences Winifred Brownell is providing travel support for Dr. Suellen Adams and Dr. Ian Reyes (Assistant Professor of Communication Studies) for the first conference presentation resulting from a Harrington collaboration: “Screen Play: Moving Toward New Media Theory,” at the Southwest Texas Popular Culture Association meeting in Albuquerque, NM, February 11, 2010.

GSLIS is exploring possible collaborations with the departments of Journalism (in the area of information ethics curriculum) and Writing and Rhetoric (in the area of archives; the URI Department of Writing and Rhetoric holds nationally significant materials on the development of its discipline, which need to be organized and made accessible). In addition to travel money, incentives to collaboration will include student competitions, competitive grants to faculty, and recognition of interdisciplinary initiatives in the promotion and tenure process.

THE GSLIS MISSION, GOALS, AND OBJECTIVES

The current GSLIS statement of mission, goals, and objectives was adopted in February, 1999, and is reviewed, revised, and reaffirmed regularly; it was most recently reaffirmed by the GSLIS faculty on September 2, 2009. Augmented by action steps for each objective, it serves as the basis for the GSLIS three-year plan. Action steps are amended and updated as needed.

GSLIS MISSION

In support of the University of Rhode Island’s mission, the Graduate School of Library and Information Studies exercises leadership in the global information age through research, service, and the preparation of knowledgeable and ethical professionals who can serve the library and information needs of a diverse society.

In fulfillment of its mission, the School supports the following six goals:

• Goal 1 (Planning and Evaluation): To support the School’s vision, values, and mission through a strong planning and evaluation structure that includes regular input from students, graduates, practitioners, and other stakeholders.

• Goal 2 (Academic Program): Provide a foundation of knowledge that enables graduates to meet the School’s stated educational outcomes, preparing students for leadership roles and information services by offering a high quality academic program.

• Goal 3 (Faculty): To provide a dedicated, talented, and diverse faculty who contribute to the profession, the academic community, and society through teaching, research, and service.

• Goal 4 (Students): To attract and retain highly motivated and academically qualified students from a wide variety of backgrounds who will become dedicated library and information professionals

• Goal 5 (Culture and Environment): To foster a culture that encourages mutual respect and collaboration in learning, research, and service; and to create an environment that values contributions to the profession and society.
• Goal 6 (Service and Outreach): To serve in local, regional, national, and international academic and professional communities and to cultivate mutually supportive relationships, especially within the New England region.

GSLIS GOALS AND OBJECTIVES:

PLANNING AND EVALUATION (GOAL ONE): To support the School’s vision, values, and mission through a strong planning and evaluation structure that includes regular input from students, graduates, practitioners, and other stakeholders. To achieve this goal, GSLIS will:

• 1.1 Review, revise, and extend the School’s three-year strategic plan through 2011-2012, positioning the program to meet constituent needs and aligning it with University priorities
• 1.2 Provide systematic processes for regular program review and revision
• 1.3 Review the funding needs of GSLIS and develop and implement strategies to increase funding levels
• 1.4 Plan for successful implementation of the new School of Communication and Information
• 1.5 Integrate planning into cyclical accreditation processes

ACADEMIC PROGRAM (GOAL TWO): Provide a foundation of knowledge that enables graduates to meet the School’s stated educational outcomes, preparing students for leadership roles and information services by offering a high quality academic program. To achieve this goal, GSLIS will:

• 2.1 Provide a strong foundation in library and information studies through a coherent core curriculum
• 2.2 Supplement the core courses with electives that support the career objectives of students in libraries, information agencies, and other settings
• 2.3 Provide opportunities for individualized study through supervised practicums, professional field experiences, and independent work, including projects, research, and publications
• 2.4 Provide an intellectual atmosphere of active learning and collegiality within each course
• 2.5 Provide students with opportunities for collaborative research with faculty and practitioners and collaborative projects within classes
• 2.6 Instill professional attitudes toward scholarship, research, and service; and instill a commitment to professional ethics
• 2.7 Develop and maintain links and collaborative interdisciplinary programs with other URI Departments and Colleges
• 2.8 Increase and improve opportunities for distance learning

FACULTY (GOAL THREE): To provide a dedicated, talented, and diverse faculty who contribute to the profession, the academic community, and society through teaching, research, and service. To achieve this goal:

• 3.1 The GSLIS will recruit and retain a diverse faculty committed to providing the highest quality in teaching, research, and service
• 3.2 The GSLIS will provide support for faculty teaching, research, and service
• 3.3 Each faculty member will maintain an active and balanced program of teaching, research, and service, consistent with guidelines in the AAUP Contract, the University Manual, and the November 2004 GSLIS Guidelines for Promotion and Tenure
STUDENTS (GOAL FOUR): To attract and retain highly motivated and academically qualified students from a wide variety of backgrounds who will become dedicated library and information professionals. To achieve this goal, GSLIS will:

- 4.1 Increase financial aid
- 4.2 Review recruitment strategies
- 4.3 Provide current and prospective students with clear and useful information about the School and the University
- 4.4 Maintain fair and equitable policies in recruitment and retention of students
- 4.5 Provide career information for students and potential students via collaboration with professional associations
- 4.6 Involve students in the governance of the school
- 4.7 Encourage and support student membership and participation in professional organizations
- 4.8 Assist students in developing coherent programs of study
- 4.9 Evaluate student outcomes

CULTURE AND ENVIRONMENT (GOAL FIVE): To provide a culture that encourages mutual respect and collaboration in learning, research, and service; and to create an environment that values contributions to the profession and society. To achieve this goal, GSLIS will:

- 5.1 Incorporate high ethical standards and a commitment to information access, as exemplified by the American Library Association’s Library Bill of Rights and the codes of ethics of the American Library Association, the American Society for Information Science, and other related professional associations
- 5.2 Provide an intellectual atmosphere of active learning and collegiality
- 5.3 Foster collegiality, community, and collaboration through student, alumni, and other associations
- 5.4 Provide appropriate physical facilities and technological support for a productive learning and teaching environment for students and faculty
- 5.5 Provide a supportive environment for students from diverse backgrounds at all delivery locations

SERVICE AND OUTREACH (GOAL SIX): To serve in local, regional, national, and international academic and professional communities and to cultivate mutually supportive relationships, especially within the New England region. To achieve this goal, GSLIS will:

- 6.1 Encourage collaborations and service through faculty participation in URI committees and in professional organizations and projects
- 6.2 Support the continued professional growth of students, graduates, and members of the state and regional library community by offering continuing education activities, including collaborative programs with other university units and/or professional organizations
- 6.3 Consult, collaborate, and communicate with library and information professionals, especially in the New England Region
- 6.4 Encourage and support student membership and participation in professional associations
- 6.5 Provide opportunities for library and information service to diverse communities
PLANNING FOR THE FUTURE

Recent changes at the University of Rhode Island both necessitate and support a reexamination and renewal of the GSLIS planning process. New data sources, including results from the WILIS-2 pilot study and from the implementation of TrueOutcomes portfolio revision, help document our success in preparing graduates and achieving defined educational outcomes. The University’s new administration and Academic Plan, combined with GSLIS inclusion in the newly funded Harrington School of Communication and Media, demand a creative response that will involve GSLIS constituents in active review of all facets of the program, including:


- Curriculum: In 2008-2009, a review of GSLIS core curriculum resulted in 1) retention of the existing required courses in six areas (institutional management; collection management; reference services and materials; organization of information; information science and technology; and research and evaluation methods) supportive of the Educational Outcomes; and 2) added requirement of a professional field experience. Review of the elective curriculum will address 1) need for innovation; 2) interdisciplinary opportunities; 3) reduction of course overlap and reconfiguration of older courses; 4) proposals to shift from three-credit to four-credit courses; and 5) need for increased efficiency in course delivery.

- Faculty: GSLIS requests for new tenure-track faculty members will build on Guidelines for the Allocation of Resources and Principles for a Strategic and Sustainable Budget Process published in fall 2009 by the Division of Academic Affairs. As we pursue excellence with a faculty fully engaged “in support of student learning through vibrant courses, experiences, and majors, active programs of faculty scholarship, and service contributions vital to the institution, community, and professions,” we will continue to seek highly qualified tenure-track faculty capable of teaching new technologies (and using them effectively in course delivery) and eager to build interdisciplinary collaborations with our colleagues in the Harrington School and the URI Libraries; strategic joint appointments may strengthen these collaborations. With support from the Feinstein College of Continuing Education and its Special Programs Office, we also continue to recruit dynamic, professionally active LIS practitioners as per-course faculty members, and to involve them in both the development and delivery of curriculum.

- Students: Over the past two years, GSLIS has seen a dramatic increase in the percentage of its students who are under thirty, are attending the program full-time, and who lack previous experience in library and information services. We are responding by raising admissions standards and clarifying academic expectations (policies for both have been approved by the College of Arts and Sciences Curriculum Committee and the Graduate Council and are pending approval by the Faculty Senate), and by increasing opportunities for professional networking (requiring the professional field experience; subsidizing student membership in professional associations; building a mentor database).

- Facilities: Dr. Suellen Adams represents GSLIS on the Harrington School’s facilities planning committee; as architects consider the instructional space, offices, laboratories, and other accommodations needed by the six units to be housed in Ranger Hall, we will have input into the process. In the meanwhile, the lighting, steam heating, and furnishings of Rodman Hall have been upgraded, and GSLIS continues to invest in portable equipment for instructional and conference use at URI and elsewhere.

Goals clarification and curriculum development, focusing on desired program outcomes, will drive the rest.
APPENDICES TO THE INTRODUCTION
PROPOSAL FOR A SCHOOL OF COMMUNICATION, 2006
UNIVERSITY OF RHODE ISLAND

PROGRAM INFORMATION

Name of Institution
University of Rhode Island

2. Administrative Unit
College of Arts and Sciences

3. Title of proposed organizational unit
“School of Communication”

4. INTENDED DATE OF ORGANIZATIONAL CHANGE
July 1, 2007

5. Intended location of organizational unit
The units that will form the School will remain in their current locations until a new or a newly renovated building can be provided where all units can be co-located. All offices, laboratories, and special facilities will remain as currently assigned. The university is committed to working collaboratively with the various departments that comprise the proposed School of Communication to determine the location and facilities needed to provide state-of-the-art technology and support for the teaching, research, service, and outreach activities of the School.

Description of institutional review and approval process

APPROVAL DATE
College Writing Program 2/03/06
[N.B.: This is now the Department of Writing and Rhetoric]
Department of Communication Studies 4/26/06
Department of Journalism 1/31/07
Graduate School of Library and Information Studies 1/25/06
Program in Film Media 2/01/06
College of Arts and Sciences Curriculum Committee 4/03/07
College of Arts and Sciences 4/17/07
Curricular Affairs Committee 11/19/07
Faculty Senate 12/13/07
President of the University

7. SUMMARY DESCRIPTION OF PROPOSED ORGANIZATIONAL CHANGE
Five academic units and programs currently affiliated with the College of Arts and Sciences will be housed in the School of Communication within the College, with a Director serving as the head of the
administrative unit. The units include the College Writing Program, Department of Communication Studies, Department of Journalism, Graduate School of Library and Information Studies, and the Program in Film Media. All units, degrees, programs, majors, minors, endowments, and transfer credit agreements will be retained as well as personnel, space, equipment, budget (including lab fees), and facilities. The Director of the School will report directly to the Dean of the College of Arts and Sciences. In terms of governance issues, curricular proposals would be approved first by the department or program, then by the School, and would then be submitted to the College curriculum committee.

8. SIGNATURE OF THE PRESIDENT

______________________________
Robert L. Carothers

9. Statement that no new or additional resources are required or that compensatory reduction or reallocation of resources will take place
A reallocation of resources will be required to support a competitive salary for the person chosen as Director in a national search and to increase clerical and fiscal support for the School. These funds will be reallocated from some of the revenues available due to forthcoming retirements within the College as well as from the University.

We anticipate building a school of distinction for the 21st century that will attract major private and corporate donors, and thus plan to seek leadership investment in the forthcoming URI Capital Campaign for endowments to support School excellence initiatives, the Director’s salary, professorships, graduate fellowships, and undergraduate scholarships. Eventually, we anticipate a need for additional faculty members and graduate teaching assistants as undergraduate and graduate enrollments increase. As the School grows, we anticipate increased support from the University to meet personnel and infrastructure needs.

10. Person to contact during the review
Lynn Pasquerella
Vice Provost for Academic Affairs
University of Rhode Island
Kingston, Rhode Island 02881
874-4408, paski@uri.edu

11. Signed agreements for any cooperative arrangements made with other institutions/agencies or private companies in support of the program
None
RATIONALE

Reason organizational change is being proposed

Establishing a School of Communication will unite the strengths of five academic units within Arts and Sciences to create programs of national distinction, attract investment, help to recruit and retain talented faculty and students, and enhance the visibility and quality of our programs. Communication Studies is one of the two largest undergraduate majors at URI; the program in Library and Information Studies is the largest graduate program. With the organizational change that we propose, we anticipate that the School will generate the highest undergraduate and graduate enrollments at URI. We expect that even more students will major, double major, and add minors offered by the School. Recent and anticipated future growth of the programs will require a strategic plan for commensurate growth of personnel, budget, and infrastructure, including state of the art equipment.

By centralizing units within the School, URI can take advantage of economies of scale and convergence of common interests to develop new program offerings, and effectively recruit faculty with diverse areas of expertise. Formation of the School will facilitate strategic planning of collaborative leading edge programs that will allow URI to create an important academic niche in emerging markets. For example, faculty members are already engaged in discussion of new courses and program tracks for new communications and information technologies, web-based communications, sports writing, media and communications, visual literacy, and international communications with a particular interest in China. Formation of the School will continue to generate exciting curricular innovation as units come together. The School will also be able to respond effectively to workforce development needs. We have a number of successful alumni with leadership roles in the broad field of communication who strongly support this proposal, who see the advantages of uniting and integrating the program and faculty strengths, and who have strongly urged us to go forward with the proposal. Among those, is Barbara Cardillo ’72, a technology marketing executive in California’s Silicon Valley, and co-founder of three successful high technology companies in the past 10 years, retired Vice President of Marketing for Firetide, Inc. and recipient of the 2006 URI Distinguished Professional Achievement Award. Fred Joyal, ’79, CEO of 1-800-DENTIST, a national marketing and communications firm, expressed interest in the compelling synergies that should emerge from formation of the School. George Marshall, Executive Director of the RI International Film Festival, immediately saw the possibilities for integrating the disciplines and seizing opportunities to respond to current market trends and workforce needs. Morton Irvine Smith ’88 of the Joan Irvine Smith & Athalie R. Clarke Foundation has strongly encouraged the formation of a School of Communication for several years.

All of the units proposed for the School are engaged in active teaching, research, and outreach programs involved with theories, media, skills, assessment, and modes of human communication and have achieved considerable success in meeting their respective missions. All units contribute to the general education and honors programs and serve students in a variety of degree programs as well as their affiliated majors and graduate programs in both face-to-face and online programming. Journalism and Communication Studies currently collaborate to deliver a major in Public Relations, and faculty members from several units contribute to the interdisciplinary program in Film Media and
the Leadership minor. Others contribute to the environmental sustainability initiative and/or programs in English, Women’s Studies, and African and African-American Studies. Most units have already attracted donors who have established over $1,000,000 in endowed funds to support students, faculty and programs (See examples in Appendix A).

Precedents for launching a school already exist at other institutions. We have examined a number of programs that include a variety of organizational structures (See Appendix B). Our proposed School contains the critical units of many top schools in a unique combination of programs that capitalizes on program availability and strengths at URI.

Bringing these strong units together in a School would allow URI to do the following:

- increase the regional, national and international visibility of the academic programs to prospective students and faculty, employers, and funding partners;
- facilitate recruitment of nationally recognized faculty and outstanding students;
- integrate and build on existing program strengths;
- attract significant investment from alumni donors and friends as well as corporation and foundation support for the people, programs, and special initiatives of the School;
- develop an economy of scale in an arena where leading edge technology is costly;
- draw on the considerable integrated strengths of the constituent units forming the School to enhance the quality of the efforts in teaching, research, service and outreach;
- encourage sharing of resources and equipment where possible and appropriate to achieve economies of scale and encourage collaborative proposals to support School initiatives with internal and external funding;
- increase collaboration to enhance their curricula and research programs;
- foster and increase interdisciplinary collaboration, communication, education, research and outreach;
- prepare students to meet workforce development needs in Rhode Island and the global marketplace;
- and offer students more learning opportunities than the units do independently.

We propose a School of Communication with a Director who will be selected in a national search and who will report directly to the Dean and supervise and coordinate efforts of the five units and programs to be housed in the School: the College Writing Program, Department of Communication Studies, Department of Journalism, Graduate School of Library and Information Studies, and the Program in Film Media. The constituent units would retain their existing autonomy for their units within the School, and integrate their collective strengths to enhance the quality and quantity of their achievements in teaching, research, service, and outreach. The units would retain all of their operating and endowed funds previously established through the URI Foundation. We anticipate that
new endowed funds would be established to support students and faculty throughout the School and that would provide support for new collaborative initiatives.

The current degrees and majors offered by the units in the School include the Masters of Library Science and the Masters of Arts in Communication Studies on the graduate level, and the Bachelor of Arts in Communication Studies, Film Media, Journalism, Public Relations, and Writing and Rhetoric. The School will continue to offer these degrees and majors and will develop and launch new programs and tracks. One possibility under consideration is to establish an integrative living/learning community for undergraduates in the School. The College Writing Program recently launched a new Bachelor of Arts in Writing and Rhetoric. There is also an opportunity to create a new undergraduate major or minor in Information Studies. The Graduate School of Library and Information Studies has developed a post-baccalaureate Certificate in Information Literacy Instruction and more certificates will be developed drawing on the strengths of the new School. The School may propose an interdisciplinary Ph.D. program in the future that draws on faculty expertise in all units.

2. Goals the organizational change will accomplish

We anticipate that forming the School of Communication at URI will achieve the following goals:

- enhance the reputation of the programs within the School to various stakeholders and constituencies;
- increase undergraduate and graduate applications and enrollment;
- support the delivery of excellent undergraduate and graduate education in communication, journalism, film media, library and information studies, public relations, and writing;
- enhance coordination of academic and career advising;
- provide students with increased scholarship support;
- increase and upgrade equipment, technology, and facilities available to support students;
- enhance the value of the degrees students earn;
- engage and lead in the discovery, dissemination, and application of knowledge;
- develop new interdisciplinary learning opportunities through design and implementation of innovative courses and programs of study, collaborative teaching models, and internships with the public and private sectors;
- facilitate development of interdisciplinary minors such as web design and communications;
- support development of undergraduate and graduate courses and programs, such as sports writing, media and communications, and information literacy;
- integrate more leading edge technology in academic programs to best prepare graduates for the workplaces of the future;
- and increase collaboration in international programming and research.
INSTITUTIONAL ROLE

1. Consistency of organizational change with the published role and mission of institution and how it is related to institutional planning

The proposed organizational change is consistent with the President’s Strategic Plan and Management Letter. Specifically, one primary goal in the Strategic Plan is to “grow total enrollment by 1,000 FTE undergraduate and graduate students.” Moreover, in his July 7, 2005 Management Letter, President Carothers suggested the possibility of a School of Communication.

Going forward, we need to have more internal discipline about investing in the academic programs that have the greatest likelihood of success. As we attempt to “brand” the university in ways beyond our historic association with marine programs, we need to enhance those areas where there is strong student demand. Being enrollment or tuition driven means that we must better balance high cost and low cost programs so that our total expenses better match our income. For example, we might move to create a “School of Communication,” our largest academic major and an area with a still growing undergraduate enrollment. This would require investment in several high profile professors and a new home, perhaps a renovated Ranger Hall, but the impact could be broadly felt across the university. [page 25].

The proposed School will help URI recruit and admit more talented students on both the undergraduate and graduate levels. Each of the programs proposed for inclusion in the School is already successful or, in the case of the newer programs, showing strong promise of success. The success of the interdisciplinary degree programs such as Public Relations, and the indications of forthcoming success with the newly approved Film Media major (we anticipated five majors by this period, but 75 students have already declared this major and nine more have already graduated) foreshadow the success of bringing all of these programs together in a School of Communication. The opportunity for these programs to collaborate in formal and informal ways will enhance student learning and satisfaction, contributing to increased recruitment and retention. The synergy and enhanced success that should come with this collaboration will help to “brand” URI in the ways the President suggests.

The University mission statement notes that URI is committed to promoting “students' ethical development and capabilities as critical and independent thinkers.” Of the proposed participating departments and programs, three (Communication Studies, Graduate School of Library and Information Studies, and Journalism) have an established record of success to “promote students' ethical development and capabilities as critical and independent thinkers.” Indeed, each offers specific courses in ethics and has a focus on developing critical thinking skills. Although new as a program separate from English, and with a new B.A. degree, Writing has the same record of success in these areas. Film Media and Public Relations are interdisciplinary programs made up of faculty and courses from the above departments, among others, which also promote critical thinking and analysis. Overall, as the mission statements of each program show, these programs have the same goals, and sometimes the same students (double majors, major/minors). At the graduate level, the faculty of each these programs often serve on the committees of graduate students in the other programs. Joining together in this way will benefit the students, the faculty, and the university, contributing to research, teaching, outreach, recruitment and retention, and will create a climate conducive to the development of new programs.
INTERINSTITUTIONAL CONSIDERATIONS

Projected impact of organizational change on other Rhode Island public higher education institutions
None.

Cooperative arrangements with institutions relative to the organizational unit
We have transfer articulation agreements with our state institutions which we will maintain. Both the undergraduate program in Film Media and the graduate program in Communication Studies encourage collaboration with students, faculty, and programs at RIC.

E. EVALUATION

1. Process and criteria by which the organizational change will be monitored and periodically evaluated

The Graduate School of Library and Information Studies is accredited by the American Library Association, the National Council for Accreditation of Teacher Education, and the Rhode Island Department of Education. We will retain the learning outcomes and performance measures for assessment that have been developed by each unit to date. Each unit will complete the URI AIIM survey and will meet the URI standards for NEASC accreditation. We will also collect data on student recruitment and retention for the School. Surveys of alumni will also be conducted to examine the impact of the School organizational structure on graduate school performance and employment opportunities. Students will be assessed on a degree program level and faculty will be evaluated through the annual review process. We anticipate that programs will use the True Outcomes e-portfolio system or a comparable system for students.

Each year, data will be collected on for all units in the School for the following indicators:

- undergraduate and graduate applications;
- undergraduate and graduate acceptances;
- retention rates;
- graduates;
- graduation rates;
- gifts to the School and endowments;
- grant applications and awards received;
- presentations and publications;
- faculty and student regional, national, and international awards;
- and outreach activities.
Five years after its formation, we recommend that URI conduct the first review of the School. The review should indicate whether the School should be continued in its present form, enhanced, or restructured to best meet institutional and program goals.

**APPENDIX A**

**ENDOWED FUNDS IN PROGRAMS PROPOSED FOR THE SCHOOL OF COMMUNICATION**

The market values are as of the 2005-2006 academic year, except in the case of newly established endowments. All funds designated for a particular program or initiative would remain as originally designated by the donors. The proposed School units have attracted $1,007,742 in endowed gifts and pledges to support scholarships, programs, faculty and student development, prizes, special events, and lecture series.

**COLLEGE WRITING PROGRAM**

The major was just launched this year.

**DEPARTMENT OF COMMUNICATION STUDIES**

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<tr>
<th>Endowment/Fund Name</th>
<th>Amount</th>
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<tr>
<td>George and Bernice Anderson Memorial Endowment</td>
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<td>Carrie G. and Daniel M. Doody Memorial Endowment</td>
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<td>Martha McCormick Kelly Endowed Memorial Fund</td>
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<td>Leonard Eckerman Smith Memorial Award</td>
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**DEPARTMENT OF JOURNALISM**

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<th>Endowment/Fund Name</th>
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<td>Christiane Amanpour Endowed Lecture</td>
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<td>Linda Lotridge Levin &amp; Leonard I. Levin Journalism Scholarship</td>
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<td>Wilbur Doctor Endowed Journalism Scholarship</td>
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<td>Duffy Family Endowed Scholarship</td>
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<td>(also supports students in Economics, History or Political Science)</td>
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<td>Lillian and Benjamin Fine Memorial Scholarship</td>
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<tr>
<td>Gray Family Journalism Endowment</td>
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<td>Eric Kumpf Memorial Journalism and Political Science Scholarship</td>
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<td>Bill Parrillo Memorial Journalism Scholarship</td>
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<td><em>Journal Register Journalism Scholarship</em> ($25,000 pledge)</td>
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References for URI GSLIS Self-Study, 2010
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<td>RI Journalism Fund ($12,000 in pledges)</td>
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<td>Betty Fast Memorial Endowment for the Graduate Library School</td>
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<td>Elizabeth D. Futas Scholarship</td>
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<td>Graduate School of Library and Information Studies Scholarship</td>
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<td>GSLIS Prism Scholarship</td>
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<td>Mattoon-Kline Scholarship in GSLIS</td>
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<td>RI Coalition of Library Advocates Scholarship ($27,500 pledge)</td>
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APPENDIX B

"WEBLIOGRAPHY OF “SCHOOLS OR COLLEGES OF COMMUNICATION”

Compiled by Cheryl A. McCarthy and Paulina Shadowens

Each of the following Schools of Communication were investigated by members of the committee working on the School of Communication proposal at URI.

SCHOOLS OF COMMUNICATION IN NEW ENGLAND AND THE NORTHEAST

**Boston University**
College of Communication
Boston, MA
[http://www.bu.edu/com/index.html](http://www.bu.edu/com/index.html)

Includes: Advertising, Broadcast Journalism, Business and Economic Journalism, Film, Mass Communication, Photo Journalism, Print Journalism, Public Relations, Science Journalism, Television

**Emerson College**
School of Communication
Boston, MA
[http://www.emerson.edu/school_of_communication/](http://www.emerson.edu/school_of_communication/)

Includes: Communication Sciences and Disorders, Journalism, Marketing Communication, Organizational and Political Communication

**Hofstra University**
School of Communication
Hempstead, NY
[http://www.hofstra.edu/Academics/SOC/index_SOC.cfm](http://www.hofstra.edu/Academics/SOC/index_SOC.cfm)

Includes: Journalism, Media Studies, Public Relations, Speech Communication, Rhetoric and Performance Studies, Audio/Video/Film

**New England School of Communications**
Bangor, Maine

Includes: Advertising and Public Relations, Audio Engineering, Broadcast Journalism, Digital Media, Radio, Sports Broadcasting, Television

**Rutgers University**
School of Communication, Library and Information Studies
New Brunswick/Piscataway
New Jersey
[http://www.scils.rutgers.edu/](http://www.scils.rutgers.edu/)

Includes: Communication, Journalism and Media Studies, Information Technology and Informatics, Communication and Information Studies, Library and Information Science, Communication, Information, and Library Studies

**Southern Connecticut State University**
School of Communication and Library and Information Science
New Haven, CT
[http://www.southerncst.edu/undergrad/schcomm/](http://www.southerncst.edu/undergrad/schcomm/)

Includes: Corporate Communication, Communication, Library and Information Science

**Syracuse University**
*The School of Information Studies and dual degrees with S.I. Newhouse School of Public Communications, Syracuse, NY
[http://istweb.syr.edu/academics/](http://istweb.syr.edu/academics/)
[http://newhouse.syr.edu/prospective/about/](http://newhouse.syr.edu/prospective/about/)

Includes: BS: Information Management and Technology, Dual Information Studies and School of Management, Dual Information Studies and Public Communications

MS: Library and Information Science, School Media Specialization, Information Management, Telecommunications and Network Management, Information Management

PhD: Information Science

**Degrees:** BS, MS, PhD
Degrees: BA, MA, PhD

University of Hartford
School of Communication
Hartford, CT
http://uhaweb.hartford.edu/cmm/pages/_mission.htm

Includes: BA: Interpersonal Communication, Organizational Communications, Media, Journalism, Advertising, Public Relations
MA: Communication
Degrees: BA, MA

Two Outstanding Annenberg Schools for Communication

University of Pennsylvania
The Annenberg School for Communication
Philadelphia, PA
http://www.asc.upenn.edu/asc

Includes: Communication (which includes studies in Communication Influence, Communication and Culture, and Communication Institutions)
Degrees: BA, MA, PhD

University of Southern California
Annenberg School for Communication
http://ascweb.usc.edu/asc.php?pageID=150

Includes: Communication, Communication Management, Global Communication, Public Diplomacy, Broadcast Journalism, Print Journalism, Online Journalism, Strategic Public Relations
Degrees: BA, MA, PhD
Multiple degrees, centers, and Institutes, i.e. Institute for Justice and Journalism.

Other Schools of Communication

American University
School of Communication
Washington, D.C.
http://www.soc.american.edu/

Includes: Journalism, Public Communication, Film/Media Arts
Degrees: BA, MA

Florida State University
College of Communication
Tallahassee, Florida
http://www.comm.fsu.edu/

Degrees: Bachelors (doesn’t specify BS or BA), MS, PhD

Illinois State University
School of Communication
Normal, IL
http://www.communication.ilstu.edu/dept/

Includes: Communication systems, communication studies, journalism, telecommunications, visual communication
Degrees: BS, MS, PhD

References for URI GSLIS Self-Study, 2010
*University of Alabama
College of Communication and Information Sciences
Tuscaloosa, AL
http://www.ccom.ua.edu

Includes: Advertising, Public Relations, Communication Studies, Journalism, Library and Information Studies, Telecommunication, and Film.
Degrees: MLIS, MFA (in the book arts), PhD

University of Miami
School of Communication
Miami, FL
http://com.miami.edu/index.php

Includes: Advertising & Public Relations, broadcasting & broadcast journalism, communication studies, Journalism & Visual Communication, Motion Pictures
Degrees: BA, BFA, MA, MFA, PhD

Western Michigan University
School of Communication
Kalamazoo, MI
http://www.wmich.edu/communication/

Includes: Communication, Communication studies, Film/video/media studies, interpersonal communication, journalism, organizational communication, public relations, telecommunication and information management
Degrees: BA, MA

(* Indicates ALA accredited library science departments in schools of communication.)

**Two Unique American “Schools of Informatics”:**

*University at Buffalo, The State University of New York
School of Informatics
http://informatics.buffalo.edu/

Includes: Communication, Informatics, Library Science
Degrees: BA, MA, PhD

Indiana University
School of Informatics
http://www.informatics.indiana.edu/

Includes: Informatics, Computer Science, Bioinformatics (MS), Chemical Informatics, Human-Computer Interaction Design (Both MS)
Degrees: AA, BA, BS, MS, PhD
APPENDIX 0.2

THREE-YEAR PLAN FOR HARRINGTON SCHOOL OF COMMUNICATION AND MEDIA

We will formally launch The Harrington School of Communication and Media at the University of Rhode Island that integrates programs in Communication Studies, Film Media, Journalism, Library and Information Studies, and Writing and Rhetoric.

Vision

We will develop a school of national distinction that builds on the synergies of the founding units and creates new tracks and programs in communication and media.

Mission

The Harrington School of Communication and Media prepares graduates to meet workforce development needs of the future and produces scholars who can address the rapidly changing influence of technology on the ways we receive, store, mediate, archive, and transmit information to work, learn, spend leisure time, and build communities. The Harrington School serves majors enrolled in its programs and students throughout the University through its courses and special initiatives.

2009-2010:

• Begin planning for renovation of Ranger Hall, particularly instructional and studio space.
• Form Advisory Council for the School composed of alumni and communication and media leaders.
• Determine timing, nature, and funding for search for School Director
• Plan for shared resources and classes.
• Begin strategic fundraising for School to include student, faculty, programmatic, and equipment support.
• Create new, dynamic website, and new URI branding, for the School.
• Extend brand to recruitment materials.
• Offer 1st round of Harrington Fellows competition for students and select awardees in fall.
• Present results of the Harrington Fellows projects in spring poster sessions.
• Present awards to top three projects.
• Include top Harrington Fellows results on website.
2010-2011:

- Begin A & E for renovation of Ranger Hall.
- Centralize programmatic efforts, including a strategic hiring plan.
- Draw on the considerable integrated strengths of the academic units forming the School to enhance the quality of our teaching, research, service and outreach.
- Implement new academic learning tracks and courses related to new forms of media and communication.
- Invite professionals from the communication and media professions to deliver presentations and offer special topic courses on cutting edge trends.
- Increase the regional, national and international visibility of the academic programs to prospective students and faculty, employers, and funding partners.
- Attract investments from alumni donors and friends, as well as corporate and foundation support, for the students, faculty, programs, and special initiatives of the School.
- Offer students more experiential learning opportunities.
- The Advisory Council will meet to assess progress in light of plans, suggest changes, and promote new initiatives.

2011-2012:

- Begin renovation of Ranger Hall. Addition to begin in 2012.
- Continue and enhance initiatives listed above.
- Oversee growth of programs within School.
- Develop innovative student internships and work opportunities.
- Integrate with private sector to provide learning and job opportunities and to prepare students to meet workforce development needs in Rhode Island and the global marketplace.
- Facilitate recruitment of nationally recognized faculty and outstanding students.
- Assess results of first three years of operations and develop the next three-year plan to build on strengths and addresses concerns.
- The Advisory Council will meet to assess progress in light of plans, suggest changes, and promote new initiatives.
APPENDIX 0.3

UNIVERSITY OF RHODE ISLAND
GRADUATE SCHOOL OF LIBRARY AND INFORMATION STUDIES

Standing Committees, 2009-2010

Planning and Evaluation Committee (COA Standard I): Gale Eaton, chair; Suellen Adams.

Charge: to support a strong planning and evaluation structure that includes regular input from students, graduates, practitioners, and other stakeholders; to measure and document achievement of GSLIS mission, goals, and objectives. Will work with Advisory Subcommittee on Outcomes Assessment (Robert Maier, Massachusetts Board of Library Commissioners; Howard Boksenbaum, Rhode Island Office of Library and Information Service; Ruth Sullivan, Community College of Rhode Island; Gale Eaton, GSLIS). Tasks include:

1. Help implement True Outcomes electronic portfolio assessment for GSLIS.
2. Design, administer, and analyze surveys of students, graduates, employers, and other constituent groups as needed.
3. Create and arrange for administration of GSLIS SETs.
4. Identify and meet other data needs.

Curriculum Committee (COA Standard II): Cheryl A. McCarthy, chair; Gale Eaton, chair pro tem., fall 2009; Yan Ma, and Naomi Caldwell.

Charge: to oversee routine development and periodic review of a curriculum that enables graduates to meet the School’s stated educational outcomes, preparing students for leadership roles in LIS. Will work with Advisory Subcommittee on Curriculum Review (Susan Cirillo, Salem State College; Susan Reed, Pawtucket Public Library; Alice Campbell, GSLIS student; Cheryl A. McCarthy). Tasks include:

1. Create three comprehensive examinations a year, plus extras for students with special scheduling needs.
2. Process all GSLIS curriculum proposals (new courses, changes to existing courses, course deletions, changes to degree requirements, new certificates, etc.).
3. Compile ALISE statistics on curriculum.
4. Review coverage of Educational Outcomes in core and elective courses (I/E/R template).
5. Lead review and revision of curriculum.

Faculty Development Committee (COA Standard III): Yan Ma, chair; Donna L. Gilton.

Charge: to help support a dedicated, talented, and diverse faculty who contribute to the profession, the academic community, and society through teaching, research, and service. Tasks include:

1. Propose policies for faculty assistance.
2. Help create, coordinate, and publicize resources for full-time and part-time faculty support.
3. Document faculty achievements.
4. Compile ALISE statistics on faculty.

Student Recruitment and Support Committee (COA Standard IV): C. Herbert Carson, chair; Naomi Caldwell, Gale Eaton.

Charge: to help attract and retain highly motivated and academically qualified students from a wide variety of backgrounds, and to support them in their professional development. Will work with Advisory Subcommittee on Recruitment and Mentoring (Cindy Lunghofer, East Providence PL; Peter Deekle, Roger Williams; Ida McGhee, Cornucopia; Ruth Sullivan, CCRI; Gale Eaton, GSLIS). Tasks include:

3. Process applications (recommend acceptance, rejection, or promising student letters; assign initial academic advisors).
4. Recommend students for GA-ships & GSLIS scholarships.
5. Review admissions and recruitment procedures when necessary.
6. Assist Director & Assistant Director with Information/Orientation Sessions in RI, MA, NH.
7. Schedule & implement periodic face-to-face opportunities for advisement & recruitment.
8. Compile ALISE statistics on students.

Facilities Committee (COA Standard VI): Suellen Adams, chair; C. Herbert Carson.

Charge: to help ensure access to physical and virtual resources and facilities sufficient to the accomplishment of GSLIS objectives. Will work with Assistant Director and Coordinator for Distance Learning. Tasks include:

1. Review GSLIS facility needs and recommends purchases.
2. Oversee development and maintenance of the GSLIS website.

Outreach Committee (starting budget: $1,000 for programming; as needed for Annual Gathering and for at least one bulk mailing of postcards to alumni mailing list; COA conclusions section): Donna L. Gilton, chair; Naomi Caldwell.

Charge: to foster a culture that encourages mutual respect and collaboration in learning, research, and service; and to create an environment that values contributions to the profession and society. Tasks include:

1. Organize, promote, and manage Annual Gathering.
2. Create alumni newsletter (online; postcards will be mailed to alumni).
3. Work with library associations (RILA, RIEMA, SLA) on co-sponsored events.
4. Work with student association.
5. Organize, promote, and manage any GSLIS continuing professional development events.
## APPENDIX 0.4

### URI/GSLIS ADVISORY COMMITTEE LISTING 2008-2009

<table>
<thead>
<tr>
<th>FirstName</th>
<th>LastName</th>
<th>Affiliation</th>
<th>TERM</th>
<th>e-mail</th>
<th>work phone</th>
<th>FAX</th>
</tr>
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<tbody>
<tr>
<td>Elaine</td>
<td>Russo</td>
<td>Lamar Soutter Lib UMass Med Sch</td>
<td>2009</td>
<td><a href="mailto:Elaine.Martin@umassmed.edu">Elaine.Martin@umassmed.edu</a></td>
<td>508-856-2399</td>
<td></td>
</tr>
<tr>
<td>Cheryl</td>
<td>McCarthy</td>
<td>GSLIS</td>
<td>2009</td>
<td><a href="mailto:chermc@uri.edu">chermc@uri.edu</a></td>
<td>874-4654</td>
<td></td>
</tr>
<tr>
<td>Carolyn</td>
<td>Noah</td>
<td>CMRLS</td>
<td>2009</td>
<td><a href="mailto:cnnoah@cmrls.org">cnnoah@cmrls.org</a></td>
<td>508-757-4110</td>
<td>508-757-4370</td>
</tr>
<tr>
<td>Susan</td>
<td>Abell</td>
<td>NELINET</td>
<td>2010</td>
<td><a href="mailto:abell@nelinet.net">abell@nelinet.net</a></td>
<td>508-597-1944</td>
<td></td>
</tr>
<tr>
<td>Howard</td>
<td>Boksenbaum</td>
<td>OLIS</td>
<td>2010</td>
<td><a href="mailto:howardbm@olis.ri.gov">howardbm@olis.ri.gov</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Susan</td>
<td>Cirillo</td>
<td>Salem State College</td>
<td>2010</td>
<td><a href="mailto:scirillo@salemstate.edu">scirillo@salemstate.edu</a></td>
<td>978-542-6232</td>
<td></td>
</tr>
<tr>
<td>Ida</td>
<td>McGhee</td>
<td>Pawtucket PL</td>
<td>2010</td>
<td><a href="mailto:imcgee2003@yahoo.com">imcgee2003@yahoo.com</a></td>
<td>789-7674</td>
<td></td>
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<tr>
<td>Susan</td>
<td>Reed</td>
<td>Natic Partners, LLC</td>
<td>2010</td>
<td><a href="mailto:sreed@pawtucketlibrary.org">sreed@pawtucketlibrary.org</a></td>
<td></td>
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<tr>
<td>Barbara</td>
<td>Wheeler</td>
<td>GSLIS Student</td>
<td>2011</td>
<td><a href="mailto:bakerhounds@msn.com">bakerhounds@msn.com</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Abigail</td>
<td>Baker</td>
<td>GSLIS Part-time</td>
<td>2011</td>
<td><a href="mailto:Betsey.Brenneman@worcester.edu">Betsey.Brenneman@worcester.edu</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gabrielle</td>
<td>Kaye</td>
<td>Mashantucket Pequot Museum &amp; Research Center</td>
<td>2011</td>
<td><a href="mailto:Gkaye@mptn-nsn.gov">Gkaye@mptn-nsn.gov</a></td>
<td>860-396-7003</td>
<td></td>
</tr>
<tr>
<td>Barbara</td>
<td>Tunstall</td>
<td>Providence public schools</td>
<td>2011</td>
<td><a href="mailto:Barbara.Tunstall@PPSD.ORG">Barbara.Tunstall@PPSD.ORG</a></td>
<td>860-396-6861</td>
<td></td>
</tr>
<tr>
<td>Janice</td>
<td>Wilson</td>
<td>Eastern Conn GSSIS Part-time, NELA</td>
<td>2011</td>
<td><a href="mailto:wilsonj@EASTERNCT.EDU">wilsonj@EASTERNCT.EDU</a></td>
<td>453-1428</td>
<td></td>
</tr>
<tr>
<td>Barry</td>
<td>Hennessey</td>
<td>GSLIS Part-time</td>
<td>2012</td>
<td><a href="mailto:barry.hennessey@unh.edu">barry.hennessey@unh.edu</a></td>
<td>603-862-1459</td>
<td></td>
</tr>
<tr>
<td>Robert</td>
<td>Maier</td>
<td>Mass Board of Library Commissioners</td>
<td>2012</td>
<td><a href="mailto:Robert.Maier@state.ma.us">Robert.Maier@state.ma.us</a></td>
<td>617-725-1860</td>
<td>x249</td>
</tr>
<tr>
<td>Ruth</td>
<td>Sullivan</td>
<td>CCRI</td>
<td>2012</td>
<td><a href="mailto:ruthsullivan@ccri.edu">ruthsullivan@ccri.edu</a></td>
<td>401-825-2488;</td>
<td></td>
</tr>
<tr>
<td>Patrick</td>
<td>Yott</td>
<td>Brown Univ</td>
<td></td>
<td><a href="mailto:patrick_yott@brown.edu">patrick_yott@brown.edu</a></td>
<td>401-333-7123</td>
<td></td>
</tr>
<tr>
<td>Suellen</td>
<td>Adams</td>
<td>GSLIS liaison</td>
<td>2012</td>
<td><a href="mailto:suellen@mac.com">suellen@mac.com</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gale</td>
<td>Eaton</td>
<td>ex officio</td>
<td></td>
<td><a href="mailto:geaton@uri.edu">geaton@uri.edu</a></td>
<td>874-4641</td>
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</tr>
</tbody>
</table>

3/26/2009
APPENDIX 0.5

UNIVERSITY OF RHODE ISLAND
GRADUATE SCHOOL OF LIBRARY AND INFORMATION STUDIES
ADVISORY COMMITTEE

The GSLIS Advisory Committee is a culturally and geographically diverse group representing important stakeholders, including LIS leaders from public, academic, and special libraries, school library media programs, information services, and state library agencies; professional associations; GSLIS full-time and per-course faculty; and GSLIS students and graduates. Members are appointed for overlapping three-year terms by the GSLIS director, who seeks nominations from faculty members and other stakeholders. The Committee will meet twice annually, and between meetings will communicate via GSLISADV@listserv.uri.edu and a wiki to be established in the fall of 2007.

The Committee’s advice to the director and faculty helps assure that GSLIS foundational documents, curriculum, and operations remain responsive to the needs of a dynamic profession in a rapidly evolving information environment.

At its July 9, 2007 meeting, the Committee formed subcommittees to help GSLIS faculty address three issues: outcomes assessment, curriculum review, and professional development. Subcommittees and their charges are as follows:

Subcommittee on Outcomes Assessment: Work with the GSLIS director and Planning and Evaluation Committee to assess achievement of the School’s goals and objectives.

1. Review GSLIS Mission, Goals, and Objectives (http://www.uri.edu/artsci/lsc/AboutUs/mission.html); approve or suggest changes for faculty review.
2. Design a three-year plan for meaningful, economical assessment.
3. Review progress annually.

Members, March 27, 2009: Robert Maier (Mass. Board of Library Commissioners), Ruth Sullivan (CCRI Library), Gale Eaton (GSLIS)

Subcommittee on Curriculum Review: Work with the GSLIS Curriculum Committee to ensure that GSLIS core and elective courses “provide a foundation of knowledge that enables graduates to meet the School’s stated educational outcomes, preparing students for leadership roles and information services by offering a high quality academic program.”

1. Review Educational Outcomes; consider needs of profession; approve or suggest changes for faculty review. Relevant documents:
   a. GSLIS Educational Outcomes http://www.uri.edu/artsci/lsc/AboutUs/eduoutcomes.html
   b. ALA’s Draft Core Competency Statement and related links http://www.ala.org/ala/accreditation/prp/prismreports.htm
2. Consider core and elective courses in context of Educational Outcomes, GSLIS resources, student demand, and needs of the profession, make recommendations to the faculty for curriculum revision:
   a. Where should each competency be introduced (I), emphasized (E), and/or reinforced (R)?
   b. What courses should be dropped from the curriculum or merged with other courses?
   c. What courses should be added to the curriculum?
Members, March 27, 2009: Gabrielle Kay (Mashantucket Pequot Museum and Research Center), Barbara Wheeler (Nautic Partners, LLC)

Subcommittee on Recruitment and Mentoring: Work with GSLIS director and Student Recruitment and Support Committee to recruit and support new professionals. Possibilities:

1. Create cadre of volunteer mentors (building on RILA database and recruiting distinguished professionals in different types of libraries) to participate in recruitment events, answer questions from prospective students, allow job shadowing, host PFEs, etc.
2. Supplement Career Night with workshops on job-seeking skills, career development, etc.

Members, March 27, 2009: Janice Wilson (Eastern Connecticut State University), Gale Eaton (GSLIS faculty)

Reviewed by GSLIS Faculty, September 12, 2007
APPENDIX 0.6

UNIVERSITY OF RHODE ISLAND
GRADUATE SCHOOL OF LIBRARY AND INFORMATION STUDIES
MISSION, GOALS, AND OBJECTIVES
WITH ACTION STEPS FOR 2009-2012

Revised and approved by GSLIS Faculty, September 13, 2006; February 21, 2007; September 2, 2009.

PLANNING AND EVALUATION (GOAL ONE):
To support the School’s vision, values, and mission through a strong planning and evaluation structure that includes regular input from students, graduates, practitioners, and other stakeholders.

1.1 Review, revise, and extend the School’s three-year strategic plan through 2011-2012, positioning the program to meet constituent needs and aligning it with university priorities.
   • Carry out an environmental scan, with attention both to the evolving social role of LIS professionals and to the mission and goals of the University.
     Responsibility: Director, Faculty, Advisory Committee.
     Status: To do
   • Review, update, and reaffirm the School’s foundational documents: Vision Statement; Core Values; Mission, Goals, and Objectives; and Educational Outcomes Statement, making use of Harrington School documents and ALA 2009 Core Competences, and clarifying role of Confucius Institute and CCGIS.
     Responsibility: Director, Faculty.
   • Develop and approve action steps for 2009-2012.
     Responsibility: Director, Faculty.
     Status: 2006-2009 action steps were approved with Strategic Plan and forwarded to Dean of Arts and Sciences, September 15, 2006.

1.2 Provide systematic processes for regular program review and revision.
   • Continue to use Educational Outcomes Statement in regular review of curriculum, as provided in Goal Two. Measure Educational Outcomes with TrueOutcomes.
     Responsibility: Curriculum Committee, Faculty.
     Status: Fall 2008: full-time faculty members teaching core courses developed rubrics for key assignments. Spring 2009: course rubrics were uploaded to TrueOutcomes and linked to GSLIS Educational Outcomes; initial data to be collected.
   • Work with URI administration to review faculty performance, as provided in Goal Three.
     Responsibility: Director, Faculty.
     Status: Each faculty member presents a dossier for peer review on a schedule determined by the URI AAUP. In 2007, two faculty members were successfully promoted from associate to full professor and one from assistant to associate professor with tenure; a new assistant professor was added to the faculty. Faculty members qualified by length of service for sabbatical must submit proposals; GSLIS faculty members were awarded sabbaticals for fall 2008 and fall 2009.
1.3 Review the funding needs of GSLIS and develop and implement strategies to increase funding levels.
   
   - Use GSLIS lab fees to help support the School’s technology needs.
     Responsibility: Director.
     Status: Spring 2008: Lab fees purchased Sympodium and other new equipment.
   
   - Review fee structure for the School’s distance learning offerings in Massachusetts and New Hampshire.
     Responsibility: Director and Assistant Director/Coordinator of Distance Education, with Director of Special Programs, URI College of Continuing Education.
     Status: The fee is set at the projected rate for in-state URI graduate students; 2007-2008, $390; 2008-2009, $470; 2009-2010, $530.
   
   - Seek external grant funding to support educational and research activities.
     Responsibility: Director, External Funding Committee, all faculty.
   
   - Encourage alumni giving through annual campaigns with the Fund for URI.
     Responsibility: Director, External Funding Committee.
     Status: Three routine fundraising letters are sent out annually by the Advancement Office. Our URI Alumni Association Affiliate Chapter is assisting with fundraising.
   
   - Work to increase GSLIS endowments and operating accounts with the URI Foundation
     Responsibility: Director, External Funding Committee.
     Status: GSLIS endowment funds have been yielding over $10,000 annually in scholarships. Recently matured are the GSLIS Prism Fund, to help support students who plan to work with diverse populations, and the Mattoon-Kline Fund, to help support students of color. Income from an endowment given by Herman Rose, scheduled to mature within the next two to three years, will augment the Aldrich and Bergeron scholarships given annually by the RI Coalition of Library Advocates. An operating fund, the Lucille Chernack Professional Development Fund, has been established to support student participation in professional associations. No income is expected in 2009, and this year’s scholarships are being paid by alumni donations to an operating account. In addition, students in LSC 597 (Seminar on Chinese Information Studies, offered as a special topics course) received scholarships through the Confucius Institute in 2007 and 2009. $10,000 in scholarships have been promised to support students in the course when it is offered in summer 2010 as LSC 590 (Introduction to Chinese Information Services).
   
1.4 Plan for successful implementation of the new Harrington School of Communication and Media.
   
   Responsibility: Director and Harrington School liaison, Suellen Adams, with faculty.
   
   Status: Four GSLIS faculty members attended a September 4 planning retreat at Alton Jones campus. GSLIS has nominated candidates for the Harrington School’s advisory board, and has responded to requests for information on faculty and resource needs.
   
1.5 Integrate planning into cyclical accreditation processes.
   
     Responsibility: Director, faculty, and representative students, graduates, and practitioners.
     Status: Plan for program presentation was submitted by March 29 deadline and approved by faculty, administration, and ALA. Partial drafts of Standard chapters were distributed for committee input at September 2 faculty retreat. Sakai site for GSLIS self study has been opened to the full-time faculty and the advisory committee for input.
   
   - Maintain strong NCATE and RIDE approval.
**Responsibility:** Coordinator of School Library Media program, Director, and faculty, in collaboration with the School of Education.

**Status:** GSLIS School Library Media certification program earned seven-year NCATE accreditation with national recognition, along with RIDE approval, in 2008; next scheduled review is 2015.

**ACADEMIC PROGRAM (GOAL TWO)**

Provide a foundation of knowledge that enables graduates to meet the School’s stated educational outcomes, preparing students for leadership roles and information services by offering a high quality academic program.

2.1 Provide a strong foundation in library and information studies through a coherent core curriculum.

- Continue to integrate GSLIS Educational Outcomes into all syllabi of all courses, to ensure coverage of Core Values (e.g., ethics, technology skills, and research).

  **Responsibility:** Director; all faculty.

  **Status:** Director has replaced former WebCT faculty site with new Sakai site for faculty, including syllabus development resources, has notified full-time and part-time faculty listservs, and has ensured access for part-time faculty by filing USP-18 forms to give them one-year affiliate status. All faculty must continue to submit updated syllabi for review.

- Map GSLIS Educational Outcomes against syllabi of all required courses to ensure that each outcome is supported by all sections of at least one required course.

  **Responsibility:** Curriculum Committee.

  **Status:** Reviews of the required courses in 2007 and again in fall 2009 confirm that each of the GSLIS Educational Outcomes is emphasized in the appropriate core course and reinforced elsewhere in the core curriculum. In 2008-2009, each full-time faculty member developed a rubric for one central assignment, documenting achievement of an Educational Outcome in a core course for which he or she has responsibility. As of spring 2009 the rubrics have been uploaded to TrueOutcomes and linked there to the GSLIS Educational Outcomes, providing a mechanism for automatic documentation of outcomes achievement. Part-time faculty teaching core courses should adopt TO rubric assessment by 2009-2010, as full-time faculty implement it in elective courses.

  An overview of educational outcome coverage in the core courses:

<table>
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<tr>
<th>Outcome</th>
<th>TrueOutcomes Rubric in:</th>
<th>Also addressed in:</th>
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<tbody>
<tr>
<td>1 (Ethics)</td>
<td>LSC 595 (PFE)</td>
<td>LSC 502, 503, 504, 508, and 557</td>
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<tr>
<td></td>
<td>LSC 596 (SLM Practicum)</td>
<td></td>
</tr>
<tr>
<td>2 (Resource Building)</td>
<td>LSC 503 (Collection Mgmt)</td>
<td>LSC 508; most sections of LSC 505</td>
</tr>
<tr>
<td>3 (Knowledge Organization)</td>
<td>LSC 505 (Organization of Knowledge)</td>
<td>LSC 508</td>
</tr>
<tr>
<td>4 (Technological Knowledge)</td>
<td>LSC 508 (Intro to Information Sci &amp; Tech)</td>
<td>Some sections of LSC 503, 504, and 505</td>
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<tr>
<td>5 (Knowledge Dissemination) and 6 (Knowledge Accumulation)</td>
<td>LSC 504 (Reference and Information Services)</td>
<td>LSC 508; some sections of LSC 503 and 505</td>
</tr>
<tr>
<td>7 (Knowledge Inquiry)</td>
<td>LSC 557 (Research &amp; Evaluation for LIS)</td>
<td>LSC 508; some sections of LSC 502, 503, and 504</td>
</tr>
<tr>
<td>8 (Institution Management)</td>
<td>LSC 502 (Mgmt of LIS)</td>
<td>LSC 508; some sections of LSC 503</td>
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</table>
• Integrate Rhode Island Beginning Teacher Standards (RIBTS) into syllabi of all courses required for School Library Media certification.
   
   **Responsibility:** Coordinator of School Library Media Program, with support from Director, faculty teaching SLM courses.
   
   **Status:** NCATE accreditation team mapped course coverage of RI Beginning Teaching Standards (which have been cross-referenced with GSLIS Educational Outcomes) and documented achievement through TrueOutcomes electronic portfolios.

2.2 Supplement the core courses with electives that support the career objectives of students in libraries, information agencies, and other settings.

• Explore opportunities for interdisciplinary curriculum development within the Harrington School of Communication and Media.
   
   **Responsibility:** Director, Curriculum Committee, and all faculty members.
   
   **Status:**

• Map GSLIS Educational Outcomes against syllabi of all electives to ensure that each supports one or more desired outcomes
   
   **Responsibility:** Curriculum Committee.
   
   **Status:** Mapping by perception: In preparation for NEASC accreditation, the Curriculum Committee’s revised version of the Educational Outcomes Statement was approved by the faculty on February 21, 2007. All core courses and most electives have been mapped against it. Each elective mapped addresses one or more of the outcomes (see 1.2).

• Use Educational Outcomes and demand (as indicated by enrollment history, programs of study, student requests and analysis of the job market) to help guide revision of elective curriculum.
   
   **Responsibility:** Assistant Director, Curriculum Committee.
   
   **Status:**

• Develop post-baccalaureate certificate programs to highlight specialized GSLIS strengths and maximize registration in key electives.
   
   **Responsibility:** Director, Curriculum Committee, Program Coordinators.
   
   **Status:** The Information Literacy Instruction Certificate (ILIC), initiated in 2006, was completed by 26 students between May 2007 and August 2009. Dr. Ma’s proposal for a Certificate in Chinese and Global Information Studies (CCGIS), with LSC 590 (Introduction to Chinese Information Services) as its capstone course, was forwarded to the CAS Curriculum Committee on August 28, 2009.

• Review the course rotation schedule and revise as needed.
   
   **Responsibility:** Director, Assistant Director, Curriculum Committee.
   
   **Status:** Ongoing.

2.3 Provide opportunities for individualized study through supervised practicums, professional field experiences, and independent work, including projects, research, and publications.

• Strengthen LSC 595 (Professional Field Experience)
   
   **Responsibility:** Instructor.
   
   **Status:** As of spring 2009, LSC 595 (Professional Field Experience) has been made a required course, assigned to a single instructor each semester, rather than a directed study, assigned individually to full-time faculty on demand. The instructor has created an online site and a flexible syllabus for the course. Assignment rubrics have been entered in TrueOutcomes.
• Maintain database of PFE placement opportunities.
  **Responsibility:** Instructor, LSC 595.
  **Status:** The instructor has developed a flexible syllabus and a database of placement sites.

• Highlight notable student work, including PFEs and Independent Work projects.
  **Responsibility:** Faculty.
  **Status:** LSC 595 poster sessions highlight student achievements in 2009 placements; PPT show to be used in orientation sessions. Annual SLA/RI dinner at URI U Club has featured GSLIS student speakers and in November 2009 will feature a poster session by students in LSC 523. Annual Showcase in LSC 528/529 evolving. Student Halie Posey scheduled as panelist (with Scott Malloy and Janet Taylor Lisle) at October 24 event on archives users & archivists.

2.4 Provide an intellectual atmosphere of active learning and collegiality within each course
• Engage students in classroom discussion, presentations, and group work as appropriate
  **Responsibility:** All faculty.
  **Status:** Ongoing. May be better measured by IDEA than by the former Student Evaluation of Teaching.

• Build active community in online courses, ensuring opportunities student-to-student as well as instructor-to-student and student-to-instructor communication
  **Responsibility:** All faculty teaching online.
  **Status:** Ongoing. May be better measured by IDEA than by the former Student Evaluation of Teaching.

2.5 Provide students with opportunities for collaborative research with faculty and practitioners and collaborative projects within classes.
• Create collaborative research assignments within classes where feasible.
  **Responsibility:** All teaching faculty.
  **Status:** Ongoing. **Need to document.**

• Provide forums to publicize collaborative activities
  **Responsibility:** Faculty; Continuing Professional Development Committee; Student ALA
  **Status:** Prism students involved in presentations at ALA, JCLC conferences; Dr. Adams’ students involved in RI Higher Education Day. No consistent documentation of this outcome.

2.6 Instill professional attitudes toward scholarship, research, and service; and instill a commitment to professional ethics.
• Incorporate professional ethics & values in all core & elective courses.
  **Responsibility:** Director; Admissions/Student Support staff.
  **Status:** Professional ethics and values are highlighted in orientation, ingrafted in curriculum (curriculum map), and chief focus of LSC 515; documented in LSC 595 portfolio. Research ethics are introduced and tested in LSC 557.

2.7 Develop and maintain links and collaborative interdisciplinary programs with other URI Departments and Colleges.
• Work toward a positive integration of GSLIS into proposed School of Communication.
  **Responsibility:** Director and faculty, under Dean of College of Arts and Sciences.
  **Status:** Dean Brownell presented revised proposal to the five units involved (GSLIS, Communication, Journalism, Writing, and Film Media); members of all units met socially at the University Club in spring, 2007.

• Coordinate School Library Media program with School of Education.
  **Responsibility:** Coordinator of School Library Media Program, with support from Director and all faculty.
**Status:** Dr. McCarthy and Dr. Caldwell work closely with the School of Education, attending regular Friday afternoon meetings.
- Identify courses for crosslisting.
  **Responsibility:** Curriculum Committee.
- Jointly sponsor continuing professional development workshops with other URI units.
  **Responsibility:** All faculty; Continuing Professional Development Committee.
- **Status:** GSLIS faculty and students are consistently active in proposing, implementing, and supporting Diversity Week activities; Dr. Ma was co-director of the 2007-2008 Honors Colloquium.

2.8 Increase and improve opportunities for distance learning.
- Develop proposal for online MLIS.
  **Responsibility:** Director.
  **Status:** Between fall 2006 and summer 2009, 75 course sections were listed at the GSLIS website as face-to-face, 60 as hybrid (meeting at least 4 times face-to-face and otherwise online), and 58 as online (meeting no more than 3 times face-to-face). Most courses were offered on more than one platform. One core course (LSC 508) and ten electives (LSC 514, 521, 523, 533, 535, 538, 543, 544, 548, and 549) were offered only online; seven electives (LSC 510, 518, 522, 541, 545, 550, and 565) were offered only face-to-face.
- Add forecast of course delivery platform to the rotation schedule.
  **Responsibility:** Director, Assistant Director, Curriculum Committee, and faculty.
  **Status:** Rotation has become more complex as increasing numbers of regional students attempt to attend full time by taking courses at multiple campuses and online. Students need to know what to expect.
- Work with University administration to provide support to faculty in developing online and other distance delivery strategies.
  **Responsibility:** Director and Assistant Director/Coordinator for Distance Learning.
  **Status:** New URI teaching tools (WebCT, TrueOutcomes, IDEA, and Sakai) are introduced in meetings with the part-time faculty; workshops are set up for URI faculty (including part-time instructors) to help master new tools; and the Director and Assistant Director have given individual tutorials at need. Director, Assistant Director, and faculty have worked with Information and Instructional Technology Services personnel for flexible support of individual course needs on four campuses.

**FACULTY (GOAL THREE):**
To provide a dedicated, talented, and diverse faculty who contribute to the profession, the academic community, and society through teaching, research, and service.

3.1 The GSLIS will recruit and retain a diverse faculty committed to providing the highest quality in teaching, research, and service.
- Advocate for recruitment of new tenure-track faculty member to begin in 2010-2011.
  **Responsibility:** Director, with support from Dean of Arts and Sciences and Provost.
  **Status:** Attrition has brought the GSLIS faculty down to seven full-time tenure-track members; new member should advance GSLIS and Harrington School missions by integrating advanced information technologies into teaching and interdisciplinary research.
- Continue to recruit new part-time faculty members to incorporate practitioner perspectives and specializations.
  **Responsibility:** Director, with support from College of Continuing Education.
Status: GSLIS teaching strength is currently augmented by approximately three dozen part-time faculty members.

3.2 The GSLIS will provide support for faculty teaching, research, and service.

- Review individual faculty members’ teaching loads.
  **Responsibility:** Director.

  **Status:** Annual conference with each faculty member before submitting annual workload report.

- Provide all GSLIS faculty, including part-times, with continuing opportunities for formal training in the use of instructional technologies.
  **Responsibility:** Director, Assistant Director, and University support

  **Status:** Short courses are available and advertised by IITS, Human Resources, and other units on campus. New URI teaching tools (WebCT, TrueOutcomes, IDEA, and Sakai) are introduced in meetings with the part-time faculty; workshops are set up for URI faculty and part-times to help master new tools; and the Director and Assistant Director have given individual tutorials at need. Additional help is available through GSLIS’s unlimited membership in NELINET, which offers an array of relevant workshops at reduced rates to members.

- Utilize Sakai for communication among those teaching the same course.
  **Responsibility:** Director, Assistant Director.

  **Status:** The old WebCT site, LSCFAC_Eaton, has been recreated as a Sakai site, to support full-time and part-time faculty.

- Support the application of one faculty member for a sabbatical each year
  **Responsibility:** Director, faculty.

  **Status:** Dr. Eaton was granted sabbatical (fall 2008) and Dr. McCarthy has been awarded sabbatical (fall 2009).

- Review performance of all faculty, including progress toward meeting requirements for promotion and tenure, as required by AAUP and URI University Manual.
  **Responsibility:** Director, faculty.

  **Status:** On track. Each faculty member presents a dossier for peer review on a schedule determined by the URI AAUP. (See 1.2)

- Identify available funding for travel and other faculty development; ensure equitable distribution each year.
  **Responsibility:** Director, faculty.

  **Status:** Current policy specifies that each faculty member is to be reimbursed up to $1000 yearly for research and development travel, and that money not expended in a given year may be carried over to the next. The Dean of Arts and Sciences and the Provost have given extra support.

3.3 Each faculty member will maintain an active and balanced program of teaching, research, and service, consistent with guidelines in the AAUP Contract, the University Manual, and the November 2004 GSLIS Guidelines for Promotion and Tenure.

- Offer individualized guidance and mentoring to students with a sensitivity toward cultural differences.
  **Responsibility:** Faculty.

  **Status:** Advisee loads can be quantified; student survey on advisor availability will track improvement or deterioration.

- Maintain an active research agenda that leads to scholarly publications.
  **Responsibility:** Faculty.
STUDENTS (GOAL FOUR):
To attract and retain highly motivated and academically qualified students from a wide variety of backgrounds who will become dedicated library and information professionals.

4.1 Increase financial aid.
- Apply for external grant funding to recruit and retain qualified students, especially from underrepresented groups.
  Responsibility: Director and faculty.
  Status: A cohort of eleven Prism Plus fellows, supported by an IMLS grant, graduated in 2008.
- Increase GSLIS scholarship endowments.
  Responsibility: Director and External Funding Committee.
  Status: GSLIS endowment funds have been yielding over $10,000 annually in scholarships. Recently matured are the GSLIS Prism Fund, to help support students who plan to work with diverse populations, and the Mattoon-Kline Fund, to help support students of color. Income from an endowment given by Herman Rose, scheduled to mature within the next two to three years, will augment the Aldrich and Bergeron scholarships given annually by the RI Coalition of Library Advocates. An operating fund, the Lucille Chernack Professional Development Fund, has been established to support student participation in professional associations. No income is expected in 2009, and this year’s scholarships are being paid by alumni donations to an operating account. (See 1.3)
- Assist GSLIS students in identifying and applying for other sources of financial aid
  Responsibility: Director, Honors and Awards Committee, Faculty.
  Status: GSLIS students regularly nominated for and awarded scholarships by ACRL/NE, NELA, RILA, RIEMA, RI Coalition of Library Advocates, etc. Awards by Gates Foundation, ALA, and other sources have been initiated by students and achieved with GSLIS support; more proactive work could be done by GSLIS.
4.2 Review recruitment strategies.

- Reduce active schedule of conference exhibits, presentations, and information and recruiting sessions in New England.

  **Responsibility:** Assistant Director and Coordinator for Distance Learning; faculty; supported by Special Programs Office.

  **Status:** Should review policy. Number of conferences to cover has increased; for instance, NHLA and NHEMA now have separate conferences, each with smaller attendance than the former joint conference. More days to cover, fewer faculty members. According to entry surveys submitted by 50 recent admits, conferences are their least important source of information as they select their MLIS program. (Most important: school websites.) Word of mouth is also an important source, however, and conferences are a way to maintain contact with alums. Should we rotate attendance? Seek alternative means of recruitment? Other recent venues: ALANA dinner at UMass, career day at Yale.

- Maintain and improve the GSLIS website, bringing into conformity with the University template

  **Responsibility:** Director, Assistant Director, Admissions/Student Support personnel, and GAs.

  **Status:** New web site in 2007 conformed to University template; Assistant Director maintains with graduate student assistance. URI Branding Initiative in 2008-2009 may require redesign of website. Entry surveys identify website as most important source of information about school for prospective students.

- Review informational and recruitment materials.

  **Responsibility:** Director and Student Recruitment and Support Committee.

  **Status:** Flier and informational brochure printed in 2007-2008 supplement & refer to website. Update is needed because of GSLIS curriculum changes, URI branding initiative, and Harrington School membership.

4.3 Provide current and prospective students with clear and useful information about the School and the University.

- Update general online orientation for GSLIS students.

  **Responsibility:** Director, Assistant Director, and Admissions/Student Support personnel.

  **Status:** New website designed to answer questions clearly. Prospective students’ questions (regularly answered by phone, e-mail, and interview) are used to create and improve FAQ section. Informational hand-out updated for September 8 orientation session.

- Schedule at least one general orientation and information session for new and prospective students at each of the four campuses; update and distribute handout.

  **Responsibility:** Director, Assistant Director.

  **Status:** Ongoing. Orientation sessions at Kingston include an introduction to the URI Library (1 ½ hours) as well as an introduction to GSLIS itself (2 hours); representatives of student associations are invited to recruit.

4.4 Maintain fair and equitable policies in recruitment and retention of students.

- Support the University’s goals for equality of opportunity and follow the affirmative action guidelines for non-discrimination.

  **Responsibility:** Director, Admissions Committee.

  **Status:** Ongoing. Admissions criteria are published at http://www.uri.edu/artsci/lsc/Prospective/admissions_pro.html. A clarified policy on retention is introduced for faculty discussion 9/2/2009.

- Work with the Office of Student Life to provide disability resources as needed.
**Responsibility:** Director, faculty.

**Status:** Ongoing, on a needs basis. Requirement for all syllabi: language alerting students to existence of support services and accommodations.

4.5 Provide career information for students and potential students via collaboration with professional associations.
- Collaborate with OLIS, RILA, RIEMA, and SLA/RI to create a databank of alumni and practitioners willing to mentor current and prospective students.
  **Responsibility:** Director.
  **Status:** RILA has established a limited database. GSLIS has contacted partners and developed a platform for the database and a recruitment form for potential mentors. We envision access to the database through WebJunction RI, and 2009-2010 expansion to other New England states. In development. The Director has communicated with NELA, which has mounted a database at its site.
- Maintain online job listings and career information links.
  **Responsibility:** Admissions/Student Affairs staff with GA assistance.
  **Status:** On track; http://www.uri.edu/artsci/lsc/career.html.

4.6 Involve students in the governance of the school.
- Appoint students to serve on GSLIS committees.
  **Responsibility:** All committee chairs.
  **Status:** Students are represented at faculty meetings and on the Advisory Committee.
- Support the ALA Student Chapter and SLA Student Chapter.
  **Responsibility:** ALA Student Chapter liaison (currently, Director) and SLA Student Chapter advisor (currently, Dr. Adams).
  **Status:** Active Kingston-based chapter; more could be done to involve remote students.

4.7 Encourage and support student membership and participation in professional organizations
- Pay for first year of each matriculated student’s membership in one state or regional professional association.
  **Responsibility:** Director.
  **Status:** Lucille Chernack Professional Development Fund, operating fund, currently at about $2,000.
- Cosponsor continuing professional development workshops with RILA and other professional associations.
  **Responsibility:** Continuing Professional Development Committee.
  **Status:** RILA, RIEMA, and SLA/RI have generously cosponsored events like the GSLIS Annual Gathering and Mentoring Night.

4.8 Assist students in developing coherent programs of study.
- Collect and analyze data for tracking student progress.
  **Responsibility:** Advisors; Student Affairs/Admissions Staff.
  **Status:** Advisors have access to student academic records through e-Campus. Student Affairs/Admission staff notifies advisors periodically of students without programs of study. Importance of POS made known to students through letter of acceptance, informational brochure distributed at orientation and available at GSLIS website, and website FAQ list accessible from admissions page and front page.
- Adapt the Graduate School’s form for annual status reports on all advisees.
  **Responsibility:** Advisors.
  **Status:** This is a requirement; we are not in compliance.
- Create a well-organized “Advisor FAQ” section on the GSLIS website.
Responsibility: Director, Student Affairs/Admission Staff.
Status: The FAQ page, http://www.uri.edu/artsci/lsc/Admissions/FAQ.html, includes material on advisors & programs of study. Prospective students’ questions (regularly answered by phone, e-mail, and interview) are used to improve the page. An “Advisor’s Cheat Sheet” has been posted at the Sakai site for GSLIS faculty for reference.

- Implement the creation of electronic portfolios by all GSLIS students.
  Responsibility: Director, Curriculum Committee, faculty.
  Status: TrueOutcomes implemented for School Library Media Track in 2005-2006; for core MLIS courses taught by full-time faculty in spring 2009; for all courses, 2009-2010.

4.9 Evaluate student outcomes.
- Review students’ success in achieving the School’s Educational Outcomes.
  Responsibility: Director, Assistant Director.
  Status: TrueOutcomes implemented for School Library Media Track in 2005-2006; for core MLIS courses taught by full-time faculty in spring 2009; for all courses, 2009-2010. Surveys of students and employers should provide additional information. A survey of recent alumni is being carried out through the Workforce Issues in Library and Information Science (WILIS) pilot program under an IMLS grant to UNC/CH; this instrument cannot focus on GSLIS Educational Outcomes, and to mitigate survey fatigue, no separate survey of graduates is planned at this time.
  - Document and measure school library media students’ success in meeting the Rhode Island Beginning Teachers Standards (RIBTS) and NCATE standards.
  Responsibility: Dr. McCarthy, Dr. Caldwell.
  Status: TrueOutcomes e-folio evaluation, paired with the Praxis examination and an exit survey, provide robust documentation of student achievement in the SLM program.

CULTURE AND ENVIRONMENT (GOAL FIVE):
To provide a culture that encourages mutual respect and collaboration in learning, research, and service; and to create an environment that values contributions to the profession and society.

5.1 Incorporate high ethical standards and a commitment to information access, as exemplified by the American Library Association’s Library Bill of Rights and the codes of ethics of the American Library Association, the American Society for Information Science, and other related professional associations.
  - Orient all incoming students to major issues in professional, academic, and research ethics.
    Responsibility: Director, Assistant Director.
    Status: Online ethics orientation module has been updated and needs to be re-posted. Orientation sessions include small-group ethics case discussions and ethics handouts during orientation sessions, and ethics handouts.
  - Document student knowledge of professional ethics and values.
    Responsibility: LSC 595 -Status: Requirement in place;

5.2 Provide an intellectual atmosphere of active learning and collegiality.
  - Support the continued professional growth of students, graduates, and members of the state and regional library community by offering continuing education activities, including collaborative programs with other university units and/or professional organizations.
    Responsibility: Director, Continuing Professional Development Committee, faculty.
    Status: Ongoing.
5.4 Foster collegiality, community, and collaboration through student, alumni, and other associations.

- Collaborate with OLIS, RILA, RIEMA, and SLA/RI to create a databank of alumni and practitioners willing to mentor current and prospective students.
  **Responsibility:** Director.
  **Status:** RILA has established a limited database. GSLIS has contacted partners and developed a platform for the database and a recruitment form for potential mentors. We envision access to the database through WebJunction RI, and 2009-2010 expansion to other New England states. In development. The Director has communicated with NELA, which has mounted a database at its site.

- Maintain active communications with students and other stakeholders through listservs, newsletters, website, and other appropriate means.
  **Responsibility:** Director, Student Affairs staff, Outreach Committee, faculty.
  **Status:** LSCFAC, ADJFAC, GSLISSTU, and URIISALUM all provide regular communications. Website displays most vital GSLIS information, and includes a blog and issues of the electronic newsletter.

5.3 Foster collegiality, community, and collaboration through student, alumni, and other associations.

- Consult, collaborate, and communicate with library and information professionals, especially in support of the New England Regional Program.
  **Responsibility:** Director and all faculty.
  **Status:** GSLIS is represented in state and regional library associations, including the New England Library Association; the RI Library Association and Educational Media Association; the board of the RI Coalition of Library Advocates; the Rhode Island Center for the Book; and the Karla Harry Legislative Commission on Library Services in Rhode Island. GSLIS is an unlimited member of Lyrisis (formerly NELINET). Library leaders from different types of libraries and New England states are represented on the GSLIS Advisory Committee.

5.4 Provide appropriate physical facilities and technological support for a productive learning and teaching environment for students and faculty.

- Enhance student facilities.
  **Responsibility:** Director, Facilities Committee, with University support.
  **Status:** GSLIS has access to instructional spaces ranging from adequate (in Rodman Hall) to excellent (in other URI buildings, and in Massachusetts and New Hampshire). Lab facilities are available. In 2009, new tile replaced the carpet in Rodman Hall’s main corridor; classrooms and offices were repainted; and the area around the building was landscaped. Also, as part of URI’s asset protection initiative, overhead lights in Rodman Hall were replaced and equipped with energy-saving motion sensors, and steam fittings were replaced.

- Maintain and update the GSLIS website.
  **Responsibility:** Assistant Director, Facilities Committee, Student Affairs staff.
  **Status:** Updated GSLIS website was launched in spring 2007; maintenance and revision ongoing.

- Review, revise, and maintain rotation schedule for upgrading faculty and staff computer equipment.
  **Responsibility:** Director, Facilities Committee.
  **Status:** Ongoing. All faculty and staff office computers are less than three years old.

- Develop cooperative plan for instructional technology in collaboration with other units in the Harrington School.
  **Responsibility:** Director, Facilities Committee, and Harrington School liaison.
**Status:** GSLIS classroom equipment has been upgraded with the provision of a Sympodium and light-weight projectors for use as needed in Rodman or elsewhere; new computers in the student lounge are equipped with software to support LSC 528, 529, and 557. Lab fee account projected to yield $35,000 to $45,000 annually for instructional software; pooled departmental resources could fund production lab for Harrington School in renovated Ranger Hall, freeing Harrington endowment to fund lab assistant.

5.5 Provide a supportive environment for students from diverse backgrounds at all delivery locations.
- Identify the support needs of all students, especially regional and other distance students.
  **Responsibility:** Director, Assistant Director/Coordinator for Distance Learning.
  **Status:** Classroom facilities and administrative support at UNH and Worcester State College have been excellent.
- Work with Regional Counselors at UNH and WSC.
  **Responsibility:** Director, Assistant Director/Coordinator for Distance Learning.
  **Status:** Ongoing. Regional counselors (part-time faculty Barry Hennessey and Betsey Brenneman) have been appointed to help support regional students.

**SERVICE AND OUTREACH (GOAL SIX):**
To serve in local, regional, national, and international academic and professional communities and to cultivate mutually supportive relationships, especially within the New England region.

6.1 Encourage collaborations and service through faculty participation in URI committees and in professional organizations and projects.
- GSLIS will be represented on URI advisory and policy-making bodies.
  **Responsibility:** All faculty.
  **Status:** Suellen Adams is serving a term on Faculty Senate (2008-2011); Gale Eaton is on the Dean’s Advisory Committee (2004-2010) and the College of Arts and Sciences Ad Hoc Assessment Committee (2008-2011).
- GSLIS will be active in the RI and New England library communities.
  **Responsibility:** All faculty.
  **Status:** Gale Eaton represents GSLIS on the Karla Harry Legislative Commission and on the board of the RI Coalition of Library Advocates.
- Each full-time faculty member will be an active member of at least one professional association.
  **Responsibility:** All faculty.
  **Status:** Gale Eaton ALA (ALSC, LRRT, PLA), ALISE, Children’s Literature Association, NELA, RILA
- Each full-time faculty member will deliver a minimum of one conference or workshop presentation per year.
  **Responsibility:** All faculty.
  **Status:** Gale Eaton presented at ALISE, 2009.

6.2 Support the continued professional growth of students, graduates, and members of the state and regional library community by offering continuing education activities, including collaborative programs with other university units and/or professional organizations.

6.3 Consult, collaborate, and communicate with library and information professionals, especially in the New England Region.

6.4 Encourage and support student membership and participation in professional associations.
6.5 Provide opportunities for library and information service to diverse communities.

- Encourage students to do Independent Work that involves service to diverse communities.
  
  **Responsibility:** Director, Advisors.
  
  **Status:** Opportunities for Independent Work involving service are announced via GSLISSTU and in classes as they become known.

- Look for additional grant opportunities that involve service to diverse communities.
  
  **Responsibility:** Director, faculty.
  
  **Status:** Ongoing.

[Note: Objectives in support of Goal Six are implemented through many action steps listed under other objectives. This is appropriate, since the ideals of service and outreach inform our goals for curriculum, faculty, and students, and underlie our institutional culture.]
APPENDIX 0.7: LIST OF LINKS FOR INTRODUCTION

“Just the Facts” <http://www.uri.edu/ir/uriinfobank/facts.html>

URI Mission Statement <http://www.uri.edu/home/about/mission.html>


Provost’s web site <http://www.uri.edu/provost/>

GSLIS vision statement <http://www.uri.edu/artsci/lsc/AboutUs/vision.html>

GSLIS Educational Outcomes <http://www.uri.edu/artsci/lsc/AboutUs/eduoutcomes.html>

NEBHE  <http://www.nebhe.org/index.php?option=com_content&task=view&id=18&Itemid=54> explains the ‘tuition break’ offered to regional students.

Office of Student Learning <http://www.uri.edu/assessment/> web page that deals with the assessment of programs at URI.

Faculty Senate Meeting Minutes <http://www.uri.edu/facsen/FS04m00-12-14.html> Approval granted for the development of post-baccalaureate certificate programs.


Harrington School of Communication and Media funding < http://www.uri.edu/news/releases/?id=4876>

URI’s Guidelines for Resources Allocation <Guidelines for the Allocation of Resources >

URI’s Principles for a Strategic and Sustainable Budget Process <Principles for a Strategic and Sustainable Budget Process >
# Standard One: Mission, Goals, and Objectives

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UNIVERSITY OF RHODE ISLAND
GRADUATE SCHOOL OF LIBRARY AND INFORMATION STUDIES
PROGRAM PRESENTATION FOR ACCREDITATION BY THE
AMERICAN LIBRARY ASSOCIATION

STANDARD ONE: MISSION, GOALS, AND OBJECTIVES

CONTEXTS: URI, ALA, AND PROFESSIONAL COMMUNITIES

Like our parent institution, the University of Rhode Island, the Graduate School of Library and Information Studies was originally founded in response to vocational needs, and has always been closely connected and responsive to the interests of the professional community. At the heart of the school is a commitment to good, ethical information service. This commitment will only be deepened as we integrate with the new Harrington School of Communication and Media, whose mission is to prepare “graduates to meet workforce development needs of the future and produces scholars who can address the rapidly changing influence of technology on the ways we receive, store, mediate, archive, and transmit information to work, learn, spend leisure time, and build communities.”

Several overlapping contexts have influenced the development and formal expression of our mission, goals, and objectives:

- We are a part of the University of Rhode Island, and are committed to supporting the mission, goals, and objectives of our parent institution. The University planning process is currently in a dynamic phase: in July 2009 Dr. David M. Dooley was appointed president, and in April 2008 Dr. Donald H. DeHayes became Provost and Vice President for Academic Affairs. Dr. DeHayes immediately began a planning process, issuing a report on “The Current State of U.R.I.” in November 2008, and leading approximately 160 faculty members at an Academic Planning Summit on January 30, 2009. The process has been inclusive; the draft “Academic Plan 2010-15” was distributed in time for discussion at the September 18, 2009 retreat of the College of Arts and Sciences department chairs. The final document has since been published and widely distributed.

Faculty and constituents of the Graduate School of Library and Information Studies have taken advantage of opportunities to offer input and to participate in the planning process; for instance, Dr. Caldwell is a member of the Provost’s task force on diversity, and Dr. Eaton represented GSLIS at the Academic Planning Summit. The plan articulates goals in six primary areas (enhancement of academic quality and value; preparing students for a changing world; research and innovation; global citizenry; ensuring an equitable and inclusive campus community; and institutional effectiveness), all of which are consistent with our professional expertise and ethics, and should be advanced by the effective collaboration of information professionals. Planning documents are highlighted at the Provost’s web site.

- We collaborate closely with the School of Education. Our mission, goals, and objectives are compatible with support for the Rhode Island Professional Teacher Standards (RIPTS), and by mapping the points of contact we are able to assess our compliance with standards set by the National Council for Accreditation of Teacher Education (NCATE) and the Rhode Island Department of Education (RIDE), both of which reviewed URI’s teacher education programs in time 2008. As a result, our school library media
certification program was approved by RIDE and earned NCATE’s full seven-year reaccreditation with national recognition by the American Association of School Librarians (AASL).

- We are a unit in URI’s new Harrington School of Communication and Media. As we begin the exciting process of pooling intellectual resources with colleagues in sister disciplines, we will again review our foundational documents.
- We are rooted in a vibrant and rapidly changing profession.

**Current Conditions**

**The Process of Developing and Reaffirming GSLIS Foundational Documents**

The collegial governance of GSLIS will be more fully described in Section 5. The full-time faculty normally meet for a day-long planning retreat the Wednesday before Labor Day, and two Wednesdays a month from 1:00 to 3:00 p.m. during the academic semesters; a student liaison attends meetings. Part-time faculty meet one Saturday a semester with the full-time faculty. The Advisory Committee, which includes representative employers, library leaders, alumni, part-time faculty, and students, normally meets twice a year.

The current GSLIS foundational documents were developed in a recursive process: the Advisory Committee, with representation from all GSLIS constituent groups, suggested priorities; the full-time faculty, under the leadership of Dr. W. Michael Havener, reviewed, shaped, and drafted the documents; both the Advisory Committee and the part-time faculty, who represent practitioners in a wide range of specialties, reviewed and critiqued successive drafts. The documents are published on the GSLIS website and in information packets sent to prospective students. They are also transmitted to College and University officials as needed for broader planning processes. The documents include:

- **Mission, Goals, and Objectives**: The current statement was developed in 1999, under the leadership of W. Michael Havener. The GSLIS Mission and Goals have been stable over the past decade; the Objectives have been revised (as of fall, 2009, for instance, planning for successful implementation of the Harrington School is an objective under Goal One). Action steps are more frequently and extensively updated. At the beginning of each three-year term of appointment, the GSLIS Director submits to the Dean of the College of Arts and Sciences a three-year plan, which normally consists of the Mission, Goals, and Objectives, with associated Action Steps. (The current three-year plan is included in this self-study as a reference for the Introduction.)

- **Vision Statement**: Developed in 2003; replaced an earlier statement.

- **Core Values Statement**: This statement was added in 2005, and defines the essential values of GSLIS in the context of our parent institution, URI, and the profession we serve.

- **Educational Outcomes**: An earlier statement of 21 desired educational outcomes was replaced in 2006, when the RI Office for Higher Education requested that each academic unit in the state system list between six and eight outcomes and submit plans for assessing them. The structure of the current statement, based on the 2004 draft of ALA’s Core Competences statement, is easily adapted to RI OHE requirements.

**Goal One: Planning and Evaluation**

The first four goals in our Mission, Goals, and Objectives closely parallel ALA’s first four standards for accreditation, and are cited in the appropriate sections as we summarize current conditions and progress toward goals. Objectives and action steps for Goal One, Planning and Evaluation, are quoted here:
PLANNING AND EVALUATION (GOAL ONE):
To support the School’s vision, values, and mission through a strong planning and evaluation structure that includes regular input from students, graduates, practitioners, and other stakeholders.

1.1 Review, revise, and extend the School’s three-year strategic plan through 2011-2012, positioning the program to meet constituent needs and aligning it with university priorities.
- Carry out an environmental scan, with attention both to the evolving social role of LIS professionals and to the mission and goals of the University.
  Responsibility: Director, Faculty, Advisory Committee.
  Status: To do
- Review, update, and reaffirm the School’s foundational documents: Vision Statement; Core Values; Mission, Goals, and Objectives; and Educational Outcomes Statement, making use of Harrington School documents and ALA 2009 Core Competences, and clarifying role of Confucius Institute and CCGIS.
  Responsibility: Director, Faculty.
- Develop and approve action steps for 2009-2012.
  Responsibility: Director, Faculty.
  Status: Statement of Mission, Goals, and Objectives, with action steps for 2009-2012, was revised and reaffirmed by the faculty on September 2, 2009, and reviewed by the Advisory Committee on September 11, 2009.

1.2 Provide systematic processes for regular program review and revision.
- Continue to use Educational Outcomes Statement in regular review of curriculum, as provided in Goal Two. Measure Educational Outcomes with TrueOutcomes.
  Responsibility: Curriculum Committee, Faculty.
  Status: Fall 2008: full-time faculty members teaching core courses developed rubrics for key assignments. Spring 2009: course rubrics were uploaded to TrueOutcomes and linked to GSLIS Educational Outcomes; initial data to be collected.
- Work with URI administration to review faculty performance, as provided in Goal Three.
  Responsibility: Director, Faculty.
  Status: Each faculty member presents a dossier for peer review on a schedule determined by the URI AAUP. In 2007, two faculty members were successfully promoted from associate to full professor and one from assistant to associate professor with tenure; a new assistant professor was added to the faculty. Faculty members qualified by length of service for sabbatical must submit proposals; GSLIS faculty members were awarded sabbaticals for fall 2008 and fall 2009.

1.3 Review the funding needs of GSLIS and develop and implement strategies to increase funding levels.
- Use GSLIS lab fees to help support the School’s technology needs.
  Responsibility: Director.
  Status: Spring 2008: Lab fees purchased the Sympodium (an interactive pen display, adding flexibility to classroom projection) and other new equipment.
- Review fee structure for the School’s distance learning offerings in Massachusetts and New Hampshire.
  Responsibility: Director and Assistant Director/Coordinator of Distance Education, with Director of Special Programs, URI College of Continuing Education.
**Status**: The fee is set at the projected rate for in-state URI graduate students; 2007-2008, $390; 2008-2009, $470; 2009-2010, $530.

- Seek external grant funding to support educational and research activities.
  
  **Responsibility**: Director, External Funding Committee, all faculty.
  
  **Status**: Cohort of eleven IMLS-funded Prism Plus scholars graduated in 2008.

- Encourage alumni giving through annual campaigns with the Fund for URI.
  
  **Responsibility**: Director, External Funding Committee.
  
  **Status**: Three routine fundraising letters are sent out annually by the Advancement Office. Our URI Alumni Association Affiliate Chapter is assisting with fundraising.

- Work to increase GSLIS endowments and operating accounts with the URI Foundation.
  
  **Responsibility**: Director, External Funding Committee.
  
  **Status**: GSLIS endowment funds have been yielding over $10,000 annually in scholarships. Recently matured are the GSLIS Prism Fund, to help support students who plan to work with diverse populations, and the Mattoon-Kline Fund, to help support students of color. Income from an endowment given by Herman Rose, scheduled to mature within the next two to three years, will augment the Aldrich and Bergeron scholarships given annually by the RI Coalition of Library Advocates. An operating fund, the Lucille Chernack Professional Development Fund, has been established to support student participation in professional associations. No income is expected in 2009, and this year’s scholarships are being paid by alumni donations to an operating account. In addition, students in LSC 597 (Seminar on Chinese Information Studies, offered as a special topics course) received scholarships through the Confucius Institute in 2007 and 2009. $10,000 in scholarships have been promised to support students in the course when it is offered in summer 2010 as LSC 590 (Introduction to Chinese Information Services).

1.4 Plan for successful implementation of the new Harrington School of Communication and Media.

  **Responsibility**: Director and Harrington School liaison, Suellen Adams, with faculty.
  
  **Status**: Four GSLIS faculty members attended a September 4 planning retreat at Alton Jones campus. GSLIS has nominated candidates for the Harrington School’s advisory board, and has responded to requests for information on faculty and resource needs.

1.5 Integrate planning into cyclical accreditation processes.

  
  **Responsibility**: Director, faculty, and representative students, graduates, and practitioners.
  
  **Status**: Plan for program presentation was submitted by March 29 deadline and approved by faculty, administration, and ALA. Partial drafts of Standard chapters were distributed for committee input at September 2 faculty retreat. Sakai site for GSLIS self study has been opened to the full-time faculty and the advisory committee for input.

- Maintain strong NCATE and RIDE approval.
  
  **Responsibility**: Coordinator of School Library Media program, Director, and faculty, in collaboration with the School of Education.
  
  **Status**: GSLIS School Library Media certification program earned seven-year NCATE accreditation with national recognition, along with RIDE approval, in 2008; next scheduled review is 2015.

**THE PROCESS OF IDENTIFYING AND COLLECTING EVIDENCE**

The team to analyze compliance with Standard One included the standing GSLIS Planning and Evaluation Committee (Drs. Eaton and Adams); the Advisory Committee’s subcommittee on Outcomes Assessment (Robert Maier, Director, Massachusetts Board of Library Commissioners, and Ruth Sullivan, Dean of Learning Resources,
Community College of Rhode Island); Mary Cronin, a 2009 GSLIS graduate; and Katy Brown and Kat Billings, current GSLIS students. Dr. Eaton convened the group by e-mail on September 16, 2009, and distributed a partial draft of the chapter, including as building blocks the Planning and Evaluation section of the GSLIS Mission, Goals, and Objectives statement (as reaffirmed by the faculty on September 2, 2009) and a break-down of Standard One from the 1992 Standards. The role of this team was to:

1. Review GSLIS foundational documents and analyze compliance with standards.
2. Design, administer, and analyze surveys of students, graduates, employers, and other constituent groups.
3. Identify other data needs.

Based on input from the group, a second draft of this section was completed on October 23, 2009, and circulated to the group and to the GSLIS faculty for additional input.

**ANALYSIS OF COMPLIANCE WITH STANDARD ONE**

**THE PLANNING PROCESS**

*Standard 1.1:* A school's mission and program goals are pursued, and its program objectives achieved, through implementation of a broad-based planning process that involves the constituency that a program seeks to serve. Consistent with the values of the parent institution and the culture and mission of the school, program goals and objectives foster quality education.

The tenure-track faculty of the URI Graduate School of Library and Information Studies define its mission and program goals in consultation with the School's Advisory Committee and part-time faculty, with input from students and alumni. Three-year plans (based on the foundational documents described under Standard 1.2) are filed with the Dean of the College of Arts and Sciences. Data on outcomes are collected from a variety of sources (including surveys, TrueOutcomes portfolios, enrollment statistics, and consultations), as described under Standard 1.3. Again, tenure-track faculty are primarily responsible for collecting and analyzing the data, but students, alumni, and employers are surveyed and consulted.

**HOW THE FOUNDATIONAL DOCUMENTS ADDRESS THE STANDARDS**

*Standard 1.2:* Program objectives are stated in terms of educational results to be achieved. . . .

GSLIS foundational documents include a Vision Statement, a Core Values Statement, a Statement of Mission, Goals, and Objectives, and an Educational Outcomes Statement, all of which are publicly available from our About Us page. In addition, GSLIS supports central statements of the School of Education, relevant to the preparation of school library media specialists.

The Vision Statement defines the professional contribution GSLIS graduates should make to the diverse communities they will serve. Understanding, respectful, able to diagnose and meet information needs, flexible in their response to change, and ethically committed to free inquiry and intellectual freedom, GSLIS graduates should support their clients in the development of multiple literacies and the effective use of information. Whether as members of research teams, as information literacy instructors, or in other roles, they should foster life-long learning for all.

The Core Values of GSLIS are service and social responsibility; diversity; ethics and intellectual freedom; access to information; literacy and learning; effective use of technology; collegiality and professionalism; and research and leadership. Because means affect ends, faculty strive to model these values in their teaching, their interactions with students, and their professional lives.
The **GSLIS Mission** is to educate:

*In support of the University of Rhode Island’s mission, the Graduate School of Library and Information Studies exercises leadership in the global information age through research, service, and the preparation of knowledgeable and ethical professionals who can serve the library and information needs of a diverse society.*

The six supporting goals and their subordinate objectives specify inputs—the steps GSLIS will take to support education. In this Program Presentation, we reference each goal with its supporting objectives and action steps in the appropriate section:

- **Goal 1 (Planning and Evaluation)** addresses Standard One, Mission and Goals.
- **Goal 2 (Academic Program)** addresses Standard Two, Curriculum.
- **Goal 3 (Faculty)** addresses Standard Three, Faculty.
- **Goal 4 (Students)** addresses Standard Four, Students.
- **Goal 5 (Culture and Environment)** addresses in part Standard Six (Physical Resources and Facilities); other objectives in this section, having to do with the intellectual atmosphere of the School, are discussed under Standard Two, Curriculum.
- **Goal 6 (Service and Outreach)** addresses in part Standard Five, Administration and Financial Support.

The **Educational Outcome Statement** lists specific program outcomes in eight broad categories, aligned with the 2004 draft of the ALA Core Competences. The Educational Outcomes are stated in terms of results to be achieved, and used for curriculum development and assessment:

- **Inputs:** The curriculum is mapped against the Educational Outcomes Statement, to establish where each outcome is introduced, emphasized, and/or reinforced.
  - Each outcome must be emphasized by one or more of the seven courses required for the MLIS.
  - Each elective must emphasize one or more of the Educational Outcomes.
- **Outputs:** Achievement of the outcomes is assessed by means of perception (surveys of students and alumni) and outcome-linked assignment rubrics in TrueOutcomes.

With regard to the school library media program, GSLIS has also affirmed the RI Professional Teacher Standards (RIPTS) and the School of Education’s Diversity Vision and Graduate Themes, and reaffirmed them most recently at the October 28, 2009 faculty meeting.

**Standard 1.2: Program objectives** . . . reflect:

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

- **Core Values Statement:**
  - **Access:** “As a profession, we preserve the symbolic records of human thought and knowledge, organize this heritage for use, and provide equitable access to all. . . .”
  - **Emerging and Advanced Technology:** “[We] use emerging technologies to preserve, organize, and communicate knowledge and information. . . .”

- **Educational Outcomes Statement:**
  2. **Resource Building:** Graduates will be prepared to create and manage collections of print, non-print, and electronic resources. A graduate of GSLIS
     - Knows the basic concepts, terminology, literature and issues related to the creation, evaluation, selection and acquisition of specific items or collections for diverse users.
     - Applies knowledge of the basic principles of storing, preserving conserving and disseminating information.
  3. **Knowledge Organization:** Graduates will be prepared to organize information for use. A graduate of GSLIS
     - Applies the basic principles and standards involved in the organization and representation of knowledge and information structures for storage, retrieval, use, and evaluation of recorded information.
  5. **Knowledge Dissemination:** Graduates will be prepared to provide information services effectively. A graduate of GSLIS
     - Knows and demonstrates competence in using service concepts, principles and techniques that facilitate information access, relevance, and accuracy for users.
     - Retrieves, evaluates and synthesizes information from multiple sources and responds to complex needs of diverse users for resources and services.

1.2.2 the philosophy, principles, and ethics of the field

- **Vision Statement:**
  “Librarians and information specialists serve the needs of a richly diverse population in an ever changing and increasingly complex information environment. . . . Graduates are committed to professional ethics that support free inquiry, access to information, protection of intellectual freedom, and respect for the information rights of all. . . .”

- **Core Values Statement:**
  - **Ethics and Intellectual Freedom:** “. . . [We] are committed to promoting the free flow and ethical handling of information and to upholding the principles of intellectual freedom. . . .”

- **Educational Outcomes Statement:**
  1. **Professional Ethics:** Graduates will be prepared to apply professional values and ethics. A graduate of GSLIS
     - Knows and is guided by the ethics, values and foundational principles of the library and information professions and professional associations.
     - Understands the role of library and information professionals and associations in the promotion of intellectual property, democratic principles, intellectual freedom, and diversity of thought.
I.2.3 appropriate principles of specialization identified in applicable policy statements and documents of relevant professional organizations

The school library media program, accredited by NCATE as well as ALA, works closely with the School of Education. In addition to meeting GSLIS Educational Outcomes, the SLM students must meet the eleven Rhode Island Professional Teacher Standards (RIPTS) and eight School of Education graduate themes (see References). These statements substantially overlap the GSLIS statements, and assure that appropriate principles of specialization are identified for our largest group of students.

ALA’s 2009 statement, “The Core Competences of Librarianship,” was developed by the Presidential Task Force on Library Education to identify knowledge needed by all persons graduating from ALA-accredited master’s programs in library and information studies. In preparing it, the Task Force gathered together drafts and policy statements reflecting the specialized competencies needed for various specializations, as identified by relevant professional organizations.

Our Educational Outcomes Statement, adopted before the ALA Core Competences statement was finalized, is based on an earlier version of the document. As a relatively small, generalist program, we appreciate the document’s flexibility and focus on essentials: professional ethics, resource building, knowledge organization, technological knowledge, institution management, and the theories and skills involved in mediating information searches, teaching information literacy, and conducting rigorous professional inquiry – all these are relevant to all specializations, and all are incorporated in our Educational Outcomes Statement and other foundational documents. In creating site agreements for LSC 595 (Professional Field Experience), we routinely connect the general Educational Outcomes to the specialized objectives appropriate in students’ extremely varied field placements.

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

- **Vision Statement:**
  “Graduates foster the development of multiple literacies and the use of information. . . .”

- **Core Values Statement:**
  **Literacy and Learning:** “As a profession, we promote life-long learning by working with a wide range of institutions and organizations. GSLIS prepares students for service in all types of libraries and information services, and maintains significant program strength in information literacy and instructional design.”

- **Educational Outcomes Statement:**
  6. **Knowledge Accumulation: Education and Lifelong Learning:** Graduates will be prepared to promote the meaningful use of knowledge and information in their communities. A graduate of GSLIS
  - Interacts with diverse individuals or groups of users to provide consultation, mediation or guidance in their use of information resources.
  - Knows basic learning theories, instructional methods, and achievement measures, and applies them to diverse learners in learning situations within libraries and other information providing agencies.
  - Demonstrates the ability to instruct and assess diverse patrons in the mastery of information literacy, which includes the skills needed to locate, access, use and evaluate information resources for continuing education or lifelong learning.
I.2.5 the importance of research to the advancement of the field's knowledge base

- **Vision Statement:**
  “Graduates advance the productivity of research teams by gathering, evaluating, analyzing, synthesizing, and communicating information to create new knowledge. . . .”

- **Core Values Statement:**
  **Research and Leadership:** “Our faculty are committed to providing leadership for our profession through the generation and dissemination of new knowledge, the innovative application of existing knowledge to meet society’s needs, and the articulation of new conceptual frameworks. We involve our students and graduates in our research and service activities to prepare them to become leaders who will move our profession forward..”

- **Educational Outcomes Statement:**
  7. **Knowledge Inquiry: Research:** Graduates will be prepared to understand, enrich, and disseminate the professional knowledge base of our field. A graduate of GSLIS
  - Understands the process of research, research methods and research findings within the library and information fields and has an awareness of current literature in these and related areas.
  - Demonstrates a commitment to serve the profession and society, through participation and leadership in professional organizations or associations, as well as through publishing and other contributions to the field.

I.2.6 the importance of contributions of library and information studies to other fields of knowledge
I.2.7 the importance of contributions of other fields of knowledge to library and information studies

- **Mission, Goals, and Objectives:**
  “2.7 Develop and maintain links and collaborative interdisciplinary programs with other URI Departments and Colleges.”

- **Vision Statement of the Harrington School:**
  “We will develop a school of national distinction that builds on the synergies of the founding units and creates new tracks and programs in communication and media.”

I.2.8 the role of library and information services in a rapidly changing multicultural, multiethnic, multilingual society, including the role of serving the needs of underserved groups

- **Vision Statement:**
  “Librarians and information specialists serve the needs of a richly diverse population in an ever changing and increasingly complex information environment. The University of Rhode Island Graduate School of Library and Information Studies educates students from New England, the nation, and the world for a profession that places them at the center of intellectual life in a wide range of communities. . . .”

- **Core Values Statement:**
  **Diversity:** “As a profession, we value our nation’s diversity and strive to reflect it by providing a full spectrum of resources and services to the individuals and communities we serve. The GSLIS community is multicultural and international, and its members model respect for the dignity of all.”
• **Educational Outcomes Statement:**
  6. Knowledge Accumulation: Education and Lifelong Learning: Graduates will be prepared to promote the meaningful use of knowledge and information in their communities. A graduate of GSLIS
  - Interacts with diverse individuals or groups of users to provide consultation, mediation or guidance in their use of information resources.
  - Knows basic learning theories, instructional methods, and achievement measures, and applies them to diverse learners in learning situations within libraries and other information providing agencies.
  - Demonstrates the ability to instruct and assess diverse patrons in the mastery of information literacy, which includes the skills needed to locate, access, use and evaluate information resources for continuing education or lifelong learning.

• **School of Education Diversity Vision:** GSLIS also supports the URI School of Education’s Diversity Vision statement.

  1.2.9 the role of library and information services in a rapidly changing technological and global society

• **Vision Statement:**
  “Graduates foresee and respond to changing needs . . . .”

• **Core Values Statement:**
  Emerging and Advanced Technology: “[We] use emerging technologies to preserve, organize, and communicate knowledge and information. . . .”

• **Educational Outcomes Statement:**
  4. Technological Knowledge: Graduates will be prepared to apply appropriate technology to create effective interfaces between knowledge and its users. A graduate of GSLIS
  - Demonstrates comprehension and competence in using information and communication technologies for professional presentations and to assist diverse users to access information resources in a variety of formats.
  - Understands and can apply the principles of techniques used to continuously track and analyze emerging technologies to recognize relevant innovations.

  1.2.10 the needs of the constituencies that a program seeks to serve.

• **Vision Statement:**
  “Graduates understand and respect the constituencies they serve. . . .”

• **Core Values Statement:**
  Service and Social Responsibility: “As a profession, librarians and information specialists serve the public good, striving to provide the highest level of service to all. . . .”

• **Educational Outcomes Statement:**
  2. Resource Building: “. . . for diverse users…”
  3. Knowledge Organization: “. . . for use…”
  4. Technological Knowledge: “to assist diverse users…”
  5. Knowledge Dissemination: “. . . for users”; “complex needs of diverse users”
6. Knowledge Accumulation: “diverse individuals or groups of users”; “diverse learners”; “diverse patrons”

8. Institution Management: Graduates will be prepared to manage library and information services for the benefit of the communities served. A GSLIS graduate

- Can manage library and information services effectively by applying the principles and practices of planning, management and the evaluation of libraries or other information providing agencies.
- Demonstrates problem-solving, critical thinking, and decision-making skills in the planning for delivery and evaluation of library and information services in a changing global society.
- Understands the necessity of community outreach, advocacy, and the formation of strategic alliances.

**How the Foundational Documents Are Implemented**

**Standard 1.3:** Within the context of these Standards each program is judged on the degree to which it attains its objectives. In accord with the mission of the school, clearly defined, publicly stated, and regularly reviewed program goals and objectives form the essential frame of reference for meaningful external and internal evaluation. The evaluation of program goals and objectives involves those served: students, faculty, employers, alumni, and other constituents.

Over the years, GSLIS has relied on a variety of measures to evaluate program success and inform new directions. Surveys of students have usually focused on logistics: When and where do students prefer to take courses? What delivery modes do they prefer, and why? Where are they finding the resources they need? Do they have adequate access to their instructors and advisors? Surveys of graduates have often looked at outcomes: Have alumni found jobs in the profession? How well do they feel their courses helped them meet our Educational Outcomes? Studies of employers have attempted to identify skills and dispositions wanted in the marketplace, and how New England employers rated our recent graduates.

**Student data:** Student surveys were done in the spring terms of 2004 (60.5% response rate), 2006 (54.4% response rate), and 2009 (25.2% response rate). The 2004 and 2006 surveys were distributed in hard copy by instructors, which is less practicable as more courses are offered online; the 2009 survey was done on SurveyMonkey. Some of the functions once served by special student surveys, however, are now met by routine data sources. Two surveys are sent to all successful applicants in their admissions packets: a self-evaluation of technical skills (used since 2000 to estimate instructional needs in LSC 508, Introduction to Information Science and Technology), and a short survey on their program selection and plans (used since January 2008 to help guide recruitment initiatives). A FileMaker database tracks admissions and programs of study, helping predict short-term curriculum demand. In 2003, the University of Rhode Island adopted PeopleSoft as its platform for student and financial records, giving us more powerful and convenient ways to track curriculum trends. Some data:

**Student Satisfaction:** Students responding to GSLIS surveys are generally satisfied with course content (see Reference, Student Survey Highlights). In 2006, 84% were satisfied, and in 2009, the majority agreed or strongly agreed that their required courses foster development of LIS professionals who will assume an assertive role in providing services (91%); emphasize an evolving body of knowledge that reflects the findings of basic and applied research from relevant fields (87%); integrate the theory, application, and use of technology (83%); respond to the needs of a rapidly changing technological and global society (67%); provide direction for future development of the field (78%); and promote commitment to continuous professional growth (87%).

**Student Demographics:** In student surveys up to 2004, we asked a number of questions about course loads, years in the program, and hours spent commuting. URI’s adoption of PeopleSoft in 2003 gives...
us more complete information on how many courses students are taking per semester. Our stereotypical student over the years has been a working mother in her mid-thirties. In fall 2000, only 20% of our students were under 30; as of fall 2008, this had risen to 40%. With the drop in age has come an increase in the number of students who are attending full time. Of 227 students enrolled in fall 2008, 63 (27.8%) were taking 3 or more courses, and 48 of these were under 30 (58 under 35). Twenty-six were regional students, most of whom live in Massachusetts and New Hampshire and prefer courses at Worcester State College, UNH/Durham, or online.

**Alumni Outcomes:** Thirty-seven graduates from 2000, 2001, 2002, and 2003 responded to a survey in spring 2004; 54 from 2000, 2002, and 2004 (a 28% return) in spring 2005; and 75 from 2001, 2003, and 2005 in spring 2006. In 2008, GSLIS (along with programs at Alabama, Arizona, Central Missouri, Illinois, Simmons, Toronto, and Washington) was selected for the Workforce Issues in Library and Information Science 2 (WILIS 2) pilot study. We provided contact information for graduates from 2004, 2005, 2006, 2007, and spring 2008. Our response rate (54%) was average for the pilot group, and our graduates presented an overall response profile close to the group mean in most respects—although more of our graduates concentrated in school library media, and more (98%) took some or all of their courses online. Some other findings:

- 94.5% of those reporting worked for pay after completing their degrees; most had jobs within 3 months of graduation.
- Average pay: $45,550 per year (SD $15,695).
- 93% of those reporting on their current positions used LIS skills and knowledge – either in a library or information center (88%) or another setting (5%).
- GSLIS respondents said their program had prepared them very well (29%), well (39%) or adequately (30%) for their first jobs – slightly better than the all-pilot figures of 26%, 36%, and 30%.
- GSLIS respondents were also slightly more likely to agree or strongly agree that the program provided them with basic knowledge of the field; information seeking skills/knowledge; research and evaluation skills/knowledge; public service knowledge/skills; instructional knowledge/skills; management knowledge/skills; leadership knowledge/skills; and problem-solving knowledge/skills. They were about as likely as others to agree or strongly agree that their program had provided them with organization of information knowledge/skills and collaboration knowledge/skills, and they were less likely to agree or strongly agree that their program had provided them with information technology knowledge/skills. This set of questions corresponds to both the ALA Core Competences and the URI GSLIS Educational Outcomes.

We are enthusiastic about the potential of the WILIS 2 project for providing reliable data for program planning. Based on findings in the summer of 2009, the survey has been revised for the coming year’s full launch, which will include over thirty additional programs. Representatives of ALA and ALISE are included on the advisory panel for the grant, and we hope for an ongoing, centralized alumni survey that will give us the level of consistency in outcomes analysis that we enjoy, through the annual ALISE statistics, in reporting program inputs.

**Employer needs:** For current information on employer needs, we rely on published research, job advertisements, and faculty networking with groups in which employers are largely represented, including the professional associations as well as more specialized groups like the Boston Library Consortium, the
Karla Harry Commission on Libraries in Rhode Island, the GSLIS Advisory Committee (which meets twice a year), and the GSLIS part-time faculty (who meet with the full-time faculty one Saturday a semester).

Additional sources of evaluation data include TrueOutcomes rubrics, beginning in 2006 for the School Library Media program and in 2009 for GSLIS core courses, and Curriculum mapping, carried out as part of a review described under Section II, Curriculum. Both contribute to our understanding of how the curriculum supports educational outcomes. A few relevant findings:

**TrueOutcomes**: In fall, 2008, each full-time faculty member teaching a required course used an assignment rubric to measure student achievement of the GSLIS Educational Outcome primarily emphasized in that course. In spring, 2009, LSC 595 (Professional Field Experience) was made a requirement for students not taking LSC 596 (School Library Media Practicum). Staff of the Office for Student Learning Outcomes Assessment and Accreditation (OSLOAA) created a matrix for the MLIS program and linked each course-level rubric to the appropriate items in our Educational Outcomes Statement. When faculty grade assignments in the TrueOutcomes program, it automatically generates assessment data for the program.

Fall 2008 to Spring 2009 TrueOutcomes data show strong levels of student achievement on the assignment rubrics, indicating that the core curriculum is indeed supporting the educational outcomes (see Attachment 1, p. 10 of this document). They range from 86.29 to 100; the average is 90.99. We are now reviewing our first year’s worth of TrueOutcomes data from required courses taught by full-time faculty members, in consultation with OSLOAA, to improve reliability. (One challenge: deciding how to handle the individually negotiated objectives achieved by students in their professional field experiences.) As of fall 2009, all sections of core courses (including those taught by part-time faculty) will be subjected to TrueOutcomes evaluation.

Taken together, our evaluation tools show that the URI MLIS program succeeds: our students achieve the educational objectives and develop a strong set of professional knowledge and skills. We also recognize the need for improvement, and have made assessment-driven changes in the following areas:

1. **Curriculum coverage of information science and technology.** Both students and alumni call for updates in this area, and only 75% of our WILIS II respondents agreed or strongly agreed that the program provided them with information technology knowledge/skills, compared to 78% of all pilot respondents.

   We have used assessment information here in several ways. The level of coverage in the required course, LSC 508 (Introduction to Information Science and Technology), is based on incoming students’ self-assessments of their own technology skills; students with more skills are encouraged to substitute more advanced projects for the basic ones. Enrollment histories and programs of study have shown fewer of our students opting for technology-based electives. We have responded by reconceptualizing LSC 528, 529, 547, and 548; by merging 549 (deleted from the curriculum by University statute because of prolonged underenrollment) with 547; and infusing technology into courses with other foci, like LSC 533 (Digital Resources for C/YA).

2. **Scheduling.** Student surveys and PeopleSoft data point to difficulties with our course scheduling. Over the past decade, informed by student surveys, we have a) increased the number of online courses; b) consolidated our Massachusetts offerings (formerly in Boston and Amherst) in centrally located Worcester; c) reduced the number of morning and early afternoon courses; and d) dropped the
requirement that students take five of their courses in Rhode Island. Difficulties have kept pace with our attempted solutions, and this is an area that needs solid, creative work.

One consideration that will influence our planning in this area: the College of Arts and Sciences department chairs have requested from the Provost top-down support for a shift from 3-credit to 4-credit courses.

3. Demographics and professional socialization. Class dynamics and opportunities for extra-curricular socialization are changing dramatically as the average age (and experience level) of students drops and the number of online courses rises. At the same time, employers (as represented by our part-time faculty, our advisory committee, and groups such as the directors of the Boston Library Consortium, the RI Coalition for Library Advocates, and the Karla Harry Legislative Commission) call for job applicants with more experience. Student and alumni surveys rate the school library media practicum or the professional field experience high as a high points in the program. The WILIS 2 data showed that of 123 of 161 graduates who had taken one or the other, 89.3% found it very beneficial, 9% somewhat beneficial, and only 1.6% not beneficial. In response to these and other considerations, we have made LSC 595 (Professional Field Experience) a required course for students not taking LSC 596 (School Library Media Practicum). Information received from these sources has supported the School in

PLANNING FOR THE FUTURE

GSLIS foundational documents will be revisited in 2009/2010 as we integrate with the new Harrington School of Communication and Media. The proposed mission statement of the Harrington School is inclusive, focusing on the ways in which its graduates, as information professionals, will serve their communities:

Mission

The Harrington School of Communication and Media prepares graduates to meet workforce development needs of the future and produces scholars who can address the rapidly changing influence of technology on the ways we receive, store, mediate, archive, and transmit information to work, learn, spend leisure time, and build communities. The Harrington School serves majors enrolled in its programs and students throughout the University through its courses and special initiatives.

Graduates of all six units in the School—Communication Studies, Film Media, Journalism, Public Relations, and Writing & Rhetoric as well as GSLIS—will “receive, store, mediate, archive, and transmit information.” Standard I.2.1 states that GSLIS program objectives should reflect “the essential character of the field of library and information studies; that is, recordable information and knowledge, and the services and technologies to facilitate their management and use, encompassing information and knowledge creation, communication, identification, selection, acquisition, organization and description, storage and retrieval, preservation, analysis, interpretation, evaluation, synthesis, dissemination, and management.” The multidisciplinarity of the Harrington School will challenge us to reformulate our essential goals, remembering afresh what each of those familiar phrases really means. The Harrington School mission statement telescopes some of our procedural objectives, but with its emphasis on technology, change, and the handling of information for use, it summarizes main points from GSLIS foundational documents and will support relevant curriculum development in our field. It mentions both means (the rapidly changing influence of technology) and ends (the work, learning, leisure, and community-building that all our information and communication support). The vision statement calls for us to participate in developing “a school of national distinction that builds on the synergies of the founding units and creates new tracks and
programs in communication and media.” To launch the planning process, Dean Winifred Brownell of the College of Arts and Sciences and donor Richard J. Harrington organized a September 4 retreat for participating unit heads and faculty members. Evolving possibilities include:

1. Joint program development. GSLIS offers a post-baccalaureate Certificate in Information Literacy Instruction, drawing on the strengths of both full-time and part-time faculty members. Theories of Information Literacy Instruction are relevant to our sister disciplines; preliminary discussion with Writing and Rhetoric suggests this as the basis for a useful and innovative degree program. Dr. Adams is part of an interdisciplinary group developing a new minor in video game studies.

2. Joint curriculum development. Within existing programs there are overlapping areas, treated differently in the different fields, in which we might develop courses to serve wider student audiences. For instance, both GSLIS and Journalism have strong interests in information ethics and policy.

3. New research collaborations.

4. Shared facilities and support. Journalism and Film Media obviously share our need for production lab facilities; all units share a need for technical support staff. Pooled resources will help.

5. Opportunities for service and outreach. GSLIS brings to the Harrington School pre-existing partnerships both at home (our collaboration with the state Office for Library and Information Services gives us the opportunity to serve the information needs of communities like Central Falls and Newport) and abroad (our relationship with the Confucius Institute supports a developing international curriculum and additional opportunities for local outreach as well).

Our planning documents and ongoing assessment activities will help keep us centered on the needs of our own students and profession, but we will also look beyond the spreadsheets to take advantage of emerging opportunities. Because there have been so many significant changes at the University and College levels over the past several months, GSLIS will convene a forum this spring for representatives of all constituent groups to review and recreate foundational documents, building on the URI Academic Plan, 2010-2015, and the Vision and Mission of the Harrington School of Communication and Media.
UNIVERSITY OF RHODE ISLAND
GRADUATE SCHOOL OF LIBRARY AND INFORMATION STUDIES
PROGRAM PRESENTATION FOR ACCREDITATION BY THE
AMERICAN LIBRARY ASSOCIATION

APPENDICES TO STANDARD ONE: MISSION, GOALS, AND OBJECTIVES
APPENDIX 1.1: GSLIS VISION STATEMENT

GSLIS VISION STATEMENT

Librarians and information specialists serve the needs of a richly diverse population in an ever changing and increasingly complex information environment. The University of Rhode Island Graduate School of Library and Information Studies educates students from New England, the nation, and the world for a profession that places them at the center of intellectual life in a wide range of communities, including schools and universities, villages and cities, corporations and non-profit organizations.

The School instills knowledge, values, and skills that enable its graduates to participate actively and take leadership roles in their communities.

- Graduates understand and respect the constituencies they serve.
- Graduates are capable and proactive in defining and meeting information needs.
- Graduates foresee and respond to changing needs.
- Graduates foster the development of multiple literacies and the use of information.
- Graduates advance the productivity of research teams by gathering, evaluating, analyzing, synthesizing, and communicating information to create new knowledge.
- Graduates are committed to professional ethics that support free inquiry, access to information, protection of intellectual freedom, and respect for the information rights of all.

Librarians and other information professionals foster life-long learning for all. The GSLIS provides an accessible, practical experience that fully prepares graduates to serve their varied constituencies. Our student body, our faculty, and our curriculum reflect the diverse demographics of today’s society.

Approved by the GSLIS faculty on October 22, 2003.
Reviewed, revised, and reaffirmed each academic year.
Last reaffirmed by the GSLIS faculty on September 13, 2006
APPENDIX 1.2

GSLIS CORE VALUES

The core values of the University of Rhode Island Graduate School of Library and Information Studies are rooted in the ethics and best practices of professional education and of library and information service. Because means affect ends, the same values that shape our goals and educational outcomes also shape our practices.

Service and Social Responsibility: As a profession, librarians and information specialists serve the public good, striving to provide the highest level of service to all. GSLIS faculty and staff model this through our commitment to high quality in our service to students, the profession, and society. This commitment is supported by our use of knowledge gained through systematic learning outcomes assessment to strengthen our programs.

Diversity: As a profession, we value our nation's diversity and strive to reflect it by providing a full spectrum of resources and services to the individuals and communities we serve. The GSLIS community is multicultural and international, and its members model respect for the dignity of all.

Ethics and Intellectual Freedom: As a profession, we are committed to promoting the free flow and ethical handling of information and to upholding the principles of intellectual freedom. The GSLIS faculty maintains a culture of respect, in which independent inquiry and free speech flourish.

Access: Libraries and information services have archival, educational, and research functions. As a profession, we preserve the symbolic records of human thought and knowledge, organize this heritage for use, and provide equitable access to all. The GSLIS, originally founded to serve New England, makes affordable LIS education widely accessible through a mix of face-to-face courses in three states and online courses.

Literacy and Learning: As a profession, we promote life-long learning by working with a wide range of institutions and organizations. GSLIS prepares students for service in all types of libraries and information services, and maintains significant program strength in information literacy and instructional design.

Emerging and Advanced Technology: As a proactive profession, we use emerging technologies to preserve, organize, and communicate knowledge and information. The GSLIS prepares students with the theoretical knowledge and practical skills needed for leadership roles in a rapidly changing profession.

Collegiality and Professionalism: We are a highly collegial profession. The GSLIS encourages student participation in professional associations. Faculty members model service to the School, the College, the University, and professional associations at the local, state, regional, national, and international levels.

Research and Leadership: Our faculty are committed to providing leadership for our profession through the generation and dissemination of new knowledge, the innovative application of existing knowledge to meet society's needs, and the articulation of new conceptual frameworks. We involve our students and graduates in our research and service activities to prepare them to become leaders who will move our profession forward.

Approved by the GSLIS faculty on May 4, 2005.
Reviewed, revised, and reaffirmed each academic year.
Last reaffirmed by the GSLIS faculty on August 30, 2006.
APPENDIX 1.3

GSLIS MISSION

In support of the University of Rhode Island’s mission, the Graduate School of Library and Information Studies exercises leadership in the global information age through research, service, and the preparation of knowledgeable and ethical professionals who can serve the library and information needs of a diverse society.

In fulfillment of its mission, the School supports the following six goals:

- **Goal 1 (Planning and Evaluation):** To support the School’s vision, values, and mission through a strong planning and evaluation structure that includes regular input from students, graduates, practitioners, and other stakeholders.
- **Goal 2 (Academic Program):** Provide a foundation of knowledge that enables graduates to meet the School’s stated educational outcomes, preparing students for leadership roles and information services by offering a high quality academic program.
- **Goal 3 (Faculty):** To provide a dedicated, talented, and diverse faculty who contribute to the profession, the academic community, and society through teaching, research, and service.
- **Goal 4 (Students):** To attract and retain highly motivated and academically qualified students from a wide variety of backgrounds who will become dedicated library and information professionals.
- **Goal 5 (Culture and Environment):** To foster a culture that encourages mutual respect and collaboration in learning, research, and service; and to create an environment that values contributions to the profession and society.
- **Goal 6 (Service and Outreach):** To serve in local, regional, national, and international academic and professional communities and to cultivate mutually supportive relationships, especially within the New England region.

GSLIS GOALS AND OBJECTIVES:

**PLANNING AND EVALUATION (GOAL ONE):** To support the School’s vision, values, and mission through a strong planning and evaluation structure that includes regular input from students, graduates, practitioners, and other stakeholders. To achieve this goal, GSLIS will:

- 1.1 Review, revise, and extend the School’s three-year strategic plan through 2008-2009, aligning the program within the University and with university priorities.
- 1.2 Provide systematic processes for regular program review and revision.
- 1.3 Review the funding needs of GSLIS and develop and implement strategies to increase funding levels.
- 1.4 Plan for successful implementation of the new School of Communication and Information.

**ACADEMIC PROGRAM (GOAL TWO):** Provide a foundation of knowledge that enables graduates to meet the School’s stated educational outcomes, preparing students for leadership roles and information services by offering a high quality academic program. To achieve this goal, GSLIS will:

- 2.1 Provide a strong foundation in library and information studies through a coherent core curriculum.
- 2.2 Supplement the core courses with electives that support the career objectives of students in libraries, information agencies, and other settings.
- 2.3 Provide opportunities for individualized study through supervised practicums, professional field experiences, and independent work, including projects, research, and publications.
- 2.4 Provide an intellectual atmosphere of active learning and collegiality within each course.
• 2.5 Provide students with opportunities for collaborative research with faculty and practitioners and collaborative projects within classes.
• 2.6 Instill professional attitudes toward scholarship, research, and service; and instill a commitment to professional ethics.
• 2.7 Develop and maintain links and collaborative interdisciplinary programs with other URI Departments and Colleges.
• 2.8 Increase and improve opportunities for distance learning.

FACULTY (GOAL THREE): To provide a dedicated, talented, and diverse faculty who contribute to the profession, the academic community, and society through teaching, research, and service. To achieve this goal:

• 3.1 The GSLIS will recruit and retain a diverse faculty committed to providing the highest quality in teaching, research, and service.
• 3.2 The GSLIS will provide support for faculty teaching, research, and service.
• 3.3 Each faculty member will maintain an active and balanced program of teaching, research, and service, consistent with guidelines in the AAUP Contract, the University Manual, and the November 2004 GSLIS Guidelines for Promotion and Tenure.

STUDENTS (GOAL FOUR): To attract and retain highly motivated and academically qualified students from a wide variety of backgrounds who will become dedicated library and information professionals. To achieve this goal, GSLIS will:

• 4.1 Increase financial aid.
• 4.2 Utilize a variety of means, including exhibits, conferences, and the Internet, for recruitment.
• 4.3 Provide current and prospective students with clear and useful information about the School and the University.
• 4.4 Maintain fair and equitable policies in recruitment and retention of students.
• 4.5 Provide career information for students and potential students via collaboration with professional associations.
• 4.6 Involve students in the governance of the school.
• 4.7 Encourage and support student membership and participation in professional organizations.
• 4.8 Assist students in developing coherent programs of study.
• 4.9 Evaluate student outcomes.

CULTURE AND ENVIRONMENT (GOAL FIVE): To provide a culture that encourages mutual respect and collaboration in learning, research, and service; and to create an environment that values contributions to the profession and society. To achieve this goal, GSLIS will:

• 5.1 Incorporate high ethical standards and a commitment to information access, as exemplified by the American Library Association's Library Bill of Rights and the codes of ethics of the American Library Association, the American Society for Information Science, and other related professional associations.
• 5.2 Provide an intellectual atmosphere of active learning and collegiality.
• 5.3 Foster collegiality, community, and collaboration through student, alumni, and other associations.
• 5.4 Provide appropriate physical facilities and technological support for a productive learning and teaching environment for students and faculty.
• 5.5 Provide a supportive environment for students from diverse backgrounds at all delivery locations.

SERVICE AND OUTREACH (GOAL SIX): To serve in local, regional, national, and international academic and professional communities and to cultivate mutually supportive relationships, especially within the New England region. To achieve this goal, GSLIS will:
• 6.1 Encourage collaborations and service through faculty participation in URI committees and in professional organizations and projects
• 6.2 Support the continued professional growth of students, graduates, and members of the state and regional library community by offering continuing education activities, including collaborative programs with other university units and/or professional organizations.
• 6.3 Consult, collaborate, and communicate with library and information professionals, especially in the New England Region.
• 6.4 Encourage and support student membership and participation in professional associations.
• 6.5 Provide opportunities for library and information service to diverse communities.

Approved by the GSLIS faculty on February 17, 1999
Reviewed, revised, and reaffirmed each academic year.
Last reaffirmed by the GSLIS faculty on September 2, 2009.
APPENDIX 1.4

GSLIS EDUCATIONAL OUTCOMES STATEMENT

A Graduate of GSLIS can demonstrate the following outcomes:

1. **Professional Ethics:**
   a. Knows and is guided by the ethics, values and foundational principles of the library and information professions and professional associations.
   b. Understands the role of library and information professionals and associations in the promotion of intellectual property, democratic principles, intellectual freedom, and diversity of thought.

2. **Resource Building:**
   a. Knows the basic concepts, terminology, literature and issues related to the creation, evaluation, selection and acquisition of specific items or collections for diverse users.
   b. Applies knowledge of the basic principles of storing, preserving conserving and disseminating information.

3. **Knowledge Organization:**
   a. Applies the basic principles and standards involved in the organization and representation of knowledge and information structures for storage, retrieval, use, and evaluation of recorded information.

4. **Technological Knowledge:**
   a. Demonstrates comprehension and competence in using information and communication technologies for professional presentations and to assist diverse users to access information resources in a variety of formats.
   b. Understands and can apply the principles of techniques used to continuously track and analyze emerging technologies to recognize relevant innovations.

5. **Knowledge Dissemination: Service:**
   a. Knows and demonstrates competence in using service concepts, principles and techniques that facilitate information access, relevance, and accuracy for users.
   b. Retrieves, evaluates and synthesizes information from multiple sources and responds to complex needs of diverse users for resources and services.

6. **Knowledge Accumulation: Education and Lifelong Learning:**
   a. Interacts with diverse individuals or groups of users to provide consultation, mediation or guidance in their use of information resources.
   b. Knows basic learning theories, instructional methods, and achievement measures, and applies them to diverse learners in learning situations within libraries and other information providing agencies.
   c. Demonstrates the ability to instruct and assess diverse patrons in the mastery of information literacy, which includes the skills needed to locate, access, use and evaluate information resources for continuing education or lifelong learning.

7. **Knowledge Inquiry: Research:**
   a. Understands the process of research, research methods and research findings within the library and information fields and has an awareness of current literature in these and related areas.
   b. Demonstrates a commitment to serve the profession and society, through participation and leadership in professional organizations or associations, as well as through publishing and other contributions to the field.

8. **Institution Management:**
   a. Can manage library and information services effectively by applying the principles and practices of planning, management and the evaluation of libraries or other information providing agencies.
   b. Demonstrates problem-solving, critical thinking, and decision-making skills in the planning for delivery and evaluation of library and information services in a changing global society.
   c. Understands the necessity of community outreach, advocacy, and the formation of strategic alliances.
APPENDIX 1.5

RHODE ISLAND DEPARTMENT OF EDUCATION AND
URI SCHOOL OF EDUCATION DOCUMENTS AFFIRMED BY GSLIS

In addition to the eight GSLIS Educational Outcomes, candidates in the School Library Media Program will demonstrate proficiency in the eleven RIPTS and six School of Education Themes.

Rhode Island Professional Teacher Standards

1. Teachers create learning experiences using a broad base of general knowledge that reflects an understanding of the nature of the communities and world in which we live.

2. Teachers have a deep content knowledge base sufficient to create learning experiences that reflect an understanding of central concepts, vocabulary, structures, and tools of inquiry of the disciplines/content areas they teach.

3. Teachers create instructional opportunities that reflect an understanding of how children learn and develop.

4. Teachers create instructional opportunities that reflect a respect for the diversity of learners and an understanding of how students differ in their approaches to learning.

5. Teachers create instructional opportunities to encourage students' development of critical thinking, problem solving, performance skills, and literacy across content areas.

6. Teachers create a supportive learning environment that encourages appropriate standards of behavior, positive social interaction, active engagement in learning, and self-motivation.

7. Teachers work collaboratively with all school personnel, families and the broader community to create a professional learning community and environment that supports the improvement of teaching, learning and student achievement.

8. Teachers use effective communication as the vehicle through which students explore, conjecture, discuss, and investigate new ideas.

9. Teachers use appropriate formal and informal assessment strategies with individuals and groups of students to determine the impact of instruction on learning, to provide feedback, and to plan future instruction.

10. Teachers reflect on their practice and assume responsibility for their own professional development by actively seeking and participating in opportunities to learn and grow as professionals.

11. Teachers maintain professional standards guided by legal and ethical principles.
**APPENDIX 1.6**

**SCHOOL OF EDUCATION GRADUATE THEMES**

The following School of Education Graduate Themes were approved by the GSLIS faculty on November 1, 2006. They are embedded in assignments and rubrics for school library media candidates for assessment, and are incorporated into TrueOutcomes e-folios. All students in LSC 520 School Library Media or LSC 527 Information Literacy Instruction will post their instructional unit to [http://www.trueoutcomes.net](http://www.trueoutcomes.net).

All students in LSC 596 Practicum and Seminar in School Library Media will post to [http://www.trueoutcomes.net](http://www.trueoutcomes.net) their 11 rationale statements to support each of the 11 RIPTS or INTASC standards or 9 NBPTS for certified teachers.

**Advanced Program Themes, Sample Assessments, Rationale, and Form of Assessment**

<table>
<thead>
<tr>
<th>Theme</th>
<th>Advanced Program Themes</th>
<th>Name Assessment</th>
<th>NCATE SPA</th>
<th>Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td>#1</td>
<td>Content-Based Knowledge [cf GSLIS <em>passim:</em> LIS as subject knowledge]</td>
<td>1. Develop deeper understanding of content (depth and breadth);</td>
<td>1. Highly Qualified 2. Content Based Assessment</td>
<td>Candidates should have a strong background in the subject matter in order to be effective educators and promote student learning.</td>
</tr>
<tr>
<td>#2</td>
<td>Leadership [cf GSLIS #7b]</td>
<td>2. Assume a greater leadership role in the educational community and become agents of educational change</td>
<td>7. Leadership</td>
<td>Candidates should during an advanced preparation program show their ability to improve the environment in which they work. Candidates should be agents of school and social change.</td>
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<tr>
<td>#3</td>
<td>Commitment to All Students in Diverse Learning Communities [cf GSLIS # 5b, 6]</td>
<td>3. Actively participate in a variety of diverse learning communities with commitment to all students</td>
<td>5. Effect on student learning</td>
<td>Candidates must help society realize the democratic goal of equal educational opportunity for all of the learners in America's classrooms. Teachers' attitudes and beliefs can be changed positively by direct instructional and practical experiences that pertain to diversity.</td>
</tr>
<tr>
<td>#4 Research</td>
<td>4. Develop scholarly research skills and contribute to new knowledge through scholarly research and interpretation</td>
<td>6. Research Skills</td>
<td>Candidates should be committed to research, to improve their own knowledge and to help shape change and reform. Research-based clinical teacher education should be context sensitive, cumulative and reflective.</td>
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<tr>
<td>#5 Professional Development</td>
<td>5. Engage in professional development.</td>
<td>7. Leadership and Professional Development</td>
<td>Candidates should play a more active role in their professional development. Candidates should model modes of thinking that include inquiry, analysis and evaluation of their own beliefs and practices. Candidates should be reflective practitioners who continually evaluate the effects of their choices and actions and who continually seek opportunities to grow professionally.</td>
<td></td>
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<tr>
<td>#6 Professional Practice</td>
<td>6. Adapt and expand instructional/leadership repertoire &amp; model reflective practice.</td>
<td>3., 4., Clinical Experience</td>
<td>Candidates expand their repertoire through research-based practice. Teacher training programs must expose candidates to ways of teaching with technology.</td>
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</tbody>
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APPENDIX 1.7

SCHOOL OF EDUCATION DIVERSITY VISION

Diversity Vision

The University of Rhode Island’s Teacher Preparation Programs view the documented low achievement levels of students of color, language minority students, students from poverty backgrounds, and students with disabilities, and the marginalizing of diverse cultural groups as educational injustices. In response, we assume the moral responsibility of preparing all teachers to meet the needs of diverse learners.

Informed by this knowledge base, we collaborated on a vision that defines diversity and identifies the dispositions, knowledge, and skills our teacher candidates must possess to meet the needs of an increasingly diverse student population.

Definition

Diversity is differences among groups of people and individuals including ethnicity, race, socioeconomic status, gender, learning and physical exceptionalities, language, religion, sexual orientation, and geographical area.

Dispositions

- High expectations for all students
- Assumption of responsibility and self-efficacy for high level student achievement
- A sense of equity characterized by equality of opportunity and achievement
- Respect and appreciation for diversity
- To seek world views different from one’s own
- Advocacy for empowerment of diverse students
- A commitment to social justice and advocacy of diverse students

Knowledge

- Cultural and individual strengths of diverse learners
- Informed and nuanced view of cultural labels
- Informed knowledge of parents and primary caretakers of diverse students with emphasis on their strengths and commitment to children
- Structural roadblocks that impede success for diverse learners
- Impact of stigma associated with disability labels and segregated educational environments
- The significance and role of community groups to diverse cultural groups

Skills

- Use cultural and individual strengths as a basis for learning so as to operate from a "Strength" rather than a "Deficit" paradigm
- Engage diverse learners
- Implement differentiated instruction
- Support English language learners
- Convene parental, community, and other relevant personnel to support the diverse learner
LIST OF LINKS FOR STANDARD 1


Provost’s web site <http://www.uri.edu/provost/>

Rhode Island Professional Teacher Standards
    <http://www.uri.edu/hss/education/applicants/app_material/RIPTS.pdf>

GSLIS web site < http://www.uri.edu/artsci/lsc/about.html>

GSLIS Mission, Goals, and Objectives < http://www.uri.edu/artsci/lsc/AboutUs/mission.html>

GSLIS Vision Statement < http://www.uri.edu/artsci/lsc/AboutUs/vision.html>

GSLIS Core Values Statement < http://www.uri.edu/artsci/lsc/AboutUs/corevalues.html>

GSLIS Educational Outcomes <http://www.uri.edu/artsci/lsc/AboutUs/eduoutcomes.html>

School of Education’s Diversity Vision <http://www.uri.edu/hss/education/applicants/app_material/diversity.pdf>

School of Education Diversity Vision <http://www.uri.edu/hss/education/applicants/app_material/diversity.pdf>
STANDARD TWO: CURRICULUM

Standard II: Curriculum

Contexts: GSLIS Educational Outcomes, ALA Core Competences, and the RI Office for Higher Education
True Outcomes Portfolio Assessment
URI Curriculum Policies
GSLIS Goals & Objectives Relevant to Standard 2
Current Conditions
  Course Requirements
  Course Rotation; Frequency and Modes of Delivery
Outcomes
Analysis of Compliance with Standard II
Planning for the Future
Appendices for Standard II
  Course Descriptions
  Curriculum Changes, 2006-2009
  Enrollments by Course Frequency and Delivery Mode, 2006-2009
  GSLIS Educational Outcomes Statement, as Adapted to RI Office for Higher Education Assessment Grid
  Curriculum Map, Overview: Educational Outcomes Emphasized in Required Courses & Electives
  Curriculum Map, In-Depth: Excel Spreadsheet
  TrueOutcomes Assessment of Educational Outcomes Achieved in Required Courses
  Results from Student Surveys: Highlights, 2004-2009
  Student Survey 2009, Synopsis
  WILIS 2 Report on URI GSLIS: PDF file
  Four-Credit Course Proposals
The URI Graduate School of Library and Information Studies offers a 42-credit master’s program in Library and Information Studies. The MLIS program is designed to produce candidates who combine professional knowledge and skills with a commitment to professional ethics and to meeting the information needs of diverse library users. The GSLIS is a community of learners who value the contributions of all individuals and celebrate diversity and scholarship. The GSLIS mission is “to exercise leadership in the global information age through research, service, and the preparation of knowledgeable and ethical professionals who can serve the library and information needs of a diverse society.” Most alumni take jobs in school, public, and academic libraries.

Within the general MLIS, the program leading to school library media certification was reapproved by the Rhode Island Department of Education and reaccredited by the National Council for Accreditation of Teacher Education (NCATE) with national recognition in 2008. The school library media certification track historically attracts the largest numbers of students in the program, and supplementing its own foundational documents, GSLIS has endorsed the School of Education Core Values, six Graduate Themes, and Diversity Statement:

- Forty-nine 2004-2008 graduates (30.4% of the 161 responding to a national 2009 survey, and 51.0% of those answering a question about program concentrations) took the school library media program. Twenty-nine graduates (25.4% of those who answered a question about their current workplaces) were working in school library media centers. (Source: WILIS 2 survey.)

- Sixty-six (30.8%) of 214 enrolled students assigned to advisors in spring 2009 and 54 (24.5%) of 220 in spring 2010 were in the school library media certification track; an additional 4 students each year were in the post-MLIS Teacher Certification Program. (Source: e-Campus.)

- Sixteen (29.6%) of 54 current students listed school library media as their first or second choice. Since the group selected 59 first choices and 61 second choices, however, school library media accounted for only 13.3% of all choices. (Source: May 2009 student survey.)

According to the Workforce Initiatives in Library and Information Science survey (WILIS 2; described above in Section I), the 96 URI graduates who reported MLIS program concentrations were also likely to choose reference (17.7%), instruction (7.3%), and administration and management (5.2%). Concentrations did not always match aspirations; while 49 graduates had prepared for SLM services, only 34 (29.8% of 114 answering a question about preferences) listed that as their top choice at the time of graduation. The most common placements were public libraries (33 graduates, or 28.9% of those responding), school media centers (29 graduates, or 25.4%), and academic libraries (24 graduates, 14.9%). Less frequent placements (no more than 4 graduates each) included health libraries, law libraries, corporate libraries, non-profit organizations, and a variety of other worksites. In all, 86 of URI’s WILIS 2 respondents, or 75.4% of those who specified their current workplaces, are working in public, school, and academic libraries.
In all, 68% of URI graduates (compared to 62% of all WILIS respondents) reported that their program had prepared them well or very well for their first jobs. Breaking down what the programs provided, the URI graduates’ profile was similar to that of the entire pilot group. They were somewhat more likely to agree or strongly agree that their programs had provided them with knowledge and skills in most areas:
The curriculum that has produced these results is based on mainstream professional values. In 1999, under the leadership of Dr. W. Michael Havener, the GSLIS faculty formulated an Educational Outcomes Statement (see Standard Two, Appendix 1 A). This 20-item statement was annually reviewed by full-time and part-time faculty and the GSLIS Advisory Committee, revised and expanded as needed, and reaffirmed until 2007. In 2006/2007, the Rhode Island Office for Higher Education (RI OHE) requested that every academic unit at URI, Rhode Island College, and the Community College of Rhode Island identify a list of six to eight student learning outcomes with performance criteria, evidence of program support (“intentional commitment to address and assess outcomes across the program”), and program-level assessment plans. In February 2007, the GSLIS faculty developed a new Educational Outcomes Statement with eight main categories, based on the available draft of the ALA Core Competences Statement (see Standard Two, Appendix 1 B, or uri.edu/artsci/lsc/AboutUs/eduoutcomes.html). The statement was adapted to the RI OHE grid by the addition of brief summaries to the eight category titles; RI OHE accepted the eight main headings as student learning outcomes and the seventeen subheadings as performance criteria (see Standard Two, Appendix 1 C).

Candidates for school library media (SLM) certification are required by the Rhode Island Department of Education to demonstrate proficiency in the eleven Rhode Island Professional Teaching Standards (RIPTS). The School of Education requires the practicum supervisor to assess each candidate on the RIPTS using the TrueOutcomes electronic portfolio system. Candidates must also pass the Praxis II examination, and must demonstrate mastery of all four roles of the library media specialist as outlined in Information Power: Building Partnerships for Learning: teacher, information specialist, instructional partner, and program administrator as assessed by both the University Supervisor and the site cooperating media specialist by completing three evaluations.

The six School of Education Graduate Themes are aligned with NCATE standards and are embedded in assignments and rubrics for school library media candidates for assessment and are incorporated into TrueOutcomes e-folio assessment tasks. All students in LSC 520 School Library Media post their instructional unit to TrueOutcomes and are evaluated by their 520 instructor online. All students in LSC 596 Practicum and Seminar in School Library Media post their portfolio artifacts with thoughtful reflections or rationale statements documenting how they are meeting each of the 11 RIPTS to TrueOutcomes.net. To streamline assessment, the Coordinator of the SLMP has mapped Graduate Program Theme alignment with both GSLIS Educational Outcomes and AASL Standards as follows:

1. Content Based Knowledge (GSLIS Outcome # 7) (ALA/AASL #1 & 2) (NCATE #1, 2)
2. Leadership (GSLIS Outcomes #7 & 8) (ALA/AASL #3) (NCATE # 1 & 2)
3. Commitment to all students in Diverse Learning Communities (GSLIS # 5 & #6) (ALA/AASL #2) (NCATE #5)
4. Research (GSLIS Outcome #7) (ALA/AASL # 4) (NCATE #6)
5. Professional Development (GSLIS #7) (ALA/AASL #3) (NCATE #3)
6. Professional Practice (GSLIS Outcome #1 & 2) (ALA/AASL #1-4) (NCATE #4 & 5 & 6)

The faculty considered revising the Educational Outcomes Statement after January 2009, when ALA published its final Core Competences Statement. GSLIS is currently in the data collection and early analysis stages of the RI OHE
outcomes assessment process, however, and we made a decision to complete the cycle before making further changes.

**TrueOutcomes Portfolio Assessment**

TrueOutcomes is an e-portfolio system allowing faculty to assess course-based assignments that have been designed to measure student performance and aligned with program outcomes. The School of Education has used the system for several years to evaluate student achievement of the Rhode Island Beginning Teacher Standards (recently revised as the Rhode Island Professional Teacher Standards). Dr. Cheryl McCarthy, as Coordinator of the GSLIS school library media certification program, created TrueOutcomes rubrics for major assignments in LSC 520 (School Library Media Services) and LSC 596 (School Library Media Practicum and Seminar) in 2006, and has thus gathered several years’ worth of assessment data for the school library media program.

More recently, TrueOutcomes was adopted by the State of Rhode Island as its Web-based assessment solution. At URI, the Office of Student Learning Outcomes, Assessment, and Accreditation (SLOAA) has been working since summer 2008 to increase the number of programs using the software to assess learning outcomes, and has hired a graduate assistant (GSLIS student Abigail Baker) to support academic units in adopting the software.

In 2006, GSLIS agreed to use TrueOutcomes in our RI OHE assessment. In 2007/2008, full-time and part-time faculty members began the process of curriculum mapping. Not surprisingly, it was found that the core courses correspond directly to the 2007 Educational Outcomes Statement. In 2008/2009, each full-time faculty member developed an assignment rubric for one core course, and in spring 2009, student work in those assignments was assessed in TrueOutcomes. Per-course faculty are scheduled to begin rubric analysis in fall 2009.

**URI curriculum policies**

Changes to the GSLIS curriculum may be major (e.g., the proposal of a new course or post-baccalaureate certificate program) or minor (e.g., the rewording of a course description). In either case, changes must be approved by the GSLIS faculty, the College of Arts and Sciences Curriculum Committee, the Graduate Council, and the Faculty Senate. In addition, any major proposal must be accompanied by a library impact statement. The general process is outlined at the Faculty Senate website.

The minimum expected enrollment for a graduate course to run is ten students (during the academic year) or nine (in the 2009 summer term). Sections falling short of the minimum are to be cancelled a week before a term begins, unless compelling reasons support an exception. In spring 2009, the GSLIS faculty adopted a policy that students will be notified of low-enrolled courses via GSLISSTU and the GSLIS blog three weeks before a term begins, and sections falling more than two short of the minimum will be cancelled two weeks before term begins, to allow students more time for planning and consolidation.

Courses not taught for a period of four years are to be deleted from the curriculum. Since 2006, three electives have been deleted from the GSLIS curriculum because of under enrollment and failure to be taught over a period of four years: LSC 512 (History of Libraries and Librarianship), LSC 546 (Computer Systems in Library Automation), and LSC 549 (Information Storage and Retrieval). Historical context is provided in core courses and other electives as relevant, thus reaching more than the few students who would have selected LSC 512. Content from LSC 549 has been integrated into LSC 547 (formerly Online Searching and Services), giving instructors the opportunity to reconceptualize a rapidly developing field. LSC 546, which had become outdated, needs to be replaced by a newly designed course.
GSLIS Goals, and Objectives Relevant to Standard Two: Status

The first four goals in our Mission, Goals, and Objectives closely parallel ALA’s first four standards for accreditation, and are cited in the appropriate sections as we summarize current conditions and progress toward goals. Objectives and action steps for Goal Two, Academic Program, are quoted here.

ACADEMIC PROGRAM (GOAL TWO)

Provide a foundation of knowledge that enables graduates to meet the School’s stated educational outcomes, preparing students for leadership roles and information services by offering a high quality academic program.

2.1 Provide a strong foundation in library and information studies through a coherent core curriculum.

- Continue to integrate GSLIS Educational Outcomes into all syllabi of all courses, to ensure coverage of Core Values (e.g., ethics, technology skills, and research).
  
  **Responsibility:** Director; all faculty.
  
  **Status:** Director has replaced former WebCT faculty site with new Sakai site for faculty, including syllabus development resources; has notified full-time and part-time faculty listservs; and has ensured access for part-times by filing USP-18 forms to give them one-year affiliate status. All faculty must continue to submit updated syllabi for review.

- Map GSLIS Educational Outcomes against syllabi of all required courses to ensure that each outcome is supported by all sections of at least one required course.
  
  **Responsibility:** Curriculum Committee.
  
  **Status:** Reviews of the required courses in 2007 and again in fall 2009 confirm that each of the GSLIS Educational Outcomes is emphasized in the appropriate core course and reinforced elsewhere in the core curriculum. In 2008-2009, each full-time faculty member developed a rubric for one central assignment, documenting achievement of an Educational Outcome in a core course for which he or she has responsible. As of spring 2009 the rubrics have been uploaded to TrueOutcomes and linked there to the GSLIS Educational Outcomes, providing a mechanism for automatic documentation of outcomes achievement. Part-time faculty teaching core courses should adopt TO rubric assessment by 2009-2010, as full-time faculty implement it in elective courses.

An overview of educational outcome coverage in the core courses:

<table>
<thead>
<tr>
<th>Outcome</th>
<th>TrueOutcomes Rubric in:</th>
<th>Also addressed in:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 (Ethics)</td>
<td>LSC 595 (PFE)</td>
<td>LSC 502, 503, 504, 508, and 557</td>
</tr>
<tr>
<td>2 (Resource Building)</td>
<td>LSC 503 (Collection Mgmt)</td>
<td>LSC 508; most sections of LSC 505</td>
</tr>
<tr>
<td>3 (Knowledge Organization)</td>
<td>LSC 505 (Organization of Knowledge)</td>
<td>LSC 508</td>
</tr>
<tr>
<td>4 (Technological Knowledge)</td>
<td>LSC 508 (Intro to Information Sci &amp; Tech)</td>
<td>Some sections of LSC 503, 504, and 505</td>
</tr>
<tr>
<td>5 (Knowledge Dissemination) and 6 (Knowledge Accumulation)</td>
<td>LSC 504 (Reference and Information Services)</td>
<td>LSC 508; some sections of LSC 503 and 505</td>
</tr>
<tr>
<td>7 (Knowledge Inquiry)</td>
<td>LSC 557 (Research &amp; Evaluation for LIS)</td>
<td>LSC 508; some sections of LSC 502, 503, and 504</td>
</tr>
<tr>
<td>8 (Institution Management)</td>
<td>LSC 502 (Mgmt of LIS)</td>
<td>LSC 508; some sections of LSC 503</td>
</tr>
</tbody>
</table>

- Integrate Rhode Island Professional Teacher Standards (RIPTS) into syllabi of all courses required for School Library Media certification.
  
  **Responsibility:** Coordinator of School Library Media Program, with support from Director, faculty teaching SLM courses.
Status: SLMP coordinator led NCATE accreditation team in cross-referencing RI Beginning Teaching Standards (since replaced by RI Professional Standards) with GSLIS Educational Outcomes, mapping course coverage, and documenting achievement through TrueOutcomes electronic portfolios.

2.2 Supplement the core courses with electives that support the career objectives of students in libraries, information agencies, and other settings.

- Explore opportunities for interdisciplinary curriculum development within the Harrington School of Communication and Media.
  Responsibility: Director, Curriculum Committee, and all faculty members.
  Status: Dr. Adams is working with an interdisciplinary team to develop a minor in video game studies.
- Map GSLIS Educational Outcomes against syllabi of all electives to ensure that each supports one or more desired outcomes.
  Responsibility: Curriculum Committee.
  Status: In preparation for NEASC accreditation, the Curriculum Committee’s revised version of the Educational Outcomes Statement was approved by the faculty on February 21, 2007. All courses have been mapped against it. Each elective mapped addresses one or more of the outcomes (see Standard 2, Appendix 3 for overview).
- Use Educational Outcomes and demand (as indicated by enrollment history, programs of study, student requests and analysis of the job market) to help guide revision of elective curriculum.
  Responsibility: Assistant Director, Curriculum Committee.
  Status: Appendix 2.3 shows an overview of enrollment histories by delivery platform; more detail in attached Excel spreadsheet.
- Develop post-baccalaureate certificate programs to highlight specialized GSLIS strengths and maximize registration in key electives.
  Responsibility: Director, Curriculum Committee, Program Coordinators.
  Status: The Information Literacy Instruction Certificate (ILIC), initiated in 2006, was completed by 26 students between May 2007 and August 2009. Dr. Ma’s proposal for a Certificate in Chinese and Global Information Studies (CCGIS), with LSC 590 (Introduction to Chinese Information Services) as its capstone course, was forwarded to the CAS Curriculum Committee on August 28, 2009.
- Review the course rotation schedule and revise as needed.
  Responsibility: Director, Assistant Director, Curriculum Committee.
  Status: Ongoing.

2.3 Provide opportunities for individualized study through supervised practicums, professional field experiences, and independent work, including projects, research, and publications.

- Strengthen LSC 595 (Professional Field Experience)
  Responsibility: Instructor.
  Status: As of spring 2009, LSC 595 (Professional Field Experience) has been made a required course, assigned to a single instructor each semester, rather than a directed study, assigned individually to full-time faculty on demand. The instructor has created an online site and a flexible syllabus for the course. Assignment rubrics have been entered in TrueOutcomes.
- Maintain database of PFE placement opportunities.
  Responsibility: Instructor, LSC 595.
  Status: The instructor has developed a flexible syllabus and a database of placement sites.
- Highlight notable student work, including PFEs and Independent Work projects.
  Responsibility: Faculty.
  Status: LSC 595 poster sessions highlight student achievements in 2009 placements; PowerPoint slides are now available for orientation sessions. Annual SLA/RI dinner at URI U Club has featured GSLIS student speakers, and in November 2009 SLA/RI featured a poster session by students in LSC 523. Student Hailie Posey was featured as panelist (with labor professor Scott Malloy and award-winning author Janet Lisle) at October 2009 event on archives users & archivists.

2.4 Provide an intellectual atmosphere of active learning and collegiality within each course

- Engage students in classroom discussion, presentations, and group work as appropriate
  Responsibility: All faculty.
Status: Ongoing. May be better measured by IDEA (the Individual Development and Educational Assessment program newly adopted at URI) than by the former Student Evaluation of Teaching.

- Build active community in online courses, ensuring opportunities for student-to-student as well as instructor-to-student and student-to-instructor communication.
  
  Responsibility: All faculty teaching online.
  
  Status: Ongoing. May be better measured by IDEA than by the former Student Evaluation of Teaching.

2.5 Provide students with opportunities for collaborative research with faculty and practitioners and collaborative projects within classes.

- Create collaborative research assignments within classes where feasible.
  
  Responsibility: All teaching faculty.
  
  Status: Ongoing. Need to document.

- Provide forums to publicize collaborative activities.
  
  Responsibility: Faculty; Continuing Professional Development Committee; Student ALA.
  
  Status: GSLIS students have presented collaborative research at ALA, JCLC, and other conferences; Dr. Adams mentored students who presented their joint work to RI legislators and others at RI Higher Education Day.

2.6 Instill professional attitudes toward scholarship, research, and service; and instill a commitment to professional ethics.

- Incorporate professional ethics & values in all core & elective courses.
  
  Responsibility: Director; Admissions/Student Support staff.
  
  Status: Professional ethics and values are highlighted in orientation, ingrained in curriculum (curriculum map), and chief focus of LSC 515; documented in LSC 595 portfolio. Research ethics are introduced and tested in LSC 557.

2.7 Develop and maintain links and collaborative interdisciplinary programs with other URI Departments and Colleges.

- Work toward a positive integration of GSLIS into Harrington School of Communication and Media.
  
  Responsibility: Director and faculty, under Dean of College of Arts and Sciences.
  
  Status: Under the leadership of Dean Winifred Brownell and donor Richard Harrington, the six units involved (GSLIS, Communication, Film Media, Journalism, Public Relations, and Writing and Rhetoric) have met for intensive planning sessions in summer and fall 2009; Dr. Adams is working with an interdisciplinary team to develop a minor in video game studies. (The Harrington School vision statement, mission statement, and three-year plan are included as references for Section I.)

- Coordinate School Library Media program with School of Education.
  
  Responsibility: Coordinator of School Library Media Program, with support from Director and all faculty.
  
  Status: Dr. McCarthy and Dr. Caldwell work closely with the School of Education, attending regular Friday afternoon meetings.

- Maintain dual master’s programs.
  
  Responsibility: Curriculum Committee.
  
  Status: In fall 2009, fourteen matriculated GSLIS students are pursuing dual master’s programs: nine in History, two in English, and one each in Public Administration, Speech and Language Pathology, and Adult Education.

- Identify courses for crosslisting.
  
  Responsibility: Curriculum Committee.
  
  Status:

- Jointly sponsor continuing professional development workshops with other URI units.
  
  Responsibility: All faculty; Continuing Professional Development Committee.
  
  Status: GSLIS faculty and students are consistently active in proposing, implementing, and supporting Diversity Week activities; Dr. Ma was co-director of the 2007-2008 Honors Colloquium.

2.8 Increase and improve opportunities for distance learning.
• Develop proposal for online MLIS.  
  **Responsibility:** Director and Curriculum Committee.  
  **Status:** Between fall 2006 and summer 2009, 75 course sections were listed at the GSLIS website as face-to-face, 60 as hybrid (meeting at least 4 times face-to-face and otherwise online), and 58 as online (meeting no more than 3 times face-to-face). Most courses were offered on more than one platform. One core course (LSC 508) and ten electives (LSC 514, 521, 523, 533, 535, 538, 543, 544, 548, and 549) were offered only online; seven electives (LSC 510, 518, 522, 541, 545, 550, and 565) were offered only face-to-face.

• Add forecast of course delivery platform to the rotation schedule.  
  **Responsibility:** Director, Assistant Director, Curriculum Committee, and faculty.  
  **Status:** Rotation has become more complex as increasing numbers of regional students attempt to attend full time by taking courses at multiple campuses and online. Students need to know what to expect.

• Work with University administration to provide support to faculty in developing online and other distance delivery strategies.  
  **Responsibility:** Director and Assistant Director/Coordinator for Distance Learning.  
  **Status:** New URI teaching tools (WebCT, TrueOutcomes, IDEA, and Sakai) are introduced in meetings with the part-time faculty; workshops are set up for URI faculty and adjuncts to help master new tools; and the Director and Assistant Director have given individual tutorials as needed. Director, Assistant Director, and faculty have worked with Information and Instructional Technology Services personnel for flexible support of individual course needs on four campuses.

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**Current Conditions: Snapshot, Fall 2009**

**Course Requirements for the MLIS, the ILIC, and the MLIS with Teacher Certification**

To earn the URI MLIS, a student must complete with a 3.0 average or better an approved program of study totaling at least 42 credit hours, and must pass a comprehensive examination.

**Requirements for the MLIS** include 21 credits of seven core courses, five of which are to be taken at the beginning of the student’s program:

- LSC 502 Management of Library and Information Services
- LSC 503 Collection Management (may be waived by students who take both LSC 530, Reading Interests of Children, and LSC 531, Reading Interests of Young Adults)
- LSC 504 Reference and Information Services
- LSC 505 Organization of Information
- LSC 508 Introduction to Information Science and Technology

The other two required courses are to be taken at or after the midpoint of the program:

- LSC 557 Research and Evaluation in Library and Information Services (prerequisite: 15 credits of LIS coursework or permission of instructor)
- LSC 595 LIS Professional Field Experience (prerequisite: 18 credits of LIS coursework with a B average)

Students in the general MLIS program also take 21 credits of electives (see course list at GSLIS website or in Appendix to this section). Besides the thirty-five 3-credit lecture or seminar courses listed as electives, special topics courses (LSC 597) may be offered up to three times before going through the University approval process to be officially added to the curriculum. A student may also choose an additional 3 credits of LIS Professional Field Experience (LSC 595) or Independent Work (LSC 593).
Six transfer credits may be from a different discipline. The University of Rhode Island permits dual master’s programs either by formal agreement between departments or by special arrangement with interested students; GSLIS has formalized dual master’s programs with the departments of History (M.A. in History), English (M.A. in English), and Political Science (Masters in Public Administration). In fall 2009, e-Campus identified fourteen matriculated GSLIS students who were pursuing dual masters programs, including nine in History, two in English, and one each in Public Administration, Speech and Language Pathology, and Adult Education. In each case, up to six credits from the other discipline may be counted toward the MLIS degree. In spring 2010, there are twelve in history, two in English, and one each in Clinical Laboratory Science and Organizational Communications.

Students may also transfer up to nine credits from another accredited MLIS program. Transfer of credits enriches students’ programs and slightly reduces the demand for GSLIS electives. Certificate programs, by requiring courses that are otherwise elective, slightly increase demand for those courses and influence course rotations.

The ILIC: The GSLIS post-baccalaureate Certificate in Information Literacy Instruction (ILIC) can be taken as a track within the MLIS or independently. As of Fall 2009, 26 students have earned the ILIC, 24 as part of the MLIS and two as a stand-alone certificate. Thirty-one additional students have filed programs of study signaling their intention to earn the ILIC, thirty within the MLIS program. Required courses for the ILIC:

- LSC 504 Reference and Information Studies
- LSC 524 Teaching about Information
- LSC 525 Multiculturalism in Libraries
- LSC 527 Information Literacy Instruction
- LSC 528 Instructional Technology in Library and Information Services

The School Library Media Program: Within the MLIS program, students may earn school library media certification; students having the MLIS may elect to return for the Teacher Certification Program (TCP). As of fall 2008, 70 matriculated students (one of them also doing the M.Ed. in adult education) were identified by the e-Campus system as taking the School Library Media track within the MLIS. Requirements for the MLIS with school library media certification include 36 credits of required course work:

- LSC 502 Management of Library and Information Services
- LSC 504 Reference and Information Services
- LSC 505 Organization of Information
- LSC 508 Introduction to Information Science and Technology
- LSC 528 Instructional Technology in Library and Information Services, or LSC 529, Information Design
- LSC 530 Reading Interests of Children
- LSC 531 Reading Interests of Young Adults
- LSC 557 Research and Evaluation in Library and Information Science
- LSC 520 School Library Media Services (to be taken in the summer or fall prior to the practicum; prerequisite: 21 credits of LIS coursework including 502, 504, 505, and 508, or permission of instructor)
- LSC 596 School Library Media Practicum and Seminar (to be taken in the final spring semester) 150 hours/5 weeks in an Elementary School and 150 hours/5 weeks in a Secondary School.

For candidates lacking prior teacher certification, the 6 remaining (elective) credits should include one of the following, or an alternative education course approved by the advisor:

- LSC 527 Information Literacy Instruction
- LSC 524 Teaching about Information
• EDC 503 Education in Contemporary Society

The School Library Media Program (SLMP) is closely affiliated with the School of Education and coordinates practicum field experiences with the Office of Teacher Education. The SLMP uses the same Instructional Unit Plan assignment and rubric as other graduate programs in the SOE, and students are required to post their instructional unit to TrueOutcomes for assessment. Candidates for SLM certification create a Program, Policy and Procedure Manual for a School Library Media Program in LSC 520, and a portfolio of documents with rationale statements verifying mastery of all Rhode Island Professional Teacher Standards (RIPTS). Students post their E-Folio RIPTS documents to TrueOutcomes. Evaluation of students’ performance during the practicum is based on site visit reports and cooperating LMS evaluations, and scores are posted by the University of Rhode Island Supervisor to TrueOutcomes. In addition, the SLMP collaborates with the Librarian in the Curriculum Materials Library for SLM Candidates to experience using resources and working with colleagues in education in the CML. The School Library Media Program (SLMP) is accredited by NCATE (ALA/AASL), and approved by the Rhode Island Department of Education (RIDE) for certification for Library Media K-12.

**Course Rotation: Frequency and Means of Delivery**

The seven courses required for the general MLIS are offered in Rhode Island every term. The first six (LSC 502, 503, 504, 505, 508, and 557) are offered at each of the two “regional” campuses (Worcester State College and UNH/Durham) in a regular three-semester rotation during the academic year. Over the three-year period from fall 2006 through summer 2009, we offered 13 or 14 sections of each required course, with average enrollments ranging from 16.9 (for LSC 557, Research and Evaluation, which has prerequisites) to 18.5 (for LSC 502, Management of Library and Information Services, which is often taken in non-matriculated status by prospective students). Each of the regional campuses also offers LSC 593 (Independent Work) and one or two electives a semester.

Because of the built-in demand for them, the nine electives required for school library media certification and the ILIC are offered more than once a year. It is not possible for students to complete the school library media program without attending some of their courses in Rhode Island. LSC 520 (School Library Media Services), the first of the two capstone courses, is offered each summer and fall at the Kingston campus only. The other capstone, LSC 596 (School Library Media Practicum and Seminar), is offered only in the spring semester. Enrollment of more than 18 triggers creation of a second section, which normally meets on the Worcester State College campus. Student placements are made throughout the New England area.

The ILIC electives are projected for rotation at Worcester State College over a two-year period, and at least one elective required for school library media certification is projected annually for each regional campus. Average enrollment in them ranges from 12.4 (for LSC 527, Information Literacy Instruction, which involves students in supervised instruction) to 20.4 (for LSC 531, Reading Interests of Young Adults, which appeals to students aiming at public as well as school library services).

Other electives offered more than three times each during the period:

- LSC 506 Technical Services (4 sections; average enrollment 12.3)
- LSC 547 Information Storage and Retrieval, Online Searching and Services (6 sections; average enrollment 11.7)
- LSC 543 Government Publications (4 sections; average enrollment: 17.3)
- LSC 548 Information Architecture and Website Development (5 sections; average enrollment 12.0)
Electives offered annually:

- LSC 515 Information Ethics and Intellectual Freedom (average enrollment: 13.7)
- LSC 517 Community Relations for Libraries (average enrollment: 10.7)
- LSC 521 Public Library Service (average enrollment: 19.0)
- LSC 522 College and University Library Service (average enrollment: 10.1)
- LSC 544 Visual Information Science (average enrollment: 6.7)
- LSC 562 Administration of Special Collections, Archives, and Manuscripts (average enrollment: 10.3)

The remaining electives were offered on a two-year rotation schedule, once or twice during the three-year period. Of these, the youth services courses (LSC 533, Digital Resources for Children and Teens, and LSC 535, Public Library Youth Services) had average enrollments of 20.5 and 22, respectively. At the other extreme, LSC 549 (Information Storage and Retrieval), having failed to attract viable enrollments for several years, was dropped from the curriculum, triggering a revision of LSC 547 (formerly Online Searching and Services).

Course Enrollments: Enrollment histories, combined with programs of study, are our best predictors of demand for elective courses. The Projected Rotation Schedule published at our website lets students know what required and elective courses are scheduled for Rhode Island delivery and what required courses are scheduled for regional delivery. Because there are fewer students at each of the regional campuses, demand there is more sensitive to fluctuations in student interest. Electives are scheduled months in advance, based on our best available data on student needs. Attachment 4, “URI GSLIS Enrollments, Fall 2006 through Summer 2009” (p. 18) derives from PeopleSoft records of final section size and GSLIS scheduling records of where sections were taught (Kingston, Providence, Worcester, or Durham) and how (face-to-face, online, or as hybrids with four or more face-to-face meetings).

Ten years ago, the two-year cycling of electives did not seem to pose major difficulties for many students. In the past three years, the percentage of students attending full-time and completing the degree in two years or less has risen—and so has the number of student attempting to do this while living elsewhere in New England and not commuting to Rhode Island (see Section Four: Students). To make electives available to regional students, we rely both on face-to-face offerings at Worcester State and UNH/Durham, and on online offerings.

- **Face-to-face offerings:** Current student interests are polled and an effort is made to choose additional electives that will meet demand. Typically, no more than three or four students request any one elective, so an additional strategy is to choose electives applicable to varying programs of study.

- **Online offerings:** Over the three-year period from fall 2006 through summer 2009, an increasing number of sections were delivered online (with up to three face-to-face sessions) or as hybrids (with four or more face-to-face sessions). According to course schedules archived on the GSLIS or in the Assistant Director’s records, 84 face-to-face sections, 58 online sections, and 61 hybrid sections ran during this period (see Standard Two, Appendix 2: Course Frequencies and Delivery Modes).

Online delivery of specialized electives began at GSLIS as an effort to make them more accessible to regional students. It is now URI policy to cancel any course with an enrollment lower than ten unless compelling reasons support an exception; even ten years ago, courses could rarely be run with fewer than seven students. If electives are too specialized to be guaranteed full enrollment in Rhode Island, they are likely to draw even lower enrollments to out-of-state campuses. An online course, by contrast, can be made accessible to all students.

The online program has developed gradually and unevenly for a number of reasons, including:
• Concerns about content appropriateness: Some content lends itself more easily to online delivery (our earliest successes were courses that lent themselves to active discussion). Conversely, some content seems to require more personal intervention and support on the part of the instructor, and several of us have felt that at least occasional face-to-face meetings facilitate this.

• Instructor preferences: Individual full-time and part-time faculty members have been allowed to choose whether to teach online at all, and how to balance their courses between face-to-face, online, and hybrid delivery. URI and GSLIS have provided tools, workshops, and most importantly an online platform. For over a decade, the University of Rhode Island supported WebCT; in 2009 we migrated to Sakai. Whichever platform is supported, faculty teaching styles vary online as they do face-to-face.

This approach has had genuine advantages, encouraging each instructor to innovate and to exploit his or her own best strengths. A disadvantage, however, is that students cannot be sure which courses will be available online and which will not. Examples:

• Required courses: LSC 508 (Introduction to Information Science and Technology) is always given online, with a face-to-face introductory session; LSC 504 (Reference and Information Services) is usually given face-to-face in Rhode Island, but as a hybrid course in the region.

• Electives: LSC 521 (Public Library Services), LSC 543 (Government Publications), and LSC 544 (Visual Information Services) are always taught online—the first two with face-to-face introductory meetings; but LSC 510 (History of Books and Printing), LSC 518 (International Librarianship), and LSC 562 (Administration of Special Collections, Archives, and Manuscripts) are always face-to-face.

Most of our courses have succeeded in these mixed formats. In a few cases, our efforts to maximize student access to instructional resources have not reached a wide enough audience. For instance, LSC 537 (Health Sciences Librarianship) is team-taught, as a hybrid, at the Lamar Soutter Library of the University of Massachusetts Medical School in Worcester. The advantages are compelling: the site has excellent facilities and a team of engaged professionals under the direction of Dr. Elaine Martin, Director of both the Soutter Library and the National Network of Libraries of Medicine, New England Region. Worcester is centrally located, easily accessible from both Rhode Island and New Hampshire. Field experience students report excellent mentoring at the site; Dr. Martin and her team have helped students find positions and awards to move them forward in their careers. Yet demand for the course in that location remains low.

Outcomes

Student Satisfaction: Students responding to GSLIS surveys are generally satisfied with course content (see Attachment 8, Student Survey Highlights, p. 36). In 2006, 84% were satisfied, and in 2009, the majority agreed or strongly agreed that their required courses foster development of LIS professionals who will assume an assertive role in providing services (91%); emphasize an evolving body of knowledge that reflects the findings of basic and applied research from relevant fields (87%); integrate the theory, application, and use of technology (83%); respond to the needs of a rapidly changing technological and global society (67%); provide direction for future development of the field (78%); and promote commitment to continuous professional growth (87%).

TrueOutcomes: In fall, 2008, each full-time faculty member teaching a required course used an assignment rubric to measure student achievement of the GSLIS Educational Outcome primarily emphasized in that course. In spring, 2009, LSC 595 (Professional Field Experience) was made a requirement for students not taking LSC 596 (School Library Media Practicum). Staff of the Office for Student Learning Outcomes Assessment and Accreditation (OSLOAA) created a matrix for the MLIS program and linked each course-level rubric to the appropriate items in
our Educational Outcomes Statement. When faculty grade assignments in the TrueOutcomes program, it automatically generates assessment data for the program.

Fall 2008 to Spring 2009 TrueOutcomes data show strong levels of student achievement on the assignment rubrics, indicating that the core curriculum is indeed supporting the educational outcomes (see Appendix 2.7, p. 31, on True Outcomes Assessment). They range from 86.29 to 100; the average is 90.99. We are now reviewing our first year’s worth of TrueOutcomes data from required courses taught by full-time faculty members, in consultation with OSLOAA, to improve reliability. (One challenge: deciding how to handle the individually negotiated objectives achieved by students in their professional field experiences.) As of fall 2009, all sections of core courses (including those taught by part-time faculty) will be subjected to TrueOutcomes evaluation.

Alumni Outcomes: Further evidence of achievement comes from alumni surveys. Most recently, GSLIS was one of eight North American library schools piloting a joint survey of recent (2004-8) graduates; see Appendix 2.10, p. 47, for summary report. The WILIS 2 project, hosted by University of North Carolina and funded by the Institute for Museum and Library Service (IMLS), had an overall response rate of 54%. The URI response rate was also 54%, and our response profile was close to the average in most respects—although more of our graduates concentrated in school library media, and more (98%) took some or all of their courses online.

- 94.5% of those reporting worked for pay after completing their degrees; most had jobs within 3 months of graduation.
- Average pay: $45,550 per year (SD $15,695).
- 93% of those reporting on their current positions used LIS skills and knowledge – either in a library or information center (88%) or another setting (5%).
- GSLIS respondents said their program had prepared them very well (29%), well (39%) or adequately (30%) for their first jobs – slightly better than the all-pilot figures of 26%, 36%, and 30%.
- GSLIS respondents were also slightly more likely to agree or strongly agree that the program provided them with basic knowledge of the field; information seeking skills/knowledge; research and evaluation skills/knowledge; public service knowledge/skills; instructional knowledge/skills; management knowledge/skills; leadership knowledge/skills; and problem-solving knowledge/skills. They were about as likely as others to agree or strongly agree that their program had provided them with organization of information knowledge/skills and collaboration knowledge/skills, and they were less likely to agree or strongly agree that their program had provided them with information technology knowledge/skills. This set of questions corresponds to both the ALA Core Competences and the URI GSLIS Educational Outcomes.

Taken together, our evaluation tools show that the URI MLIS program succeeds: our students achieve the educational objectives and develop a strong set of professional knowledge and skills. We also recognize the need for improvement, and have made assessment-driven changes in the following areas:

1. **Curriculum coverage of information science and technology.** Both students and alumni call for updates in this area, and only 75% of our WILIS II respondents agreed or strongly agreed that the program provided them with information technology knowledge/skills, compared to 78% of all pilot respondents.

   We have used assessment information here in several ways. The level of coverage in the required course, LSC 508 (Introduction to Information Science and Technology), is based on incoming students’ self-assessments of their own technology skills; students with more skills are encouraged to substitute more
advanced projects for the basic ones. Enrollment histories and programs of study have shown fewer of our students opting for technology-based electives. We have responded by reconceptualizing LSC 528, 529, 547, and 548; by merging 549 (deleted from the curriculum by University statute because of prolonged underenrollment) with 547; and infusing technology into courses with other foci, like LSC 533 (Digital Resources for C/YA).

2. Scheduling. Student surveys and PeopleSoft data point to difficulties with our course scheduling. Over the past decade, informed by student surveys, we have a) increased the number of online courses; b) consolidated our Massachusetts offerings (formerly in Boston and Amherst) in centrally located Worcester; c) reduced the number of morning and early afternoon courses; and d) dropped the requirement that students take five of their courses in Rhode Island. New difficulties have kept pace with our solutions, and this is an area that needs solid, creative work.

One consideration that will influence our planning in this area: the College of Arts and Sciences department chairs have requested from the Provost top-down support for a shift from 3-credit to 4-credit courses. (See Appendix 2.11, p. 78, for College of Arts and Sciences guidelines.)

3. Demographics and professional socialization. Class dynamics and opportunities for extra-curricular socialization are changing dramatically as the average age (and experience level) of students drops and the number of online courses rises. At the same time, employers (as represented by our part-time faculty, our advisory committee, and groups such as the directors of the Boston Library Consortium, the RI Coalition for Library Advocates, and the Karla Harry Legislative Commission) call for job applicants with more experience. Student and alumni surveys rate the school library media practicum or the professional field experience high as a high point in the program. The WILIS 2 data showed that of 123 of 161 graduates who had taken one or the other, 89.3% found it very beneficial, 9% somewhat beneficial, and only 1.6% not beneficial. In response to these considerations, we have made LSC 595 (Professional Field Experience) a required course for students not taking LSC 596 (School Library Media Practicum).

**ANALYSIS OF COMPLIANCE WITH STANDARD TWO**

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

GSLIS curriculum development is guided by the theory, principles, practices, and values encoded in our Educational Outcomes, which are based on the 2005 draft of the ALA Core Competences. Curriculum mapping shows that all outcomes are addressed in the required core courses and the courses required for the school library media program. Both required and elective courses expose students to a variety of educational experiences, including lectures, discussions (face-to-face and online), case studies, Wiki design, research paper writing, poster sessions, practicum experiences, etc. TrueOutcomes analysis shows a high level of student achievement on the outcomes, as measured by assignment rubrics in the core courses. URI respondents to the WILIS 2 survey report that their program prepared them well in areas closely allied to the outcomes.

**Standard II.2:** The curriculum is concerned with recordable information and knowledge, and the services and technologies to facilitate their management and use. The curriculum of library and information studies encompasses information and knowledge creation, communication, identification, selection, acquisition, organization and description, storage and retrieval, preservation, analysis, interpretation, evaluation, synthesis, dissemination, and management.
The curriculum is concerned with the handling of information and knowledge recorded in all media. Required courses:

- LSC 502 (Management of Library and Information Services) emphasizes GSLIS Educational Outcome 8 and prepares students to manage library and information services for the benefit of the communities served.
- LSC 503 (Collection Management) emphasizes GSLIS Educational Outcome 2 and prepares graduates to create and manage collections of print, non-print, and electronic resources, providing access by identifying, selecting, and acquiring in support of community needs. Students in the school library media program meet Outcome 2 by taking both LSC 530 (Reading Interests of Children) and LSC 531 (Reading Interests of Young Adults), preparing to build and manage resources for specialized K-12 communities.
- LSC 504 (Reference and Information Services) emphasizes GSLIS Outcome 5 and prepares graduates to provide effective information services by identifying, retrieving, analyzing, interpreting, disseminating, and evaluating resources to meet the needs of individuals and groups. It also emphasizes Outcome 6, introducing information literacy instruction and preparing graduates to promote the meaningful use of knowledge and information in their communities.
- LSC 505 (Organization of Information) emphasizes GSLIS Educational Outcome 3 and prepares graduates to organize information for use, applying the basic principles and standards involved in the organization and representation of knowledge and information structures for storage, retrieval, and use.
- LSC 508 (Introduction to Information Science and Technology) emphasizes GSLIS Outcome 4 and prepares graduates to understand and apply appropriate technology in the communication, organization, description, storage, retrieval, preservation, dissemination, and management of knowledge and information.
- LSC 557 (Research and Evaluation for Library and Information Services) emphasizes GSLIS Outcome 7 and prepares graduates to understand the process of research, research methods and research findings, to maintain awareness of current literature in LIS and related fields, and to make research accessible to diverse audiences.

These outcomes are further supported in the elective curriculum.

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

The curriculum does this in part by building solid skills and giving students the opportunity to practice them in assignments with meaningful applications to the working world: in core courses, for instance, students create strategic plans and budgets in Management; develop Collection Management projects that are or could be used in actual libraries; and design a database and a website in Introduction to Information Science and Technology. Electives further enhance the skill set. Students who learned in Organization of Information how to create a MARC record are challenged to think critically about innovative storage and retrieval systems in LSC 544 (Visual Information Literacy) and LSC 550 (Organization of Digital and Non-Print Resources). Students who created databases and websites in Introduction to IS & T go on to design, develop, and evaluate virtual libraries in LSC 548 (Information Architecture).

Their skills give our new library and information professionals the confidence to assume assertive roles in providing services. Response to the WILIS 2 survey indicates that they feel well prepared for their first jobs; the great majority also agree that the program gave them knowledge and skills in specific core areas, such as research and evaluation, organization of knowledge, and public service.
Standard II.3.2: The curriculum emphasizes an evolving body of knowledge that reflects the findings of basic and applied research from relevant fields.

Current research in librarianship, information science, and other relevant fields is integrated into GSLIS courses. In LSC 503 (Collection Management), 531 (Reading Interests of Young Adults), 520 (School Library Media Services) and 596 (School Library Media Practicum and Seminar), for instance, research studies are emphasized in introductory lectures and students are required to apply tested theories as they develop programs, services, and lesson plans. In LSC 508 (Introduction to Information Science and Technology), the emphasis is on communication and information theory, and students are required to read and annotate published research.

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

LSC 508 (Introduction to Information Science and Technology) is required for all students and provides a theoretical basis for the use of technology; the theoretical basis is deepened in many electives, including LSC 528 (Instructional Design in Library and Information Services), 529 (Information Design), 547 (Information Storage and Retrieval/Online Searching), and 548 (Information Architecture). The application and use of technology is integrated into all courses as appropriate; for instance, the budget assignment in LSC 502 (Management of Library and Information Services) requires mastery of spreadsheets, and students in LSC 504 (Reference and Information Services) practice searching electronic databases. Other courses engage students in evaluating and developing wikis and blogs. Course tools such as Sakai (for online course delivery) and TrueOutcomes (for assignment posting and evaluation) also give students practice in applying the kinds of technology they will use in the workplace.

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

At least three electives, LSC 518 (International Librarianship), LSC 525 (Multiculturalism in Libraries), and LSC 590 (Introduction to Chinese Information Services), are directly focused on the issues of a multicultural, multiethnic, and multilingual society. The needs of diverse populations are addressed in the core curriculum, especially in LSC 504 (Reference and Information Services), and emphasized in many electives. For instance, LSC 524 (Teaching about Information) and LSC 527 (Information Literacy Instruction) introduce theories and best practices of multicultural competence; LSC 521 (Public Library Services) and LSC 535 (Public Library Service to Youth) cover strategies for responding to the needs of underserved groups.

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

Both core and elective courses address the ways in which changing technology and globalization affect society’s information needs. LSC 544 (Visual Information Science) focuses on the interpretation of icons and other visual cues by diverse “readers”; LSC 533 (Digital Resources for Children and Young Adults) explores ways of using technology to support the constructivist learning of diverse children and young adults; and LSC 543 (Government Publications) engages students in considering the political implications of digital storage.

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

Both core and elective courses integrate information about relevant trends in the field, and many courses, including LSC 504 (Reference and Information Services), LSC 508 (Introduction to Information Science and Technology) and LSC 521 (Public Library Services) incorporate discussions of the future and how to influence it.
**Standard II.3.7**: The curriculum promotes commitment to continuous professional growth.

Relevant professional organizations are introduced in most courses; their publications are important sources. Faculty members model ongoing service to the profession. Practitioners who serve as guest speakers in classes and at professional development events also serve as models, and often make opportunities to recruit students to their associations; for instance, in fall 2009, students in LSC 523 (Special Libraries) are presenting their work in a poster session at an event jointly sponsored by the RI chapter and the GSLIS student chapter of the Special Libraries Association (SLA).

The GSLIS curriculum emphasizes the ethical values that should dispose our graduates to take leadership roles, and GSLIS reimburses students for their first year memberships in professional associations. Since graduation, 84% of our WILIS 2 respondents have maintained membership in professional associations and 15% have held office.

**Standard II.4**: The curriculum provides the opportunity for students to construct coherent programs of study that allow individual needs, goals, and aspirations to be met within the context of program requirements established by the school and that will foster development of the competencies necessary for productive careers. The curriculum includes as appropriate cooperative degree programs, interdisciplinary coursework and research, experiential opportunities, and other similar activities. Course content and sequence relationships within the curriculum are evident.

All GSLIS students are expected to meet with advisors to construct programs of study by the end of their first semester or third course. Core requirements ensure that all students are given a solid introduction to the basic competencies necessary for productive careers, and all have experiential opportunities. The school library media program prescribes thirty-six of the forty-two credit hours required for the MLIS, and fixes the order of LSC 520 (School Library Media Services; to be taken in the student’s final summer or fall term) and LSC 596 (School Library Media Practicum and Seminar; to be taken in the student’s final spring term). The general curriculum prescribes twenty-one credit hours, permitting students to choose twenty-one electives that support their own needs, goals, and aspirations. GSLIS has formally defined dual masters programs with the departments of English, History, and Political Science, and URI policy allows students to create their own cooperative degree programs as appropriate; GSLIS students have pursued dual masters in Computer Science, Education, and other fields. Students frequently petition to amend their programs of study, sometimes because of scheduling issues (for working students, many of them living two hours’ drive or further from campus, no schedule is perfect), but often because of changing interests. Students in the general program are encouraged to take LSC 595 (Professional Field Experience) as soon as they are eligible for it, because—although it might be considered a capstone course—it has often resulted in changed goals and aspirations, and hence changes to the program of study.

**Standard II.5**: When a program includes study of services and activities in specialized fields, these specialized learning experiences are built upon a general foundation of library and information studies.

All programs are built upon the general core curriculum. In the school library media program, LSC 530 (Reading Interests of Children) and LSC 531 (Reading Interests of Young Adults) are substituted for LSC 503 (Collection Management), and nine credit hours of LSC 596 (School Library Media Practicum and Seminar) obviate the need for three credit hours of LSC 595 (Professional Field Experience).

**Standard II.6**: The curriculum, regardless of forms or locations of delivery selected by the school, conforms to the requirements of these Standards.
Requirements are identical for all students, regardless of form or location of delivery. The increased number of online and hybrid course offerings has increased access to electives for remote students.

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

GSLIS is reviewing the elective curriculum in 2009-2010. Our 2007-2008 review of the core curriculum resulted in the requirement of LSC 595 (Professional Field Experience) for all students not taking LSC 596 (School Library Media Practicum), starting in 2009. Also in 2008-2009, we implemented the adoption of the TrueOutcomes portfolio assessment system to track student achievement of the GSLIS Educational Outcomes in required courses taught by full-time faculty; in 2009-2010, we are extending this assessment to required courses taught by part-time faculty.

Pending full review of the elective curriculum, in the past three years we have deleted three chronically underenrolled electives (LSC 512, History of Libraries and Librarianship; LSC 546, Computer Systems in Library Automation; and LSC 549, Information Storage and Retrieval); significantly redesigned LSC 547 (formerly Online Searching and Services) to integrate content from LSC 549; added one course to the curriculum (LSC 590, Introduction to Chinese Information Services); and used LSC 597 (Special Topics) as a vehicle for offerings of topical interest (in spring 2010, we are scheduling Archival Description).

Our current review will be based not only on assessment of student achievements and alumni accomplishments, but on current trends in the profession and on new interdisciplinary opportunities within the Harrington School of Communication and Media. Logistical considerations will include the likely migration of the URI College of Arts and Sciences from three-credit to four-credit courses; the need to optimize GSLIS student access to all electives through a consistent rotation of online offerings; and the concurrent need to optimize professional socialization through face-to-face interactions including orientation sessions, mentoring, and experiential learning.

**Planning for the Future**

GSLIS is one of six units in URI’s new Harrington School of Communication and Media, along with Communication Studies, Film Media, Journalism, Public Relations, and Writing & Rhetoric. **Attachment 5** (p. 20). The new school’s mission statement, with its emphasis on technology, change, and the handling of information for use, summarizes main points from GSLIS foundational documents and will support relevant curriculum development in our field. The vision statement calls for us to participate in developing “a school of national distinction that builds on the synergies of the founding units and creates new tracks and programs in communication and media.” To launch the planning process, Dean Winifred Brownell of the College of Arts and Sciences and donor **Richard J. Harrington** organized a September 4 retreat for participating unit heads and faculty members. Evolving possibilities include:

1. Joint program development. GSLIS offers a post-baccalaureate Certificate in Information Literacy Instruction, drawing on the strengths of both full-time and part-time faculty members. Theories of Information Literacy Instruction are relevant to our sister disciplines; preliminary discussion with Writing and Rhetoric suggests this as the basis for a useful and innovative degree program. Dr. Adams is part of an interdisciplinary group developing a new minor in video game studies; at least one course will be at the 400 level, available for graduate student credit. Dean Brownell and Mr. Harrington are inaugurating a
special interdisciplinary seminar in spring 2010, bringing together top students from each program to help research directions for program development.

2. Joint curriculum development. Within existing programs there are overlapping areas, treated differently in the different fields, in which we might develop courses to serve wider student audiences. For instance, both GSLIS and Journalism have strong interests in information ethics and policy.

3. New research collaborations. Dr. Adams and Dr. Ian Reyes of the Communication Studies Department are presenting joint research at a February 2010 conference.

4. Shared facilities and support. Journalism and Film Media obviously share our need for production lab facilities; all units share a need for technical support staff. Pooled resources will help.

5. Opportunities for service and outreach. GSLIS brings to the Harrington School pre-existing partnerships both at home (our collaboration with the state Office for Library and Information Services gives us the opportunity to serve the information needs of communities like Central Falls and Newport) and abroad (our relationship with the Confucius Institute supports a developing international curriculum and additional opportunities for local outreach as well).

Because so many creative opportunities have opened in recent months, GSLIS plans to convene its constituents to review and recreate foundational documents, building on the URI Academic Plan, 2010-2015, and the Vision and Mission of the Harrington School of Communication and Media. Within this new institutional landscap, we envision that review of our elective curriculum will address 1) need for innovation; 2) interdisciplinary opportunities; 3) reduction of course overlap and reconfiguration of older courses; 4) proposals to shift from three-credit to four-credit courses; and 5) need for increased efficiency in course delivery. Our planning documents and ongoing assessment activities will help keep us centered on the needs of our own students and profession, but we will also look beyond the spreadsheets to take advantage of emerging opportunities.
APPENDICES TO STANDARD TWO
APPENDIX 2.1: GSLIS CURRICULUM

Course Descriptions

Library and Information Studies Courses

Numbers in parentheses show the number of credits for each course. Students are permitted to include in their programs up to six semester hours of approved electives outside the field of library and information studies.

LS502 Management of Library and Information Services (3) Introduction to the process, principles, practices, theories and case studies in the administration, management, and supervision of libraries and information services. Focus on management functions: planning, organizing, staffing, directing, and controlling.

LS503 Collection Development (3) Introduction to process, practices, and problems of collection building, maintenance, and evaluation regardless of format or subject of material, type of institutional setting, or community or client group served.

LS504 Reference and Information Services (3) Practical experience in the use of basic electronic and print information sources with readings and discussion on the philosophy and administrative aspects of reference work.

LS505 Organization of Information (3) Theory and practice of organizing information following national and international standards; focus on bibliographic information. Emphasizes the understanding and application of cataloging and classification principles, standards, tools, bibliographic utilities and networks.

LS506 Technical Services (3) Principles and policies in the acquisition, organization, conservation, and circulation of materials in libraries and information centers. Includes examination of automation of library processes.

LS508 Introduction to Information Science and Technology (3) Introduction to the organization, retrieval, and analysis of information, and the technologies used to control the manipulation and dissemination of information in library and information settings.

LS510 History of Books and Printing (3) The art and craft of book production through the ages; printers, methods, and materials with consideration given to the role of the book in cultural development.

LS514 Information Policy (3) This course provides an opportunity to examine the large world of information policy and how changing technology, specifically the Internet, has affected our information policies.

LS515 Informational Ethics and Intellectual Freedom (3) Examines the history, socially constructed norms, and legal context framing issues in LIS including privacy, censorship, and intellectual freedom; applies principles of ethical reasoning to professional decisions.

LS517 Community Relations for Libraries (3) Includes public relations, advocacy, determining community needs, identifying potential partners, building partnerships, developing a community relations plan, and envisioning the library’s future. Incorporates programs and strategies of core professional organizations. Pre: 502 or permission of instructor.

LS518 International Librarianship (3) Special attention to key issues in international library theory and practice, including standards, library law, education, assistance to libraries in underdeveloped or war torn countries, and the role of international associations and institutions in worldwide library development.

LS520 School Library Media Services (3) The role of the library media specialist as teacher, information specialist, instructional partner, and program manager, with emphasis on creating instructional programs in schools. Summer or fall semester prior to practicum. Pre: completion of 21 hours including core courses 502, 504, 505 and 508 or permission of instructor.
LSC521 Public Library Service (3) Planning, evaluation, and programming in public libraries, with an emphasis on community analysis and responsive services. Development of a grant proposal or equivalent project required. Pre: 502 or permission of instructor.

LSC522 College and University Library Service (3) Study of the functions, organization, management, and services of college and university libraries. Pre: 502.

LSC523 Special Library Service (3) A survey of some of the major categories of special libraries in academia, corporations, foundations, government agencies and the military, typically including museums, conservatories, divinity schools, legal institutions, businesses, laboratories, industries, and healthcare organizations. Pre: 502.

LSC524 Teaching About Information: Philosophy and Methodology (3) An introduction to all aspects of instructing a diverse clientele in the effective use of information in all forms. Philosophy, cognitive aspects, methodologies, media, and the administration, coordination, and evaluation of Information Literacy Instruction will be considered. Pre: 504 or permission of instructor.

LSC525 Multiculturalism in Libraries (3) Determining information needs and planning library collections, services, and programs for a diverse population. Historical, philosophical, and comparative aspects of multiculturalism in libraries will also be considered. Pre: Six graduate credits in library and information studies or permission of instructor.

LSC527 Information Literacy Instruction (3) Design and teach research strategies to undergraduates in conjunction with academic courses to teach effective, efficient, and honest use of library and information resources. Pre: 504.

LSC528 Instructional Technology in Library & Information Services (3) Provides an introduction to instructional design, development, and motivation theories and their application in producing instructional materials, including emerging technology in library and information environments.

LSC529 Information Design (3) Provides an introduction to the analysis, planning, presentation, and evaluation of effective communication through the use of tools and theories of communication, and message, instructional, and information design.

LSC530 Reading Interests of Children (3) Building, maintaining, evaluating, and promoting collections for children in public libraries and elementary school media centers. Fiction and nonfiction books emphasized; digital and other resources also discussed.

LSC531 Reading Interests of Young Adults (3) Building, maintaining, evaluating and promoting collections to serve the special interests and information needs of adolescents in public and secondary school libraries. Focus on books; graphic novels, Internet, etc. included.

LSC533 Digital Resources for Children and Teens (3) Investigate informational, educational, and recreational resources, primarily on the Internet. Emphasis on selection, evaluation, promotion, and the development of information literacy. Pre: 530 or 531 or permission of instructor

LSC535 Public Library Youth Services (3) Public library services to children and young adults, with emphasis on the development of programs to meet library goals and objectives. Pre: 502 or permission of instructor.

LSC537 Health Sciences Librarianship (3) Serves as an introduction to the field. Covers the literature, vocabulary, computer applications, reference tools, information retrieval, and environments relating to health sciences libraries. Pre: 502 and 504 or permission of instructor.

LSC538 Law Librarianship (3) Introduction to legal bibliography and research and to a broad range of problems involved in the administration and operation of various kinds of law libraries. Pre: 502 and 504 or permission of instructor.

LSC539 Business Information (3) An introduction to many aspects of business information services, as well as to business information in all formats. This course will emphasize services in business libraries and information centers, and the fields of corporate intelligence and knowledge management will also be considered and discussed. Pre: 504.
LSC540 Humanities Information and Materials (3) Information needs and services of all areas of the humanities. Unique aspects of library services and materials in all formats will be considered. Pre: 504.

LSC541 Social Science Information (3) Information needs and services in all areas of the social sciences and the professions, including information in all formats. Pre: 504.

LSC542 Library Materials in Science and Technology (3) Library resources in science and technology, including the major works, serial publications, and reference and bibliographical materials. Pre: 503 and 504.

LSC543 Government Publications (3) Survey of the publishing activities and publications of national, state, and local governments with emphasis on the publications of the United States government. Pre: 504.

LSC544 Visual Information Science (3) An introduction to the interdisciplinary study of visual information science related to visual information (data) collection, analysis, processing, transmission, utilization and communication in modern and digital libraries and information centers. Pre: 508 or permission of instructor.

LSC545 Indexing and Abstracting (3) Principles and techniques of indexing for the purpose of information storage and retrieval. Includes periodical indexing, book indexing, automatic indexing, abstracting, and thesaurus construction. Pre: 504.

LSC547 Information Storage and Retrieval, and Online Searching and Services (3) Theory, methods, evaluation, and research of analyzing, storing, indexing languages, information storage media, information storage and retrieval systems, and information seeking and retrieving in libraries and information services.

LSC548 Information Architecture and Website Development (3) Introduces principles of information architecture, library science and information science to plan, design, develop, and evaluate cohesive web sites and intranets that are attractive, navigable, manageable, and expandable. Pre: 508 or permission of instructor.

LSC550 Organization of Digital and Nonbook Resources (3) Using the most current international and national standards for organization of digital and nonbook resources, the course emphasizes not only bibliographic control of these resources for retrieval but also issues relating to subject analysis, standards, access, and other mark-up languages for better retrieval. Pre: 505.

LSC557 Research and Evaluation in Library and Information Services (3) Introduction to research methods for community analysis, information needs assessment, and evaluation of library and information services; critique of published research. Includes substantial paper involving significant independent study. Pre: completion of 15 hours or permission of instructor.

LSC562 Administration of Special Collections, Archives, and Manuscripts (3) Principles and techniques for administering manuscript and archival repositories, including acquisition policies, appraisal criteria, methodology, and preservation practices. Pre: core courses, 502-508, or permission of instructor.

LSC564 Introduction to Library Preservation (3) Organization, management, principles, and techniques as they apply to the development and administration of a library preservation program. Includes causes of deterioration of materials, deacidification, and reformatting and selecting for preservation.

LSC565 Rare Book Librarianship (3) Organization, management, principles, and techniques as they apply to the development and administration of rare book collections. Pre: 510 or permission of instructor.

LSC590 Introduction to Chinese Information Services (3) The seminar will provide students and professionals with an opportunity to study the history of Chinese librarianship and libraries and information services from the ancient to the contemporary times. (Seminar)

LSC593 Independent Work (1-6) Supervised reading or investigation in areas of special interest. Student must obtain written approval prior to registration for the semester for which the study is proposed. (Independent Study) Pre: 18 hours of library science with B average, and 557 or permission of instructor. 593 and 595 may be repeated for a combined total of 6 credits.
**LSC595 Professional Field Experience (1-6)** Directed field experience applying theory to practice in libraries, information centers, and related organizations. Jointly supervised by a member of the faculty and a professional in the cooperating institution. (Practicum) Pre: 18 hours of library science with a B average, 45 hours per credit. 593 and 595 may be repeated for a combined total of 6 credits.

**LSC596 Professional Field Experience: School Library Media Practicum and Seminar (9)** Directed field experience in two school library media centers (150 hours in elementary and 150 hours in secondary). Perform roles and demonstrate competencies of a library media specialist. Bi-weekly seminars. Pre: 520 with a B or better and 30 hours of library science with a B average or permission of the instructor.

**LSC597 Selected Topics (1-3)** Selected topics of current and special interest in library and information studies not covered in existing course offerings. Topics and number of credit hours announced prior to each offering. May be repeated with different topics. Pre: permission of instructor.
Changes to Program Requirements

Change to the Admission Requirements for the MLIS Program, Curricular Report from the Graduate Council to the Faculty Senate, No. 2005-2006-7:

From: Bachelor’s degree (B average) and GRE or MAT at the 50th percentile or above. GRE or MAT waived for applicants with a master’s degree. The completed application package should be received by October 15th for spring admission, March 15th for summer admission and June 15th for fall admission.

To: Bachelor’s degree with GPA of 3.00 or better on a 4.00 scale or standardized test scores (GRE or MAT) at the 50th percentile or above. GRE or MAT waived for applicants with a graduate degree regardless of undergraduate GPA. The completed application package should be received by October 15th for spring admission, March 15th for summer admission, and June 15th for fall admission. International Applicants. Applicants from foreign countries must complete the Test of English as a Foreign Language (TOEFL) with a minimum score of 550 (or 213 on the computer-based TOEFL exam). Equivalent scores will be required on the new TOEFL exam.

Changes to Individual Courses

Change to catalog description for LSC 527 (Information Literacy Instruction), Curricular Report from the Graduate Council to the Faculty Senate, No. 2006-2007-1:

To: LSC527 Information Literacy Instruction (3) Design and teach research strategies to undergraduates in conjunction with academic courses to teach effective, efficient, and honest use of library and information resources. Pre: 504.

Deletion of LSC 512 (History of Libraries and Librarianship), Curricular Report from the Graduate Council to the Faculty Senate, No. 2006-2007-6:

Deletion of LSC 546 (Computer Systems in Library Automation), Curricular Report from the Graduate Council to the Faculty Senate, No. 2006-2007-6:

Changes to LSC 593 (Independent Work) and LSC 595 (Professional Field Experience), Curricular Report from the Graduate Council to the Faculty Senate, No. 2007-2008-1: Both courses were previously offered for variable credits (1-3 hours), and neither could be repeated for more than 3 hours. In response to student needs, the two course descriptions were rewritten so that each is now offered for variable credit (1-6 hours), and “593 and 595 may be repeated for a combined total of 6 credits.”

Change to the title and course description of LSC 503 (Collection Management), Curricular Report from the Graduate Council to the Faculty Senate, No. 2007-2008-5:

To: LSC 503 Collection Management (3) Introduction to the process of collection building and management of resources including various formats and subjects for libraries or information centers. Community assessment, formulation of policies, procedures, and evaluation methods.

Change to the title of LSC 548 (Information Architecture), Curricular Report from the Graduate Council to the Faculty Senate, No. 2007-2008-5:
To: LSC 548 Information Architecture and Website Development (3)

Changes to title, method of instruction (to seminar, practicum, online, and portfolio), prerequisite, and catalog description of LSC 595 (Professional Field Experience), Curricular Report from the Graduate Council to the Faculty Senate, No. 2008-2009-3:

To: LSC 595 LIS Professional Field Experience (1-6). Directed field experience applying theory in approved LIS placement; required capstone for MLIS. 45 hours on-site per credit hour. Guided online discussion; face-to-face orientation and final poster session. Reflective portfolio. (Practicum) 593 and 595 may be repeated for a combined total of 6 credits. Pre: 18 hours of library science with a B average and permission of instructor.

Deletion of LSC 549 (Information Storage and Retrieval), Curricular Report from the Graduate Council to the Faculty Senate, No. 2008-2009-6.

Change to the title and course description of LSC 547 (Online Searching and Services), Curricular Report from the Graduate Council to the Faculty Senate, No. 2008-2009-6:

To: LSC547 Information Storage and Retrieval, and Online Searching (3) Theory, methods, evaluation, and research of analyzing, storing, indexing languages, information storage media, information storage and retrieval systems, and information seeking and retrieving in libraries and information services.

New Course, Curricular Report from the Graduate Council to the Faculty Senate, No. 2008-2009-6:

LSC590 Introduction to Chinese Information Services (3) The seminar will provide students and professionals with an opportunity to study the history of Chinese librarianship and libraries and information services from the ancient to the contemporary times. (Seminar)
APPENDIX 2.3: ENROLLMENTS BY COURSE FREQUENCY AND DELIVERY MODES

URI GSLIS Enrollments, Fall 2006 through Summer 2009

<table>
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<tr>
<th>Course</th>
<th>Total</th>
<th>F2F Sections</th>
<th>Online Sections</th>
<th>Hybrid Sections</th>
<th>Cancelled Sections</th>
<th>Total Offered</th>
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## Appendix 2.4: GSLIS Educational Outcomes Adapted to RI Office for Higher Education Assessment Grid

1. **Professional Ethics:**
   *Graduates will be prepared to apply professional values and ethics.*
   - a. Knows and is guided by the ethics, values and foundational principles of the library and information professions and professional associations.
   - b. Understands the role of library and information professionals and associations in the promotion of intellectual property, democratic principles, intellectual freedom, and diversity of thought.

2. **Resource Building:**
   *Graduates will be prepared to create and manage collections of print, non-print, and electronic resources.*
   - a. Knows the basic concepts, terminology, literature and issues related to the creation, evaluation, selection and acquisition of specific items or collections for diverse users.
   - b. Applies knowledge of the basic principles of storing, preserving conserving and disseminating information.

3. **Knowledge Organization:**
   *Graduates will be prepared to organize information for use.*
   - a. Applies the basic principles and standards involved in the organization and representation of knowledge and information structures for storage, retrieval, use, and evaluation of recorded information.

4. **Technological Knowledge:**
   *Graduates will be prepared to apply appropriate technology to create effective interfaces between knowledge and its users.*
   - a. Demonstrates comprehension and competence in using information and communication technologies for professional presentations and to assist diverse users to access information resources in a variety of formats.
   - b. Understands and can apply the principles of techniques used to continuously track and analyze emerging technologies to recognize relevant innovations.

5. **Knowledge Dissemination: Service:**
   *Graduates will be prepared to provide information services effectively.*
   - a. Knows and demonstrates competence in using service concepts, principles and techniques that facilitate information access, relevance, and accuracy for users.
   - b. Retrieves, evaluates and synthesizes information from multiple sources and responds to complex needs of diverse users for resources and services.

6. **Knowledge Accumulation: Education and Lifelong Learning:**
   *Graduates will be prepared to promote the meaningful use of knowledge and information in their communities.*
   - a. Interacts with diverse individuals or groups of users to provide consultation, mediation or guidance in their use of information resources.
   - b. Knows basic learning theories, instructional methods, and achievement measures, and applies them to diverse learners in learning situations within libraries and other information providing agencies.
   - c. Demonstrates the ability to instruct and assess diverse patrons in the mastery of information literacy, which includes the skills needed to locate, access, use and evaluate information resources for continuing education or lifelong learning.

7. **Knowledge Inquiry: Research:**
   *Graduates will be prepared to understand, enrich, and disseminate the professional knowledge base of our field.*
   - a. Understands the process of research, research methods and research findings within the library and information fields and has an awareness of current literature in these and related areas.
   - b. Demonstrates a commitment to serve the profession and society, through participation and leadership in professional organizations or associations, as well as through publishing and other contributions to the field.

8. **Institution Management:**
   *Graduates will be prepared to manage library and information services for the benefit of the communities served.*
   - a. Can manage library and information services effectively by applying the principles and practices of planning, management and the evaluation of libraries or other information providing agencies.
   - b. Demonstrates problem-solving, critical thinking, and decision-making skills in the planning for delivery and evaluation of library and information services in a changing global society.
   - c. Understands the necessity of community outreach, advocacy, and the formation of strategic alliances.
APPENDIX 2.5: GSLIS EDUCATIONAL OUTCOMES EMPHASIZED IN CORE COURSES

<table>
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<tr>
<th>Outcome</th>
<th>TrueOutcomes Rubric in:</th>
<th>Also addressed in:</th>
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<tr>
<td>1 (Ethics)</td>
<td>LSC 595 (PFE)</td>
<td>LSC 502, 503, 504, 508, and 557</td>
</tr>
<tr>
<td>2 (Resource Building)</td>
<td>LSC 503 (Collection Mgmt)</td>
<td>LSC 508; most sections of LSC 505</td>
</tr>
<tr>
<td>3 (Knowledge Organization)</td>
<td>LSC 505 (Organization of Knowledge)</td>
<td>LSC 508</td>
</tr>
<tr>
<td>4 (Technological Knowledge)</td>
<td>LSC 508 (Intro to Information Sci &amp; Tech)</td>
<td>Some sections of LSC 503, 504, and 505</td>
</tr>
<tr>
<td>5 (Knowledge Dissemination) and 6 (Knowledge Accumulation)</td>
<td>LSC 504 (Reference and Information Services)</td>
<td>LSC 508; some sections of LSC 503 and 505</td>
</tr>
<tr>
<td>7 (Knowledge Inquiry)</td>
<td>LSC 557 (Research &amp; Evaluation for LIS)</td>
<td>LSC 508; some sections of LSC 502, 503, and 504</td>
</tr>
<tr>
<td>8 (Institution Management)</td>
<td>LSC 502 (Mgmt of LIS)</td>
<td>LSC 508; some sections of LSC 503</td>
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APPENDIX 2.6: GSLIS EDUCATIONAL OUTCOMES EMPHASIZED IN ELECTIVES

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<tr>
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<td>1 (Professional Ethics)</td>
<td>LSC 514 (Information Policy); LSC 515 (Information Ethics); LSC 518 (International Librarianship); LSC 525 (Multiculturalism in Libraries); LSC 590 (Introduction to Chinese Information Services)</td>
</tr>
<tr>
<td>2 (Resource Building)</td>
<td>LSC 506 (Technical Services); LSC 510 (History of Books and Printing); LSC 530 (Reading Interests of Children); LSC 531 (Reading Interests of Young Adults); LSC 533 (Digital Resources for Children and Teens); LSC 537 (Health Sciences Librarianship); LSC 538 (Law Librarianship); LSC 539 (Business Information); LSC 540 (Humanities Info &amp; Materials); LSC 541 (Social Science Info); LSC 542 (Library Materials in Science &amp; Technology); LSC 543 (Government Publications); LSC 564 (Introduction to Library Preservation); LSC 565 (Rare Book Librarianship)</td>
</tr>
<tr>
<td>3 (Knowledge Organization)</td>
<td>LSC 544 (Visual Information Science); LSC 545 (Indexing and Abstracting); LSC 548 (Information Architecture and Website Development); LSC 547 (Information Storage &amp; Retrieval, and Online Searching &amp; Services); LSC 550 (Organization of Digital and Nonbook Resources)</td>
</tr>
<tr>
<td>4 (Technological Knowledge)</td>
<td>LSC 528 (Instructional Technology); LSC 529 (Information Design); LSC 533 (Digital Resources for Children and Teens); LSC 544 (Visual Information Science); LSC 547 (Information Storage &amp; Retrieval, and Online Searching &amp; Services); LSC 548 (Information Architecture and Website Development)</td>
</tr>
<tr>
<td>5 (Knowledge Dissemination) and 6 (Knowledge Accumulation)</td>
<td>LSC 517 (Community Relations); LSC 520 (School Library Media Services); LSC 524 (Teaching about Information); LSC 525 (Multiculturalism in Libraries); LSC 527 (Information Literacy Instruction); LSC 528 (Instructional Technology); LSC 529 (Information Design); LSC 537 (Health Sciences Librarianship); LSC 538 (Law Librarianship); LSC 539 (Business Information); LSC 540 (Humanities Info &amp; Materials); LSC 541 (Social Science Info); LSC 542 (Library Materials in Science &amp; Technology); LSC 543 (Government Publications); LSC 590 (Introduction to Chinese Information Services)</td>
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<tr>
<td>7 (Knowledge Inquiry)</td>
<td>LSC 593 (Independent Work)</td>
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<tr>
<td>8 (Institution Management)</td>
<td>LSC 520 (School Library Media Services); LSC 521 (Public Library Service); LSC 522 (College and University Library Service); LSC 523 (Special Library Service); LSC 535 (Public Library Youth Services); LSC 537 (Health Sciences Librarianship); LSC 538 (Law Librarianship); LSC 539 (Business Information); LSC 562 (Administration of Special Collections, Archives, and Manuscripts)</td>
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APPENDIX 2.7: TRUEOUTCOMES ASSESSMENT OF EDUCATIONAL OUTCOMES

In fall, 2008, each full-time faculty member teaching a required course used an assignment rubric to measure student achievement of the GSLIS Educational Outcome primarily emphasized in that course. In spring, 2009, LSC 595 (Professional Field Experience) was made a requirement for students not taking LSC 596 (School Library Media Practicum). Staff of the Office for Student Learning Outcomes Assessment and Accreditation linked the rubrics to the GSLIS Educational Outcomes entered in URI’s TrueOutcomes program, which automatically generates the data in the following report when faculty grade posted student assignments.

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<td><strong>GSLIS 1b:</strong> Understands the role of library and information professionals and associations in the promotion of intellectual property, democratic principles, intellectual freedom, and diversity of thought (LSC 595)</td>
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<td><strong>Spring</strong></td>
<td>100.00</td>
<td>N/A</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td><strong>Summer (Term I)</strong></td>
<td>95.56</td>
<td>7.26</td>
<td>9</td>
<td>1</td>
</tr>
<tr>
<td><strong>Outcome 2: Resource Building. Graduates will be prepared to create and manage collections of print, non-print, and electronic resources</strong></td>
<td>97.89</td>
<td>3.84</td>
<td>19</td>
<td>2</td>
</tr>
<tr>
<td><strong>GSLIS 2a Resource Building:</strong> Knows the basic concepts, terminology, literature and issues related to the creation, evaluation, selection</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>
and acquisition of specific items or collections for diverse users (LSC 503; LSC 531; LSC 595)

<table>
<thead>
<tr>
<th>Semester</th>
<th>Grade</th>
<th>Credit</th>
<th>Total</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring</td>
<td>99.38</td>
<td>1.71</td>
<td>16</td>
<td>1</td>
</tr>
<tr>
<td><strong>Summer (Term I)</strong></td>
<td>92.50</td>
<td>5.00</td>
<td>4</td>
<td>1</td>
</tr>
</tbody>
</table>

**GSLIS 2b**: Applies knowledge of the basic principles of storing, preserving conserving and disseminating information (LSC 503; LSC 531; LSC 595)

<table>
<thead>
<tr>
<th>Semester</th>
<th>Grade</th>
<th>Credit</th>
<th>Total</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring</td>
<td>97.06</td>
<td>4.79</td>
<td>20</td>
<td>2</td>
</tr>
</tbody>
</table>

**Outcome 3: Knowledge Organization. Graduates will be prepared to organize information for use.**

Applies the basic principles and standards involved in the organization and representation of knowledge and information structures for storage, retrieval, use, and evaluation of recorded information (LSC 505; LSC 595)

<table>
<thead>
<tr>
<th>Semester</th>
<th>Grade</th>
<th>Credit</th>
<th>Total</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Summer (Term I)</strong></td>
<td>96.67</td>
<td>5.77</td>
<td>3</td>
<td>1</td>
</tr>
</tbody>
</table>

**Outcome 4: Technological Knowledge. Graduates will be prepared to apply appropriate technology to create effective interfaces between knowledge and its users.**

**GSLIS 4a**: Demonstrates comprehension and competence in using information and communication technologies for professional presentations and to assist diverse users to access information resources in a variety of formats (LSC 508; LSC 595)

<table>
<thead>
<tr>
<th>Semester</th>
<th>Grade</th>
<th>Credit</th>
<th>Total</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>88.13</td>
<td>5.80</td>
<td>76</td>
<td>6</td>
</tr>
<tr>
<td>Spring</td>
<td>88.48</td>
<td>8.72</td>
<td>15</td>
<td>2</td>
</tr>
<tr>
<td><strong>Summer (Term I)</strong></td>
<td>88.48</td>
<td>8.72</td>
<td>15</td>
<td>2</td>
</tr>
<tr>
<td>Outcome 5: Knowledge Dissemination: Service.</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>---------------------------------------------</td>
<td>-----------------</td>
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</tr>
<tr>
<td><strong>GSLIS 4b</strong>: Understands and can apply the principles of techniques used to continuously track and analyze emerging technologies to recognize relevant innovations (LSC 508; LSC 595)</td>
<td>89.94</td>
<td>4.76</td>
<td>78</td>
<td>6</td>
</tr>
<tr>
<td><strong>Fall</strong></td>
<td>89.94</td>
<td>3.86</td>
<td>33</td>
<td>2</td>
</tr>
<tr>
<td><strong>Spring</strong></td>
<td>90.81</td>
<td>5.25</td>
<td>31</td>
<td>2</td>
</tr>
<tr>
<td><strong>Summer (Term I)</strong></td>
<td>89.27</td>
<td>6.24</td>
<td>16</td>
<td>2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Outcome 6: Knowledge Accumulation: Education and Lifelong Learning.</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>GSLIS 5a</strong>: Knows and demonstrates competence in using service concepts, principles and techniques that facilitate information access, relevance, and accuracy for users (LSC 504; LSC 595)</td>
<td>89.87</td>
<td>7.28</td>
<td>59</td>
<td>5</td>
</tr>
<tr>
<td><strong>Fall</strong></td>
<td>86.64</td>
<td>6.09</td>
<td>36</td>
<td>2</td>
</tr>
<tr>
<td><strong>Spring</strong></td>
<td>87.50</td>
<td>3.76</td>
<td>7</td>
<td>1</td>
</tr>
<tr>
<td><strong>Summer (Term I)</strong></td>
<td>97.65</td>
<td>4.00</td>
<td>17</td>
<td>2</td>
</tr>
</tbody>
</table>

| **GSLIS 5b**: Retrieves, evaluates and synthesizes information from multiple sources and responds to complex needs of diverse users for resources and services (LSC 504; LSC 595) | 88.22 | 8.60 | 58 | 5 |
| **Fall** | 87.10 | 6.38 | 36 | 2 |
| **Spring** | 87.30 | 3.39 | 7 | 1 |
| **Summer (Term I)** | 91.33 | 13.43 | 15 | 2 |

<p>| <strong>GSLIS 6a</strong>: Interacts with diverse individuals or groups of users to provide consultation, mediation or guidance in their use of | 100.00 | N/A | 1 | 1 |</p>
<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Credit</th>
<th>Term 1</th>
<th>Term 2</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>GSLIS 6b:</strong></td>
<td>Knows basic learning theories, instructional methods, and achievement measures, and applies them to diverse learners in learning situations within libraries and other information providing agencies (LSC 595)</td>
<td>100.00</td>
<td>N/A</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td><strong>GSLIS 6c:</strong></td>
<td>Demonstrates the ability to instruct and assess diverse patrons in the mastery of information literacy, which includes the skills needed to locate, access, use and evaluate information resources for continuing education or lifelong learning (LSC 595)</td>
<td>100.00</td>
<td>0.00</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td><strong>Outcome 7. Knowledge Inquiry: Research.</strong></td>
<td>Graduates will be prepared to understand, enrich, and disseminate the professional knowledge base of our field.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>GSLIS 7a:</strong></td>
<td>Understands the process of research, research methods and research findings within the library and information fields and has an awareness of current literature in these and related areas (LSC 557; LSC 595)</td>
<td>100.00</td>
<td>0.00</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td><strong>Outcome 8: Institution Management.</strong></td>
<td>Graduates will be prepared to manage library and information services for the benefit of the communities served.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>GSLIS 8a:</strong></td>
<td>Can manage library and information services effectively by applying the principles and practices of planning, management and the evaluation of libraries or other information providing agencies (LSC 502; LSC 595)</td>
<td>97.33</td>
<td>5.57</td>
<td>25</td>
<td>3</td>
</tr>
<tr>
<td><strong>Spring</strong></td>
<td></td>
<td>97.25</td>
<td>6.09</td>
<td>17</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
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<tr>
<td>-------------------------</td>
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<td>-----</td>
<td>-----</td>
<td>-----</td>
<td></td>
</tr>
<tr>
<td><strong>Summer (Term I)</strong></td>
<td>97.50</td>
<td>4.63</td>
<td>8</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td><strong>GSLIS 8b:</strong> Demonstrates problem-solving, critical thinking, and decision-making skills in the planning for delivery and evaluation of library and information services in a changing global society (LSC 502; LSC 595)</td>
<td>93.29</td>
<td>6.65</td>
<td>27</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td><strong>Spring</strong></td>
<td>91.97</td>
<td>7.82</td>
<td>17</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td><strong>Summer (Term I)</strong></td>
<td>95.53</td>
<td>3.19</td>
<td>10</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td><strong>GSLIS 8c:</strong> Understands the necessity of community outreach, advocacy, and the formation of strategic alliances (LSC 502; LSC 595)</td>
<td>93.27</td>
<td>15.92</td>
<td>26</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td><strong>Spring</strong></td>
<td>93.24</td>
<td>19.10</td>
<td>17</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td><strong>Summer (Term I)</strong></td>
<td>93.33</td>
<td>7.91</td>
<td>9</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td><strong>Not Aligned</strong></td>
<td>94.35</td>
<td>5.94</td>
<td>147</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td><strong>Fall</strong></td>
<td>96.93</td>
<td>3.66</td>
<td>56</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td><strong>Spring</strong></td>
<td>92.91</td>
<td>6.89</td>
<td>99</td>
<td>13</td>
<td></td>
</tr>
<tr>
<td><strong>Summer (Term I)</strong></td>
<td>95.53</td>
<td>5.30</td>
<td>34</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>
## Appendix 2.8: Student Surveys: Highlights, 2004-2009

<table>
<thead>
<tr>
<th></th>
<th>S 2004</th>
<th>S 2006</th>
<th>S 2009</th>
<th>Entry 2008-9</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>n</strong></td>
<td>135</td>
<td>92</td>
<td>54</td>
<td>52</td>
</tr>
<tr>
<td><strong>response rate</strong></td>
<td>60.54%</td>
<td>54.44%</td>
<td>25.23%</td>
<td></td>
</tr>
<tr>
<td><strong>recruitment</strong></td>
<td></td>
<td></td>
<td></td>
<td>School web sites (3.38) &amp; ALA (2.27)</td>
</tr>
<tr>
<td></td>
<td>45% word of mouth; 26% internet; 2% NHLA conf</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>choice factors</strong></td>
<td></td>
<td></td>
<td></td>
<td>Location (3.58) and accreditation (3.56)</td>
</tr>
<tr>
<td></td>
<td>37% quality; 42% cost; 57% convenience</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>major time commitments</strong></td>
<td>47% children; 7% primary caregivers; 43% full-time jobs; 44% one or more part-time jobs. “Other” write-ins included “access to computer” &amp; “driving at night”</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>competing with school work</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>how many major time commitments</strong></td>
<td>3% none; 38% one; 47% two; 12% three</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>advisor contact</strong></td>
<td>56% once a semester, 17% no contact, 26% 2-5 times/sem</td>
<td>76% at least once in semester, 21% no contact</td>
<td>76% at least once in the semester (33% more than once; 79% found useful)</td>
<td></td>
</tr>
<tr>
<td><strong>contact medium</strong></td>
<td>e-mail 61%; f2f in faculty office or off-campus, 30%; classroom 13%; tel 4%</td>
<td>E-mail (3.57), F2F (3.28), tel (3.13), listserv (2.78), USPS (2.48), blog (2.42)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>other sources of advice</strong></td>
<td>35% no; 65% yes (other students, instructors, director, student affairs officer, librarians</td>
<td>58% yes: other faculty, fellow students, GSLIS grads, staff, “myself”</td>
<td>GSLIS website (100%; 99% found useful); ES; GSLIS director &amp; student affairs; GS</td>
<td></td>
</tr>
<tr>
<td><strong>POS</strong></td>
<td>73% complete, 65% approved, 19%</td>
<td>62% complete, 51% approved, 24%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Important scheduling considerations (mean ranks)</td>
<td>location 1.8; time of day 2.6; delivery mode 3.5; day of week 3.7; length of session 4.4; piggy-backing 5.0</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-----------------------------------------------</td>
<td>--------------------------------------------------------------------------------------------------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Preferred locations (# students hoping)</td>
<td>Kingston 62; Prov 34; Durham 23; Worcester 17; Amherst 7; Boston 2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Kingston 39; Prov 31; Durham 12; Worcester 11</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Providence 1.77; Kingston 1.63; WSC .95; UNH .58. (Prov &amp; Kingston possible for most, UNH fewest)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>First choice: Kingston (31), Prov (13), WSC (9), UNH (7)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hours/wk on campus, outside class (mean)</td>
<td>Kingston 4.2; Prov .5; Durham 4.1; Am .2; Worcester .03</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hours commuting (mean)</td>
<td>Kingston, 2; Prov .8; Durham 1.7; Amherst 2.7; Worcester 1.2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Preferred times</td>
<td>Weekday evenings most popular; Fridays least popular</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Preferred summer terms</td>
<td>1-week in June and 10-week evenings most popular; mornings least</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Preferred delivery modes</td>
<td>68% f2f; 16% online; 2% hybrid; 13% both. 34% agreed (19% strongly) that online course would be their first choice; 32% that it would be their last</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attitudes toward online courses</td>
<td>They should have at least one f2f mtg (4.4) or even three (3.4); convenient (4.3); about the same amt wrk (3.7); harder to network with classmates (3.7); no</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>less instructor attention (2.8); not “my learning style” (2.8)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>student access to online</strong></td>
<td>from home (4.1), work (3.6), campus (3.6), other (3.9)</td>
<td>Good to excellent: home 89%, work 53%, other 9%</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>tech access by campus</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>resources to support student work</strong></td>
<td>Top: GSLIS internet resources (4.6; e.g., WilsonWeb); WWW (4.3); public library (3.9); campus library (3.5). Bottom: other types of libraries.</td>
<td>Top: WWW (79%); URI, UNH, and WSC internet resources (77%); URI library (45%); public library (40%)</td>
<td>Top: WWW (3.85); URI/HELIN (3.40); local public library (2.38); campus library (2.04). Bottom: GSLIS resource room (.79); OLIS (.63)</td>
<td></td>
</tr>
<tr>
<td><strong>planned specialization</strong></td>
<td>Public 34, Academic 33, SLM 25, Archives 20, Special Libp 18, Info Svc 7, Other or undecided 15</td>
<td>1st or 2nd choice: Academic 32, Public 28, Archives 20, SLM 16, Special Libp 17, Info Svc 15</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>satisfaction with course selection</strong></td>
<td>77 (86%) satisfied, but 51 suggested improvements to content (43) and/or scheduling (10).</td>
<td>Most agreed or strongly agreed that courses meet ALA curriculum standards</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>professional associations</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>64% members, 1-5 assns each</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>
The 2009 Student Survey was launched May 5 on SurveyMonkey. Fifty-four students responded, of whom 53 completed the demographic portion of the survey: 52 had matriculated into the MLIS program between 2004 and 2009, and one was non-matriculated. Respondents expected to graduate between 2009 and 2012; thirteen were completing their coursework in spring 2009, while seven were completing only their first, second, and/or third courses. Seventy percent reported having approved programs of study, and 30 percent had changed their programs of study. Thirty were taking courses based at URI/Kingston, six at URI/Providence, four at Worcester State, and three at UNH/Durham; twenty-eight were in online sections.

The response rate was just over 25%. In Spring 2009, GSLIS had 213 matriculated students, of whom 69 (31.5%) were in the school library media certification program. There were six enrollments in LSC 593 (Independent Work), fourteen in LSC 595 (Professional Field Experience), and twenty-seven in LSC 596 (the nine-credit School Library Media Practicum and Seminar). Excluding these directed studies and practicum courses, there were 340 enrollments: 256 in Rhode Island based courses (including 51 in three Providence sections); 51 in three Worcester sections; and 33 in three UNH/Durham sections. Ten of these sections met face-to-face (145 enrollments); six were online with no more than one or two face-to-face sessions (94 enrollments); and six were hybrids, with four or more face-to-face sections (101 enrollments). It appears that the respondents did represent, proportionally, GSLIS course locations and delivery platforms.

Thirty-four of the respondents report membership in professional associations—between one and five associations each. Of these, 28 are ALA members. Other associations represented include NELA; SLA; state library associations and educational media associations; divisions of ALA; and archives-oriented groups such as the New England Archivists, the National Association of Government Archivists and Records Administrators, and the John Russell Bartlett Society.

**Academic program: Curriculum and Scheduling**

**Where are the students headed?** Traditionally, the school library media certification program has drawn approximately 33% of GSLIS students, while approximately 20% to 25% each have specialized in academic and public librarianship; interest in special librarianship, archives, and information services has been less. This year’s respondents were more interested in academic and public library services (chosen as first or second choice by 32
and 28 students respectively) than in school library media services (chosen as first or second choice by 16 students); interest in archives (20 students) and special librarianship (17 students) had risen proportionately. The 30% of respondents who selected school library media services as their first or second choice are highly likely to follow the school library media curriculum, prescribed by the RI Department of Education and accredited by NCATE. Other students are less predictable.

**FIGURE 3: DESIRED AREAS OF SPECIALIZATION**

**How do students perceive the curriculum?** Most respondents agreed that the GSLIS curriculum is described by statements in the 1992 Accreditation Standards, but fewer agreed strongly. A significant minority expressed discontent with technology and direction for the future development of the field.

<table>
<thead>
<tr>
<th>The courses I have taken at GSLIS (Required = R; Elective = E):</th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foster development of library and information professionals who will assume an assertive role in providing services</td>
<td>15 16</td>
<td>34 29</td>
<td>5 2</td>
<td>0 0</td>
</tr>
<tr>
<td>Emphasize an evolving body of knowledge that reflects the findings of basic and applied research from relevant fields</td>
<td>11 15</td>
<td>36 29</td>
<td>5 3</td>
<td>2 0</td>
</tr>
<tr>
<td>Integrate the theory, application, and use of technology</td>
<td>12 14</td>
<td>33 27</td>
<td>5 4</td>
<td>4 2</td>
</tr>
<tr>
<td>Respond to the needs of a rapidly changing technological and global society</td>
<td>6 13</td>
<td>30 26</td>
<td>11 7</td>
<td>7 1</td>
</tr>
<tr>
<td>Provide direction for future development of the field</td>
<td>8 15</td>
<td>34 25</td>
<td>9 6</td>
<td>3 1</td>
</tr>
<tr>
<td>Promote commitment to continuous professional growth</td>
<td>19 15</td>
<td>28 31</td>
<td>5 0</td>
<td>2 1</td>
</tr>
</tbody>
</table>

**TABLE 1: STUDENT PERCEPTIONS OF REQUIRED AND ELECTIVE COURSES**
How do students perceive their programs of study? Again, most agree or strongly agree that their programs meet standards described in the 1992 COA document. A significant minority express reservations.

<table>
<thead>
<tr>
<th>My program of study at GSLIS:</th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly disagree</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Allows me to meet individual needs and goals within the program requirements</td>
<td>13</td>
<td>35</td>
<td>6</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Helps me develop competencies necessary for a productive career in my chosen area</td>
<td>12</td>
<td>32</td>
<td>5</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>Gives me opportunities for interdisciplinary course work and research</td>
<td>7</td>
<td>26</td>
<td>13</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Gives me experiential opportunities</td>
<td>12</td>
<td>32</td>
<td>5</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Allows me to sequence courses that build on each other</td>
<td>7</td>
<td>34</td>
<td>11</td>
<td>11</td>
<td>0</td>
</tr>
</tbody>
</table>

TABLE 4: STUDENT PERCEPTIONS OF ACADEMIC PROGRAMS

This question prompted student comment on curriculum content, but also on the difficulty of scheduling courses in order. Both part-time and regional students found it difficult to follow recommended sequences and often made course choices based on what was available at convenient times. One student mentioned repetition in the curriculum—and repetition may often be necessitated by the presence in class sections of students taking electives before core courses.

Comments suggested that logistics often trump pedagogical considerations for individual students. This is not new, but the introduction of online options, the repeal of the residency requirement, and the increasing numbers of students who attempt to complete their degrees full time without visiting Rhode Island have greatly increased the complexity of scheduling needs.

Academic program: Curriculum and Scheduling

FIGURE 3: PREFERRED AND POSSIBLE COURSE LOCATIONS
What scheduling options work best for students? As in the past, there is little agreement on the best locations, times, or course platforms. Providence was the most desired location, followed by Kingston; UNH/Durham was impossible for the largest number. For most locations, “Possible” was a likelier response than first or second choice.

![Graph of preferred and possible times of day](image)

**FIGURE 5: PREFERRED AND POSSIBLE TIMES OF DAY**

Time of day for face-to-face classes is even more a matter of compromise. The scheduling of GSLIS classes is affected by the availability of space; at Kingston, evening classes are easier to schedule, while at the Providence campus, which serves an urban population of working students, space for evening classes is at a premium. (Because of budgetary considerations, Friday and Saturday scheduling at the Providence campus is discouraged for 2009-2010.) Another consideration is the availability of instructors: the College of Continuing Education pays GSLIS per-course faculty and cannot pay for instruction at the Kingston campus earlier than 4 p.m. The bias toward evening classes has suited our traditional part-time thirty-something students, but is less appealing to the full-time students.

Even the most desired time slots (late afternoon and evening) are unattractive or impossible to some, and student comments illustrate the impossibility of satisfying all. No student commented on the occasional difficulties that arise when desired courses offered the same day on separate campuses (unless “overlapping times” includes transportation time). Two voted for Saturday classes—an option omitted from the survey:

![Graph of preferred and possible course delivery platforms](image)

**FIGURE 6: PREFERRED AND POSSIBLE COURSE DELIVERY PLATFORMS**

Online classes are the most convenient option, even for some students who prefer the face-to-face experience.
Academic program: Library and Online Resources

Where do students obtain resources for their classes? They turn to online resources first, and then look for providers close to home. More than nine in ten use the World Wide Web every week; two thirds use the online resources of the URI libraries and HELIN consortium every week; and local public libraries were used more frequently than campus libraries.

Students quite sensibly comment that their needs vary from one semester to the next—and that time spent on the physical hunt for resources is time not spent on using them:

How often do students use GSLIS-provided Internet resources? Through special arrangements with vendors, GSLIS provides some password-protected resources free to all students; others are limited to students in specific courses. The School also has access to OCLC through its membership in Lyrasis (formerly NELINET), and contracts
annually with the Library of Congress to provide Cataloger’s Desktop to students in LSC 505 and LSC 550. A write-in choice was Google Scholar, a resource available without GSLIS intervention:

**How often do students use the various types of library resources?** We asked this and the following question at the request of colleagues in the URI Libraries. Again, students say that what they use depends on which courses they’re taking. Accessibility must also play a key role. The most frequently used resources are databases (available from home at any hour of the day or night), and the least frequently used are archives and special collections (which typically have restricted access and limited hours).

![Image: FIGURE 9: MOST FREQUENTLY USED LIBRARY RESOURCES](image)

Asking about their level of satisfaction with access to needed resources, most students rated the availability of print and electronic resources good or excellent. The highest levels of dissatisfaction were with the websites of the GSLIS and URI Libraries:

<table>
<thead>
<tr>
<th>How available or accessible are these resources?</th>
<th>Excellent</th>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Print books and journals from URI or HELIN libraries (3.12)</td>
<td>11</td>
<td>27</td>
<td>4</td>
<td>1</td>
<td>11</td>
</tr>
<tr>
<td>Print books and journals from UNH or WSC library (3.12)</td>
<td>5</td>
<td>10</td>
<td>1</td>
<td>1</td>
<td>36</td>
</tr>
<tr>
<td>Electronic books and journals from URI or HELIN libraries (3.19)</td>
<td>17</td>
<td>24</td>
<td>6</td>
<td>1</td>
<td>6</td>
</tr>
<tr>
<td>Electronic books and journals from UNH or WSC library (3.45)</td>
<td>5</td>
<td>6</td>
<td>0</td>
<td>0</td>
<td>42</td>
</tr>
<tr>
<td>Information needed from the URI Libraries web site (3.10)</td>
<td>18</td>
<td>23</td>
<td>9</td>
<td>2</td>
<td>2</td>
</tr>
</tbody>
</table>
TABLE 4: SATISFACTION WITH LIBRARY RESOURCES

Students also reported strong satisfaction with their access to the Internet from home and work, and moderately strong satisfaction with access in classrooms and elsewhere on campus.

<table>
<thead>
<tr>
<th>Point of access</th>
<th>Excellent</th>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Home (3.78)</td>
<td>44</td>
<td>9</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Work (3.54)</td>
<td>33</td>
<td>12</td>
<td>4</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>In the classroom (3.13)</td>
<td>19</td>
<td>16</td>
<td>7</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>Elsewhere on campus (3.20)</td>
<td>18</td>
<td>14</td>
<td>6</td>
<td>2</td>
<td>0</td>
</tr>
</tbody>
</table>

TABLE 5: SATISFACTION WITH INTERNET ACCESS

Academic Advisement and School Support

To help students negotiate their academic careers, GSLIS appoints a full-time faculty member as academic advisor for each student, staffs a student affairs office, and maintains a website (with a blog) and a student listserv. The Graduate School approves GSLIS programs of study and certifies students for graduation; Enrollment Services handles administrative and financial issues. Asked how often they rely on various sources of information, students identify the GSLIS website as the most frequently used:
Although most students rate their advisors and GSLIS office support as quite useful, there is room for improvement. Write-in candidates for most useful: other students.

One advantage of classmates could be accessibility. Asked which forms of contact they found most useful, respondents put email first—followed by face-to-face appointments and telephone calls. All are one-on-one communications initiated by the students at their own convenience, as opposed to the less popular listserv and blog (although the one comment after this question was, “The listserv / blog addresses many questions and reduces my need to call or email”). Few resort to snail mail.
APPENDIX 2.10: WILIS-2 SURVEY: SUMMER, 2009

WILIS 2 PROGRAM REPORT

UNIVERSITY OF RHODE ISLAND

GRADUATE SCHOOL OF LIBRARY & INFORMATION STUDIES
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<td>Age</td>
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<td>7</td>
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</tr>
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<td>11</td>
<td>Intention to stay in LIS field</td>
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<td>Professional activities</td>
<td>133</td>
</tr>
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<td>13</td>
<td>Employment status</td>
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<td>14</td>
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<td>135</td>
</tr>
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</tr>
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</tr>
<tr>
<td>17</td>
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</tr>
<tr>
<td>18</td>
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</tr>
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<td>Areas of concentration in program</td>
<td>139</td>
</tr>
<tr>
<td>20</td>
<td>Capstone experiences</td>
<td>141</td>
</tr>
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<td>Course delivery modes</td>
<td>141</td>
</tr>
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<td>22</td>
<td>Effectiveness of course delivery modes</td>
<td>142</td>
</tr>
<tr>
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<td>Convenience of course delivery modes</td>
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<tr>
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</tr>
<tr>
<td>25</td>
<td>Basic knowledge</td>
<td>144</td>
</tr>
<tr>
<td>26</td>
<td>Information seeking</td>
<td>144</td>
</tr>
<tr>
<td>27</td>
<td>Research and evaluation</td>
<td>145</td>
</tr>
<tr>
<td>28</td>
<td>Organization of information</td>
<td>145</td>
</tr>
<tr>
<td>29</td>
<td>Public service</td>
<td>146</td>
</tr>
<tr>
<td>30</td>
<td>Instruction</td>
<td>146</td>
</tr>
<tr>
<td>31</td>
<td>Collaboration</td>
<td>147</td>
</tr>
<tr>
<td>32</td>
<td>Information technology</td>
<td>147</td>
</tr>
<tr>
<td>33</td>
<td>Management</td>
<td>148</td>
</tr>
<tr>
<td>34</td>
<td>Leadership</td>
<td>149</td>
</tr>
<tr>
<td>35</td>
<td>Budget/Finance</td>
<td>149</td>
</tr>
<tr>
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<td>149</td>
</tr>
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</table>
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EXECUTIVE SUMMARY

HIGHLIGHTS OF RESULTS

- The vast majority of LIS graduates are working in jobs that use their LIS skills and knowledge.

- The three major employers for LIS grads are academic libraries, public libraries and school library media centers.

- Nearly all (92%) LIS graduates are satisfied with LIS as a career and anticipate staying in the field (91%) over the next 3 years.

- LIS graduates are interested in participating in continuing education via traditional modes (workshops and training sessions) as well as online modes (webinars, courses).

- Most graduates (84%) rate their overall LIS program experience as “good” or “excellent.”

- Most graduates (71%) find a job within 3 months after graduation.

WILIS 2 METHODOLOGY

For this report, data were collected from the WILIS 2 recent graduates survey. The web-based survey focused on the educational and work histories of the respondents, continuing education needs, satisfaction with LIS as a career, perspectives of recent graduates about their LIS programs and entry into the workforce and demographics. Respondents identified up to three jobs: job before the LIS program, after the LIS program and current job. The survey collected structured and open text responses.

Alumni records of recent graduates from the eight pilot programs (N=1922) were collected. Alumni received a postal survey invitation with $2 bill as an incentive and non-respondents received three reminders. Reminder one and three were sent via email. The second reminder was a methodological experiment to test the effect of the reminder format (letter and email) on response rates. For alumni with only mailing addresses, half of this group (n=176) received a letter reminder and the other half (n=174) was sent an email reminder.

The overall completion rate for the pilot survey was 54% (n=1026). The response rate was calculated such that a response was counted as a completed survey if the respondent has answered at least through Section SP (Student/Program Characteristics). One respondent did not complete at least Section SP (Student/Program Characteristics) and was not included in the response rate. The pilot survey had an overall response rate of 54% (n=1025). The eight LIS programs were represented with response rates ranging from 35% to 79% of their graduates in the sample. The response rate for University of Rhode Island (URI) was 54% (n=149); however, all URI responses (including those of respondents who partially completed the survey) are included in this summary report.

Results are reported in three ways: University of Rhode Island (n=161), all pilot programs (n=1025), or where possible, a comparison of University of Rhode Island and all pilot sites. Findings are summarized by research topics.
DEMOGRAPHICS FOR ALL PILOT PROGRAMS

FIGURE 13: GENDER

Gender (D4)

<table>
<thead>
<tr>
<th>Gender</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>78</td>
</tr>
<tr>
<td>Male</td>
<td>20</td>
</tr>
<tr>
<td>Prefer not to answer</td>
<td>2</td>
</tr>
</tbody>
</table>

N=1021

FIGURE 14: AGE

Age (D1)

<table>
<thead>
<tr>
<th>Age Category</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>25 years or younger</td>
<td>2</td>
</tr>
<tr>
<td>26-30 years</td>
<td>26</td>
</tr>
<tr>
<td>31-35 years</td>
<td>22</td>
</tr>
<tr>
<td>36-40 years</td>
<td>13</td>
</tr>
<tr>
<td>41-45 years</td>
<td>12</td>
</tr>
<tr>
<td>46-50 years</td>
<td>10</td>
</tr>
<tr>
<td>51-55 years</td>
<td>9</td>
</tr>
<tr>
<td>56-60 years</td>
<td>4</td>
</tr>
<tr>
<td>61-65 years</td>
<td>2</td>
</tr>
<tr>
<td>Prefer not to answer</td>
<td>1</td>
</tr>
</tbody>
</table>

N=1021
FIGURE 15: RACE/ETHNICITY, PART 1

Are you Spanish/Hispanic/Latino? (All US programs) (D2)

<table>
<thead>
<tr>
<th>Response</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>No, not Spanish/Hispanic/Latino</td>
<td>94</td>
</tr>
<tr>
<td>Yes, Mexican, Mexican American, Chicano</td>
<td>2</td>
</tr>
<tr>
<td>Yes, Cuban</td>
<td>2</td>
</tr>
<tr>
<td>Yes, other Spanish/Hispanic/Latino</td>
<td>3</td>
</tr>
<tr>
<td>Prefer not to answer</td>
<td></td>
</tr>
</tbody>
</table>

N=887
UNIVERSITY OF RHODE ISLAND HIGHLIGHTS

- Over half of URI’s graduates concentrate in school library media, but go on to work in a variety of settings, including academic (22%), public (31%), and school (26%) libraries.
- Nearly all of URI’s graduates (98%) take some or all of their courses online.
- Most (88%) URI graduates are currently working in a library or information center using LIS skills and knowledge.
- Nearly all URI graduates (92%) are satisfied with a career in LIS.
- The vast majority (87%) rate their overall experience at URI as “good” or “excellent.”
- The three most common ways that URI alumni are still connected with the program are: keeping up with other students (64%), email listserv (55%), and meeting at professional association conferences (38%).
CURRENT JOB AND CAREER

FIGURE 17: CURRENT JOB – RELATIONSHIP TO LIS

Current job relationship to LIS (E18)

- In a library or information center using LIS skills/knowledge: 88% URI (N=146), 80% All Pilot (N=934)
- In a non-library or non-information center setting using LIS skills/knowledge: 11% URI (N=146), 11% All Pilot (N=934)
- In a non-library or non-information center setting NOT using LIS...: 4% URI (N=146), 3% All Pilot (N=934)
- In a library or information center NOT using LIS skills/knowledge: 3% URI (N=146), 1% All Pilot (N=934)
- Self-employed using LIS skills/knowledge: 1% URI (N=146), 1% All Pilot (N=934)
- Self-employed not using LIS skills/knowledge: 3% URI (N=146), 2% All Pilot (N=934)
- Other: 2% URI (N=146), 1% All Pilot (N=934)

FIGURE 18: CURRENT JOB SETTING
FIGURE 19: QUALITY OF PREPARATION FOR FIRST JOB
How well did your program prepare you for your first job? (E17)

FIGURE 20: PRIMARY LEVEL OF EMPLOYMENT

What is your primary level of employment? (E21)

FIGURE 21: SUPERVISORY ROLE
FIGURE 22: SATISFACTION WITH LIS

FIGURE 23: INTENTION TO STAY IN LIS FIELD
Do you think you will still be working in LIS* 3 years from now? (E36)

*LIS refers to the broad career field of library and information science
**Professional Activities Since Graduation (LA1)**

- **Held membership in a professional association**: 84% URI (N=149); 86% All Pilot (N=967)
- **Attended a professional conference**: 85% URI (N=149); 84% All Pilot (N=967)
- **Participated regularly in an online professional discussion list**: 52% URI (N=149); 45% All Pilot (N=967)
- **Helped to organize or volunteered at a professional meeting/conference**: 29% URI (N=149); 38% All Pilot (N=967)
- **Presented a paper or poster session at a professional conference**: 19% URI (N=149); 28% All Pilot (N=967)
- **Held office in a professional association**: 15% URI (N=149); 21% All Pilot (N=967)
- **Had one or more papers accepted for publication as co-author**: 6% URI (N=149); 12% All Pilot (N=967)
- **Had one or more papers accepted for publication as sole author**: 6% URI (N=149); 11% All Pilot (N=967)
- **Other**: 16% URI (N=149); 16% All Pilot (N=967)

*Check all that apply; multiple responses may add to more than 100%.*
EMPLOYMENT OVERVIEW FOR ALL PILOT PROGRAMS

FIGURE 25: EMPLOYMENT STATUS

Employment status (All pilot) (E9)

<table>
<thead>
<tr>
<th>Percent</th>
<th>94</th>
<th>4</th>
<th>2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employed</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Not working for pay but seeking work</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Not working for pay and NOT seeking work</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

N=932

FIGURE 26: LENGTH OF JOB SEARCH FROM FIRST APPLICATION

Length of job search from first application (All pilot) (E11A)

<table>
<thead>
<tr>
<th>Percent</th>
<th>64</th>
<th>23</th>
<th>9</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-3 months</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4-6 months</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7-12 months</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>&gt;12 months</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

N=789
FIGURE 27: LENGTH OF JOB SEARCH FROM GRADUATION

Length of job search from graduation (All pilot) (E11B)

N=782

0-3 months: 71%
4-6 months: 16%
7-12 months: 7%
>12 months: 6%

FIGURE 28: TYPES OF POSITIONS SOUGHT BY RESPONDENTS CURRENTLY SEEKING WORK

Not currently working but seeking work: positions sought (All pilot) (NCW6)

N=41

- Professional position in a library/info center: 98%
- Professional position outside a library/info center: 71%
- Other types of jobs: 68%

*Check all that apply; multiple responses may add to more than 100%
FIGURE 29: OVERALL EXPERIENCE RATING

How would you rate the overall experience that you had with your program? (SP11)

<table>
<thead>
<tr>
<th></th>
<th>URI (N=160)</th>
<th>All Pilot (N=1025)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Poor</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Fair</td>
<td>12</td>
<td>14</td>
</tr>
<tr>
<td>Good</td>
<td>48</td>
<td>38</td>
</tr>
<tr>
<td>Excellent</td>
<td>39</td>
<td>46</td>
</tr>
</tbody>
</table>
FIGURE 30: ALUMNI CONNECTION TO PROGRAM

In what ways are you still connected to your program? (SP12)

- Keep in touch with other students: 64% (URI), 55% (All Pilot)
- Email listserv: 48% (URI), 55% (All Pilot)
- Meet at professional association conferences: 38% (URI), 36% (All Pilot)
- Visit program’s website: 27% (URI), 32% (All Pilot)
- Newsletter (email): 9% (URI), 30% (All Pilot)
- Keep in touch with faculty: 23% (URI), 26% (All Pilot)
- Newsletter (print): 9% (URI), 12% (All Pilot)
- Your LIS program's alumni association: 4% (URI), 12% (All Pilot)
- Making donations: 14% (URI), 11% (All Pilot)
- Your university's alumni association: 5% (URI), 11% (All Pilot)
- Visit campus: 4% (URI), 11% (All Pilot)
- Reunions or alumni events: 4% (URI), 9% (All Pilot)
- Other: 5% (URI), 8% (All Pilot)
- I am not connected to my program: 9% (URI), 10% (All Pilot)

*Check all that apply; multiple responses may add to more than 100%.
The following concentrations were selected by fewer than 3 percent of respondents in either group (URI or All Pilot): art history/fine arts, public libraries, information industry, cultural perspectives, network information systems, business information, YA/teen services, bibliography, music, museum, knowledge management, international studies, data curation, bioinformatics, science/technical information libraries, special libraries, community informatics.
Concentrations (SP1B)

- School library/media certification: URI (N=96) 27%, All Pilot (N=369) 51%
- Youth literature and services: URI 13%, All Pilot 18%
- Children’s services: URI 12%, All Pilot 18%
- Reference: URI 13%, All Pilot 18%
- Archives and records management: URI 9%, All Pilot 13%
- Information organization: URI 5%, All Pilot 9%
- Digital libraries: URI 7%, All Pilot 8%
- Cataloging: URI 4%, All Pilot 8%
- Special collections: URI 4%, All Pilot 6%
- Information retrieval: URI 5%, All Pilot 6%
- Instruction: URI 5%, All Pilot 7%
- Health sciences: URI 1%, All Pilot 5%
- Web management and design: URI 3%, All Pilot 5%
- Technical services: URI 4%, All Pilot 5%
- Law: URI 1%, All Pilot 5%
- Human-computer interaction: URI 1%, All Pilot 4%
- Administration and management: URI 4%, All Pilot 7%
- Academic libraries*: URI 4%, All Pilot 7%
- Collection development: URI 2%, All Pilot 4%
- Adult services: URI 3%, All Pilot 4%
- Preservation management: URI 0%, All Pilot 3%
- Other: URI 2%, All Pilot 5%

*Check all that apply; multiple responses may add to more than 100%.

*Write-in selections for Other to be offered as options in revised survey
FIGURE 32: CAPSTONE EXPERIENCES

Capstone experiences: URI only (SP8)

FIGURE 33: COURSE DELIVERY MODES

How many of your courses were predominantly delivered online? (SP2)
FIGURE 34: EFFECTIVENESS OF COURSE DELIVERY MODES

Thinking about your courses delivered online/face-to-face, how effective did you find this delivery format? (SP3, SP5)

FIGURE 35: CONVENIENCE OF COURSE DELIVERY MODES

Thinking about your courses delivered online/face-to-face, how convenient did you find this delivery format? (SP4, SP6)
FIGURE 36: CONTINUING EDUCATION – DELIVERY MODE PREFERENCES

What types of continuing education delivery modes appeal to you? (CE4)

<table>
<thead>
<tr>
<th>Type of Delivery</th>
<th>URI (N=149)</th>
<th>All pilot (N=969)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Training sessions at your workplace</td>
<td>69</td>
<td>71</td>
</tr>
<tr>
<td>Face to face workshops delivered in conjunction with conferences</td>
<td>72</td>
<td>70</td>
</tr>
<tr>
<td>Webinars on special interest topics</td>
<td>42</td>
<td>60</td>
</tr>
<tr>
<td>Online courses (self-directed and self-paced)</td>
<td>58</td>
<td>57</td>
</tr>
<tr>
<td>Online courses (regularly scheduled and part of a group)</td>
<td>53</td>
<td>56</td>
</tr>
<tr>
<td>Face to face workshops located at your LIS program</td>
<td>40</td>
<td>35</td>
</tr>
<tr>
<td>Courses located at your LIS program</td>
<td>34</td>
<td>29</td>
</tr>
<tr>
<td>Face to face workshops delivered locally*</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Other</td>
<td>5</td>
<td>6</td>
</tr>
</tbody>
</table>

*Write-in option to be added to revised survey

*Check all that apply; multiple responses may add to more than 100%.
FIGURE 37: BASIC KNOWLEDGE

The program provided me with basic knowledge of the field. (SP9_A)

FIGURE 38: INFORMATION SEEKING
The program provided me with information seeking skills/knowledge. (SP9_B)

FIGURE 39: RESEARCH AND EVALUATION

The program provided me with research and evaluation skills/knowledge. (SP9_C)

FIGURE 40: ORGANIZATION OF INFORMATION
The program provided me with organization of information knowledge/skills. (SP9_D)

FIGURE 41: PUBLIC SERVICE

The program provided me with public service knowledge/skills. (SP9_E)

FIGURE 42: INSTRUCTION
FIGURE 43: COLLABORATION

The program provided me with instructional knowledge/skills. (SP9_F)

FIGURE 44: INFORMATION TECHNOLOGY

The program provided me with collaboration knowledge/skills. (SP9_G)
The program provided me with information technology knowledge/skills. (SP9_H)

FIGURE 45: MANAGEMENT

The program provided me with management knowledge/skills. (SP9_I)

FIGURE 45: MANAGEMENT

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FIGURE 46: LEADERSHIP

The program provided me with leadership knowledge/skills. (SP9_J)

FIGURE 47: BUDGET/FINANCE

The program provided me with budget and finance knowledge/skills. (SP9_K)

FIGURE 48: PROBLEM-SOLVING
The program provided me with problem-solving knowledge/skills. (SP9_L)

![Bar chart showing the percentage of agreement with problem-solving knowledge/skills. The chart compares URI (N=161) and All Pilot (N=1026).]

FIGURE 49: ADVOCACY

The program provided me with advocacy knowledge/skills. (SP9_M)

![Bar chart showing the percentage of agreement with advocacy knowledge/skills. The chart compares URI (N=161) and All Pilot (N=1026).]

FIGURE 50: REALISTIC UNDERSTANDING OF WORKING IN INFORMATION FIELD
The program provided me with a realistic understanding of what it is like to work in the information field. (SP9_N)

FIGURE 51: SKILLS TO APPLY ON THE JOB

The program provided me with skills I can apply on the job. (SP9_O)
Appendix 2.11: Four-Credit Course Proposals

College of Arts and Sciences Curriculum Committee

Guidelines for submission of four-credit course proposals

and corresponding changes in program requirements

January 12, 2010

Introduction:

The College of Arts & Sciences has been asked to take the lead and be a model in the move toward a 4-credit curriculum across campus, if the individual departments decide that this move would be sensible for their programs. During the Chair’s Strategic Planning Retreat on September 18, 2009, Provost DeHayes noted that the fourth credit need not be delivered via seat time in class and suggested other options such as out-of-class and online projects, work in labs and resource centers, field trips, experiential learning, etc.

Chairs predicted a number of advantages associated with the four-credit plan that include the following:

- More in-depth study of subject areas
- Improved student learning outcomes
- Better quality experience for undergraduates
- More student time for experiential and service learning
- Improved retention of students
- Greater percentage of students graduating within six years
- More faculty time for research, advising, preparation of teaching materials, and service
- Improved recruitment yield as word of the other advantages spreads

The following resolution was passed unanimously by those in attendance:

Resolved that the Chairs and Directors in the College of Arts and Sciences who attended the strategic planning retreat on Friday, September 18, 2009 at the W. Alton Jones Campus have agreed to investigate actively and pursue the feasibility of implementing a four-credit undergraduate curriculum where appropriate and ask the Provost to report what resources will be returned to the College for reinvestment when the program is implemented.

On November 4, 2009, the College hosted a workshop to learn more about the examples that have been set by the Political Science and Computer Science programs and to raise and answer questions. At that meeting many important questions were raised, including how scheduling and faculty course loads will be affected and what the effect of four-credit courses on the general education program will be.

The Arts and Sciences Curriculum Committee (ASCC) does not have the answers to those questions. A special task force working in conjunction with the General Education and Assessment Committees is considering some of these questions; others will have to be addressed and answered by the University administration, the Faculty Senate, or the AAUP.
Implementation

The ASCC is neither in favor of nor opposed to the planned transition to a four-credit curriculum. We are charged with evaluating proposals from the faculty of departments in the College to ensure that the changes brought forth are intellectually and pedagogically sound, comply with the regulations of the University Manual, and preserve the academic integrity of the College. We will do our best to assist departments in making the change to a four-credit curriculum. While this transition will require a lot of work of all parties involved, we do not think that the process should be adversarial. The ASCC hopes that these guidelines will answer many questions about the process of changing the curriculum and that they will help all of us make the transition in a smooth and timely manner. We will be glad to answer questions and look forward to working with the departments in an atmosphere of cooperation and mutual respect.

The ASCC will be the first committee to review many of the proposals to change to a four-credit curriculum. It is important to note, though, that once changes are approved by the ASCC, the proposals will still be subject to review by the Curricular Affairs Committee and the Faculty Senate. Proposals for general education courses will also have to be approved by the University Committee on General Education.

Departments planning to change a majority of their courses to four credits are encouraged to specify a timeline for the implementation of the new curriculum; they should also explain how already admitted students will be able to meet their degree requirements within the new course structure.

Due to the amount of time required to develop, evaluate, and approve these proposals it appears unlikely that many, if any, program descriptions will be ready to be included in the 2010-2011 catalog.

The ASCC will be glad to meet with department chairs and faculty involved in the transition to answer questions and to clarify the approval process. We will also prepare a list of contacts that may be able to answer questions, provide information, or otherwise help departments make a successful transition to a four-credit curriculum. Ann Morrissey also volunteered to help departments through this process.

Definition of credit hours

According to the University Manual, one credit hour should consist of one of the following.

- One hour of seat time and two additional hours of work by students, including homework, studying for exams, projects, etc.
- A two hour lab and one hour of outside work.
- A three hour lab and no outside work.

There are, of course, many other ways that can justify the extra credit hour. These include, but are not limited to, the addition of course components, such as:

- Experiential learning, including internships.
- Substantial projects with faculty working in small group settings with students.
- Field trips and educational excursions.
- Significant on-line work assignments.
- Out-of-class use of modern media, such as film screenings or online work, combined with additional assignments.
Depending on the needs of individual disciplines, there may be many other ways of using and justifying one additional credit hour.

In considering four-credit course proposals, the committee will be looking for a satisfactory explanation of the kinds of additional activities that will be required of the students; this includes an estimate of the total amount of time that will be required to complete the additional work, seat time, lab time, experiential learning or other assignments used to justify an additional credit. This additional work should meet the definition of one credit hour given above, i.e. the added work should amount to approximately three total hours of additional work each week—approximately 39 hours of extra work for one credit hour.

**Suggested process**

The Arts and Sciences Curriculum Committee suggests the following process for submitting proposals for new four-credit curricula:

- Changing from a three-credit to a four-credit curriculum is by no means a “minor change”; it will require careful deliberation and thoughtful justification. The form used to submit minor changes to the curriculum offers very limited space to explain the rationale for a change and does not require submission of additional materials. The form for new course proposals provides ample space for rationale and requires a detailed syllabus. Neither form seems appropriate to the task at hand, and the ASCC suggests the following compromise: Departments may submit changes of existing courses from three to four credit hours on a “Minor Change” form as long as a separate rationale for the change and a course syllabus are attached.

- Before submitting any proposals, each department is encouraged to group courses into categories that have similar learning outcomes and employ similar pedagogical approaches, such as: general introductions of a discipline with a survey of different fields of study within the discipline; introduction into a particular field of study within a discipline; seminars that study one particular field in depth; theory and methods courses; historical overviews; etc. There may, of course, be many more and different categories, depending on the discipline.

- The next step then will be the submission of a detailed course proposal that can be used as a model for that particular category of courses. This sample proposal should be submitted with full justification and supporting documentation. The sample course proposal should include substantial information about the type and amount of additional work required for this category of courses; a detailed course syllabus and material that contains sufficient information concerning the following should also be appended:
  - Desired learning outcomes
  - Expectations of student performance
  - Nature and scope of assignments including due dates
  - Evaluation methods and criteria for assignments
  - Required quizzes and examinations, including the final exam
  - Grading method and course grades calculation
  - Instructor policies

- In addition, the committee will look for:
  - Clear statements of course goals and objectives
  - Explanations of how courses fit in the overall program objectives
  - Changes in the catalog descriptions that indicate the additional requirements, such as Lec. 3, Project 3; or Lec. 3, Lab. 2) to ensure that other faculty who teach the course will use the same or an equivalent set of criteria as that given in the proposal.

- Once this template for a group of similar courses is approved, subsequent proposals for courses that fall into this category may be submitted with significantly reduced justification: The rationale can refer to the rationale given in the template; instead of the very detailed material submitted for the template, a much shorter syllabus can be attached. That should include:
○ A brief statement of course content and learning outcomes
○ A brief statement of student expectations that includes added work comparable in amount and kind to the approved template, and
○ Information about the calculation of the course grade, which should again include the added requirements.

- At that time, the department should also submit a program change proposal that defines how students will meet the requirements of their major under the new curriculum.

Changing to a four-credit curriculum will require a lot of work of all parties involved; the ASCC feels, however, that substantial documentation and justification are required to preserve the academic integrity of the College of Arts and Sciences and the University of Rhode Island. The outlined procedure, we believe, will greatly reduce the workload for everybody involved and offers the best chance for smooth and timely progress in the approval process.

If a lab or project is used to justify an extra credit, the syllabus or the proposal or both should clearly indicate the nature and scope of the additional requirements. Merely indicating on the proposal that students will be required to attend a lab or complete a project will not be sufficient justification for an extra credit.

Additional suggestions

Departments that change all or a majority of their courses to four credits should also prepare a Program Change Proposal that indicates how the requirements for the major will be met using 4-credit courses. This will give departments an opportunity to consider the latest practices and advances in their fields and to incorporate them into their revised curriculum if desired. In order to show how new course proposals fit in with program outcomes, it is suggested that departments submit an outcomes matrix.

The four-credit curriculum resulting from the changes submitted should be credit-hour neutral; the total number of credits offered in the new curriculum should be equal to or less than the current number of credits. The new curriculum should also contain fewer courses than the current program. Many departments will therefore also need to submit a number of Minor Course Change forms to delete courses.
Links for Standard 2

GSLIS Educational Outcomes <http://www.uri.edu/artsci/lsc/AboutUs/eduoutcomes.html>

Rhode Island Professional Teacher Standards
   <http://www.uri.edu/hss/education/applicants/app_material/RIPTS.pdf>

New Course Proposal Form <http://www.uri.edu/hss/education/applicants/app_material/RIPTS.pdf>


Curricular Procedures <http://www.uri.edu/facsen/Curricular_Procedures.html>

IDEA <http://www.theideacenter.org/>

Requirements for the MLIS <http://www.uri.edu/artsci/lsc/Academics/MLIS.html>

Dual Master’s Degrees <http://www.uri.edu/artsci/lsc/Academics/dualdegree.html>

URI History Department <http://www.uri.edu/artsci/his/grad.html>

URI English Department <http://www.uri.edu/artsci/eng/english_NEW/Graduate/index.html>


ILIC (Information Literacy Instruction Certificate) <http://www.uri.edu/artsci/lsc/Academics/ILIC.html>

School Library Media Certification <http://www.uri.edu/artsci/lsc/Academics/SLM.html>


TrueOutcomes <http://www.trueoutcomes.net/>

Projected GSLIS Course Rotation Schedule <http://www.uri.edu/artsci/lsc/Academics/Courses/rotation.html>

Richard J. Harrington <http://www.uri.edu/news/releases/?id=4876>
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3.6 GSLIS Professional Expectations for the Academic Year 2009-10 199

3.7 GSLIS Faculty Handbook 201

3.8 GSLIS Faculty Assistance (Form for Request from GSLIS Director’s Fund) 210

3.9 Links for Standard 3 211
UNIVERSITY OF RHODE ISLAND
GRADUATE SCHOOL OF LIBRARY AND INFORMATION STUDIES
PROGRAM PRESENTATION FOR ACCREDITATION BY THE
AMERICAN LIBRARY ASSOCIATION

STANDARD THREE: FACULTY

At GSLIS, seven full-time professors and thirty-five per-course faculty member teach over 200 students from all over New England on four campuses and online, using Sakai course management software and other technology. Their contributions are extensive. Each full-time faculty member normally teaches three courses every semester, including at least one every year at a satellite campus in New Hampshire or Massachusetts. The Director, Assistant Director, and Coordinator of the School Library Media program have course reductions in recognition of administrative responsibilities, but through the School’s committee structure, all faculty members take on administrative duties such as overseeing admissions, financial aid, professional field placements, and continuing education.

Faculty members participate in local, national, and international professional associations as well as committees on campus. Full-time GSLIS faculty members are past presidents of the Rhode Island Educational Media Association (RIEMA), the New England Library Association (NELA), the American Indian Library Association (AILA), and the International Visual Literacy Association. GSLIS faculty members were among the founders of Cornucopia of Rhode Island (CORI): Serving the Library Community of Color and the International Visual Literacy Association (IVLA). GSLIS faculty have also been members of the Rhode Island Library Association (RILA), the Rhode Island Coalition of Library Advocates (COLA), the Rhode Island Center for the Book, the American Educational Research Association (AERA), the American Society of Information Science and Technology (ASIST), Association for Educational Communication and Technology (AECT), Beta Phi Mu, the Children’s Literature Association, the Special Libraries Association (SLA), the International Indigenous Librarians Forum, the International Reading Association (IRA), and of course ALA and ALISE, as well as other organizations.

GSLIS faculty members have published books, refereed articles, book chapters, conference proceedings, as well as many other types of materials and have also done a variety of presentations in many settings. (See Appendix 3.1, “Faculty Research and Scholarly Activity 2003 – 2010.”)

The full-time faculty at GSLIS is very diverse ethnically, as well as in education, teaching interests, and research activities. Three faculty members are women of color (one each African American, Chinese American and Ramapough Lenape) and a fourth identifies as lesbian. Their teaching, research, and service have brought much variety and depth to the library school. One is dealing with indigenous issues both nationally and internationally; one has created a Confucius Institute on campus and has taught courses and supervised internships in China for GSLIS and other LIS students; one has found that her research has grown out of both her professional and her community activities; and one, whose user studies research often emphasizes play and the needs of alternative groups, has studied the representation of homosexuality in video games.

All faculty members have Master’s degrees in library science from ALA-accredited institutions as well as PhDs from leading library schools. They vary otherwise in initial undergraduate backgrounds and library schools attended on the Master’s and doctoral levels. GSLIS faculty attended Clarion, Rhode Island College, Simmons, Smith, SUNY Geneseo, University of Upper Iowa, and Zhejiang University in China where they majored in LIS, history, secondary education, elementary education (K-8), English, mathematics, theatre, and linguistics. The faculty received their
Master’s degrees in library science from Clarion, Kent State, URI, Simmons, Syracuse, and Wisconsin-Madison and their doctoral degrees from North Carolina-Chapel Hill, Pittsburgh, Simmons, Syracuse, Texas, and Wisconsin-Madison. Before becoming professors, GSLIS faculty worked as school media specialists, in community or junior colleges, in public libraries in both youth and adult services, as academic reference librarians, and in technical services in a university. Our newest professor taught many subjects in a junior college over the years and ran a gaming company before pursuing her doctorate. This was in addition to her experience as a librarian.

Full-time faculty specialize in the following areas:

<table>
<thead>
<tr>
<th>Specialties</th>
<th>Faculty Members</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adult Reference Services</td>
<td>Gilton</td>
</tr>
<tr>
<td>Information Literacy Instruction (ILI)</td>
<td>McCarthy (Coordinator of ILIC), Gilton</td>
</tr>
<tr>
<td>Information Science</td>
<td>Carson, Ma, Adams</td>
</tr>
<tr>
<td>Management and Collection Development</td>
<td>N. Caldwell, McCarthy</td>
</tr>
<tr>
<td>Media</td>
<td>Adams, Carson, Ma</td>
</tr>
<tr>
<td>Multiculturalism, International Studies</td>
<td>Gilton, N. Caldwell, Ma</td>
</tr>
<tr>
<td>Research Methods</td>
<td>Adams, Eaton</td>
</tr>
<tr>
<td>School Media</td>
<td>McCarthy (Coordinator), N. Caldwell</td>
</tr>
<tr>
<td>Technical Services</td>
<td>Ma</td>
</tr>
</tbody>
</table>

Per-course faculty members supplement very well the courses taught by full-time faculty, as is listed below:

<table>
<thead>
<tr>
<th>Specialties</th>
<th>Part-time Faculty Members</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Libraries</td>
<td>Bailey, Havener</td>
</tr>
<tr>
<td>Advanced Adult Reference/ Specialized Literature and Services</td>
<td>Caracuzzo, Kelly, Martin, Newcombe, O’Mahony</td>
</tr>
<tr>
<td>Archives/ Special Collections</td>
<td>E. Caldwell, Gaidmore, Pape, Ross</td>
</tr>
<tr>
<td>Collection Development</td>
<td>Hennessey</td>
</tr>
<tr>
<td>Community Relations</td>
<td>Havener</td>
</tr>
<tr>
<td>General Reference (Introduction to Reference)</td>
<td>Brenneman, Buckley, Havener, Izenstark, MacDon-</td>
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<tr>
<td></td>
<td>ald</td>
</tr>
<tr>
<td>Indexing</td>
<td>Kellerman</td>
</tr>
<tr>
<td>Information Ethics/ Policy</td>
<td>Havener, Newcomb</td>
</tr>
<tr>
<td>Course Title</td>
<td>Instructor(s)</td>
</tr>
<tr>
<td>-------------------------------------------------</td>
<td>-------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Information Literacy Instruction (ILI)</td>
<td>Brenneman, Havener, MacDonald</td>
</tr>
<tr>
<td>Information Science and Technology</td>
<td>Chen, E.A. Caldwell, Gick, Havener, Izenstark, Verbeek</td>
</tr>
<tr>
<td>Management</td>
<td>Brenneman, Keane, Lunghofer</td>
</tr>
<tr>
<td>Medical/Health</td>
<td>Martin (and team from UMass, Worcester)</td>
</tr>
<tr>
<td>Public Libraries</td>
<td>Coutu</td>
</tr>
<tr>
<td>Research Methods</td>
<td>Hennessey, Kelly</td>
</tr>
<tr>
<td>Special Libraries</td>
<td>Caracuzzo</td>
</tr>
<tr>
<td>Technical Services/Organization of Information</td>
<td>Bellinger, E.A. Caldwell, Gick, Golda, Hennessey, H. &amp; K. Jespersen, Ramsay</td>
</tr>
<tr>
<td>Youth Services/ School Media</td>
<td>Allen, Barton, Coutu, Odean, Sherouse</td>
</tr>
</tbody>
</table>

**Contexts**

**URI and AAUP Policies and Support**

GSLIS professors are supported in a number of ways: through university policies (as articulated in communications from the Provost’s Office, in the AAUP contract with the RI Board of Governors for Higher Education, and in the University Manual published by the Faculty Senate); through faculty meetings and workshops; through faculty handbooks and other materials; through faculty development grants and travel support from the Provost’s Office, the College of Arts and Sciences, and GSLIS funds; and through cooperation with other entities on campus. Faculty in search of support for teaching, research, or service can usually find it indexed at http://www.uri.edu/home/faculty/.

Policies for hiring, evaluating, and promoting professors can be found in the URI AAUP contract. The Office of the Provost publishes more specific guidelines on applications for Promotion and Tenure (P&T). The Provost’s Office and the AAUP jointly offer an annual workshop for all interested university professors on the P & T process. Professors are evaluated on the quality of their teaching, their research, and their service activities. Assistant professors are evaluated annually and must apply for tenure and promotion in their sixth year. Those who receive tenure are promoted to the rank of associate professor and evaluated every other year, and those who eventually become full professors are evaluated every four years. Full professors can apply to be promoted in two more steps. All professors applying for promotions are evaluated by peers, their department chair, their dean, the Provost’s Office, a university-wide committee, and ultimately the President’s Office and the Board of Governors.

Every seven years, faculty members with tenure may apply for a sabbatical. If this is approved, they can either take a semester off for full pay or a year off at half pay. Applications are competitive, following sabbatical leave criteria and guidelines published by the Provost’s Office. Each tenured GSLIS faculty member has been awarded at least one sabbatical; most recently, Dr. Eaton for fall 2008, Dr. McCarthy for fall 2009, and Dr. Caldwell for fall 2010.
Workshops, support services, and faculty meetings. The University provides workshops, labs, and consultants to help with teaching, research, and service. For instance, URI Information Technology Services (ITS) offers frequent short courses and workshops both on standard technological tools (such as Excel and SPSS) and on newly introduced course management platforms (most recently, Sakai). The Instructional Technology Center offers individual consultation and assistance with the development of effective instructional media for face-to-face and online courses. Class sessions involving the use of specialized technology may be scheduled in specially equipped facilities such as the Curriculum Materials Library at the Robert L. Carothers Library and Information Commons, with access to consulting staff.

The Instructional Development Program (IDP), created in 1975, offers course planning workshops at the beginning of each academic year; an annual Teaching Fellows Program, which brings together a cohort of faculty members to discuss pedagogic issues; individual consultation and teaching evaluations; and focused workshops, seminars, and book discussion groups on topics such as learning styles, large classes, collaborative learning, problem-based learning, and learning from reading. Drs. Carson, Eaton, Gilton, Ma, and McCarthy have all been Teaching Fellows.

In 2004, URI became one of 10 institutions to receive funding from the Council of Graduate Schools and the Office of Research Integrity to institutionalize research ethics training. By instituting a Research Ethics Fellows Program, the Graduate School sought to integrate the teaching of research ethics throughout URI’s graduate programs. The Fellows Program involved a collaboration between Graduate School deans, Research Office staff, faculty, students, and practitioners from local organizations and industries. Dr. Eaton was a Research Ethics Fellow in 2005-2006, and Dr. Havener in 2006-2007.

Fellows Programs are useful both for the content they communicate and for the opportunity to meet and know counterparts from all over campus, giving faculty more of a sense of the university as a whole. Participation in Faculty Senate and other University and College planning and advisory bodies can serve the same functions, and all GSLIS faculty are urged to be involved. Some involvement is role-dependent: for instance, Dr. Eaton as Director attends monthly meetings of the College of Arts and Sciences department heads, and carries information back to the twice-monthly GSLIS meetings.

Other campus-wide faculty meetings are convened as needed to discuss current issues, and are open to all concerned. In January 2009, the Provost organized an Academic Planning Summit to engage faculty in university in discussion of issues critical to creating the vibrant and vital learning-centered research university of the 21st century. One much-discussed recommendation to emerge from the planning process is a shift from three-credit to four-credit courses, and in Fall 2009, Dean Brownell of the College of Arts and Sciences organized a forum for all faculty members interested in discussing the challenges and opportunities associated with such a shift. Other meetings are open to targeted groups: in September 2009, Dean Brownell convened a planning retreat for participants in the new Harrington School and one for all department chairs in the College.

GSLIS full-time faculty normally meet every other Wednesday from 1:00 to 3:00 p.m. during the fall and spring semesters. Full-time and part-time professors meet one Saturday every semester to discuss topics of mutual interest and concern. Recent programs have addressed Web 2.0 as a teaching environment and constructivist learning (March 2008); WebJunction RI (November 2008); the introduction of Sakai, TrueOutcomes, and IDEA-SRI (March 2009); and an in-depth look at the use of TrueOutcomes for program evaluation (November 2009). Following lunch, there is usually a discussion or work session. These meetings help ensure that faculty members teaching the same or related courses are working on shared assumptions.

GSLIS also organizes occasional workshops to supplement the ITS short courses and IDP workshops. Although these are open to per-course instructors, most GSLIS part-timers live and work at a distance from Kingston and are una-
ble to participate; GSLIS workshops are scheduled for their convenience, and focused on GSLIS issues. On Saturday June 6, 2009, Charlene Yang of ITS offered a Sakai workshop in Providence for the convenience of GSLIS per-course instructors. Other presenters have been recruited from the RI Office for Library and Information Services and from NELINET, now Lyrasis, of which GSLIS is a member. Both full-time and per-course faculty members were given copies of Going the Distance: A Handbook for Part-Time and Adjunct Faculty Who Teach Online by Evelyn Beck and Donald Greive (Ann Arbor, MI: Adjunct Advocate, 2005) at a WebCT workshop several years ago.

**Faculty handbooks and other materials.** GSLIS maintains a Sakai site for full-time and per-course faculty, giving access to resources such as:

- Documents for discussion at upcoming meetings (e.g., the Provost’s draft Academic Plan, the three-year plan for the new Harrington School of Communication and Media, the proposed GSLIS 2009-12 Action Steps)
- Ready reference sources for GSLIS faculty (e.g., a GSLIS Faculty Handbook; part-time professor Betsey Brenneman’s “Tips for Teaching in Worcester”; a GSLIS Advisors’ tip sheet)
- Resources for course preparation (Sample syllabi; links to items required to be in all syllabi; TrueOutcomes assignment rubrics)

The GSLIS Faculty Handbook (Appendix 3.7) has survival and other tips on how to establish classes and which offices to contact for help. The electronic version has many links to sources of information. This includes some information on all of the campuses (Kingston, Providence, Worcester, Durham) where we teach. The WSC Tip Sheet has campus-specific information for both faculty and students.

**Financial support and incentives.** The Provost’s Office spurs research by offering minigrants in support of summer research, grant development, and assessment initiatives. The Division of Research and Economic Development identifies potential grant opportunities and supports grant development. Through the Richard Beaupre Hope and Heritage Fund, the Dean of the College of Arts and Sciences is able to provide support for research-related faculty and student travel; the Provost’s Office may supplement this.

The GSLIS Director’s Fund, an operating account supported primarily by alumni donations, provides supplemental support for faculty development. Current policy specifies that each faculty member is to be reimbursed up to $1,000 yearly for research and development travel, and that money not expended in a given year may be carried over to the next for a maximum of $2,000. Faculty members may also apply for Director’s Fund assistance of up to $1,000 for “projects that advance the GSLIS mission through teaching and service to the School” (Appendix 3.8). This amount could be used for equipment, for graduate student help, for external consulting, or other needed support.

**CURRENT CONDITIONS**

**GSLIS MISSION, GOALS, AND OBJECTIVES RELATING TO STANDARD THREE: STATUS**

The GSLIS Core Values Statement, articulated in 2005 and reaffirmed in 2006, expresses the School’s goals as a community. It applies not only to desired student outcomes, but to the commitments that faculty model for students.

Goal Three of the Mission Statement states that the School in support of its mission aspires “To provide a dedicated, talented, and diverse faculty who contribute to the profession, the academic community, and society through
teaching, research, and service.” Goal Six, “To serve in local, regional, national, and international academic and professional communities and to cultivate mutually supportive relationships, especially within the New England region,” specifically addresses faculty service responsibilities.

3.1 The GSLIS will recruit and retain a diverse faculty committed to providing the highest quality in teaching, research, and service.

- Recruit new tenure-track faculty member to begin in 2010-2011.
  **Responsibility:** GSLIS Director and faculty search team, with support from Dean of the College of Arts and Sciences and Provost.
  **Status:** The retirement of Dr. W. Michael Havener in December 2008 leaves GSLIS with seven tenure-track faculty members. With the support of the College of Arts and Sciences, a search was launched in fall 2007, but had to be frozen in spring 2008 because of a worsening financial climate. We expect an additional retirement in 2010-2011.

- Continue to recruit new per-course faculty members to incorporate practitioner perspectives and specializations.
  **Responsibility:** Director, with support from College of Continuing Education.
  **Status:** Between fall 2006 and summer 2009, 33 individual part-time faculty members taught 75 sections of LSC courses in Kingston, Providence, Durham, Worcester, and online (Appendix 3.2).

3.2 The GSLIS will provide support for faculty teaching, research, and service.

- Review individual faculty members’ teaching loads.
  **Responsibility:** Director.
  **Status:** Conference with each faculty member before submitting annual workload report.

- Provide all GSLIS faculty, including per-course faculty members, with continuing opportunities for formal training in the use of instructional technologies.
  **Responsibility:** Director, Assistant Director, and University support
  **Status:** Short courses are available and advertised by IITS, Human Resources, and other units on campus. New URI teaching tools (WebCT, TrueOutcomes, IDEA, and Sakai) are introduced in meetings with the per-course faculty; workshops are set up for URI full-time and per-course faculty members to help master new tools; and the Director and Assistant Director have given individual tutorials as needed. Additional help is available through GSLIS’s unlimited membership in Lyrasis, which offers an array of relevant workshops at reduced rates to members.

- Utilize Sakai for communication among those teaching the same course.
  **Responsibility:** Director, Assistant Director.
  **Status:** The faculty WebCT site has been recreated as a Sakai site, to support full-time and per-course faculty. Resources on the site include sample syllabi and TrueOutcomes rubrics, links to items required for syllabi, faculty tip sheets, and more.

- Support the application of one faculty member for a sabbatical each year
  **Responsibility:** Director, faculty.
  **Status:** Dr. Eaton was granted sabbatical in fall 2008 and Dr. McCarthy in fall 2009; Dr. Caldwell has been awarded sabbatical leave for fall 2010.

- Review performance of all faculty, including progress toward meeting requirements for promotion and tenure, as required by AAUP and URI University Manual.
  **Responsibility:** Director, faculty.
  **Status:** Each faculty member presents a dossier for peer review on a schedule determined by the URI AAUP.
• Identify available funding for travel and other faculty development; ensure equitable distribution each year.

  **Responsibility:** Director, faculty.

  **Status:** Current policy specifies that each faculty member is to be reimbursed up to $1000 yearly for research and development travel, and that money not expended in a given year may be carried over to the next. Each faculty member may also propose a GSLIS “minigrant” of up to $1,000 for teaching or service initiatives advancing the School’s mission. Additional support may be available from the Dean of Arts and Sciences and the Provost.

3.3 Each faculty member will maintain an active and balanced program of teaching, research, and service, consistent with guidelines in the AAUP Contract, the University Manual, and the November 2004 GSLIS Guidelines for Promotion and Tenure.

• Offer individualized guidance and mentoring to students, with a sensitivity toward cultural differences.

  **Responsibility:** Faculty.

  **Status:** In fall 2009, 194 GSLIS students are assigned advisors in e-Campus, giving seven full-time faculty members an average of 27.7 advisees each; the actual load ranges from 15 to 34. A spring 2009 student survey indicates that 76% of respondents had consulted with their advisors at least once in the semester and 33% more than once, with e-mail the preferred medium for communication.

• Maintain an active research agenda that leads to scholarly publications.

  **Responsibility:** Faculty.

  **Status:** Scholarly output by the current seven full-time faculty members from 2003 through 2009 includes 2 books, 13 refereed journal articles, 20 peer-reviewed or invited contributions to books and conference proceedings, 13 other articles, and 18 book reviews. As of January, 2010, four articles are forthcoming (in *Children & Libraries*, *IPA/USA Quarterly*, *Libraries & the Cultural Record*, and *Young Adult Library Service*.)

• Collaborate with other professionals and students in research activities to further the advancement of the profession or to enhance library services.

  **Responsibility:** Faculty.

  **Status:** Updated CVs needed; faculty survey

• Pursue research to link with other fields of knowledge and in support of University Focus Areas.

  **Responsibility:** Faculty.

  **Status:** Updated CVs needed; faculty survey

• Pursue external research support when feasible.

  **Responsibility:** Faculty.

  **Status:** Faculty have pursued external support for professional activity; grant-funded initiatives have benefited the School. Three tenure-track faculty members (Drs. Caldwell, Gilton, and Ma) and one per-course faculty member (Mary MacDonald) were actively involved as co-PIs in Dr. Havener’s 2005-2008 IMLS grant for the recruitment and education of diverse LIS professionals, and Dr. Ma has won a series of major grants to establish and maintain the Confucius Institute at URI. Dr. Eaton serves on the advisory panel for the IMLS-funded Workforce Issues in Library and Information Science (WILIS 2) project.

• Disseminate and share research at state, regional, national, and international conferences and workshops.

  **Responsibility:** Faculty.

  **Status:** Since 2003, faculty report 49 invited or refereed conference presentations for organizations including ALA, ALISE, the New England Library Association, the First Joint Conference of Librarians of
Color, the International Conference on Multidisciplinary Information Sciences and Technologies, the Children’s Literature Association, the Georgia Conference on Information Literacy, the Southwest/Texas Popular Culture Association, the International Visual Literacy Association, and Visual Art & Mascot Expo in Shanghai, China.

- Serve in leadership roles in professional associations.

**Responsibility:** Faculty.

**Status:** Full-time faculty are members of numerous professional associations, at the state, national, and international level. A partial listing:

- American Educational Research Association (Adams); ALA (Adams; Caldwell, Co-Chair, Joint Conference of Librarians of Color II, Steering Committee, member ALA Public Programs Advisory Committee, and member President’s Advisory Committee; Eaton, ALSC, PLA, and LRRT; Gilton, ARCL, RUSD; McCarthy, AASL); AILA (Caldwell, Chair, American Indian Youth Literature Book Award Committee, and past president); ALISE (Adams; Carson, reviewer for JELIS; Eaton; Gilton); ASIST (Adams); Beta Phi Mu (Carson, Scholarship and Grants Committee, and URI liaison); Cornucopia of Rhode Island (Gilton, founding member); Digital Games Research Association (Adams); International Indigenous Librarians Forum (Caldwell); International Visual Literacy Association (Carson, Ma); Massachusetts Black Librarians’ Network (Gilton); NELA (Eaton, NERTCL President’s Advisor; McCarthy, past president); North East Native American Librarians Interest Group (Caldwell); Rhode Island Educational Media Association (Caldwell, past member of executive board; McCarthy, past president); RILA (Eaton; McCarthy, executive board; Gilton); RI Special Libraries Association (Adams, Executive Board); Special Libraries Association (Adams).

Faculty also serve on professional task forces and advisory committees. Some current examples: Dr. Eaton serves as GSLIS liaison to the RI Coalition of Library Advocates and is a member of the Karla Harry Legislative Commission on RI libraries; currently she is working with RI Office for Library and Information Service Chief Howard Boksenbaum and a student intern to evaluate public access technology in RI public libraries for the Commission. She is also a member of the WILIS 2 advisory board. Dr. Ma has served on the editorial board of *Chinese Librarianship: an International Electronic Journal* since 2006. Dr. Gilton helped found Cornucopia of Rhode Island as a service to librarians of color. Dr. McCarthy serves on the Steering Committee of the newly formed Providence Community Libraries system and on the Advisory Board for the Rhode Island Center for the Book; she was a consultant and evaluator for the 2005-2006 “Literacy through School Libraries” grant at Central Falls High School, and has been a member of the editorial review board for *Advances in Librarianship* since 2005.

6.1 Encourage collaborations and service through faculty participation in URI committees and in professional organizations and projects.

- Each full-time faculty member will be an active member of at least one professional association.

**Responsibility:** All faculty.

**Status:** See above (Objective 3.3). Full-time GSLIS faculty members are past presidents of the Rhode Island Educational Media Association (RIEMA), the New England Library Association (NELA), the American Indian Library Association (AILA), and the International Visual Literacy Association. GSLIS faculty members were among the founders of Cornucopia of Rhode Island (CORI): Serving the Library Community of Color and the International Visual Literacy Association (IVLA). GSLIS faculty have also been members of the Rhode Island Library Association (RILA), the Rhode Island Coalition of Library Advocates (COLA), the Rhode Island Center for the Book, the American Educational Research Association (AERA), the American Society of Information Science and Technology (ASIST), Association for Educational Communication and Technology (AECT), Beta Phi Mu, the Children’s Literature Associa-
Each full-time faculty member will deliver a minimum of one conference or workshop presentation per year.

**Responsibility:** All faculty.

**Status:** Since 2003, in addition to their 49 invited or refereed conference presentations, the seven full-time faculty members delivered 31 invited formal lectures or workshop presentations, many as service to local student and library organizations.

In addition, faculty members are actively engaged in service to the University of Rhode Island, the College of Arts and Sciences, and the Graduate School of Library and Information Studies. Activities during the past three years:

<table>
<thead>
<tr>
<th>University</th>
<th>College of Arts &amp; Sciences</th>
<th>GSLIS</th>
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<tbody>
<tr>
<td>Adams</td>
<td>Faculty Senate, 2008-</td>
<td>GSLIS representative to the Harrington School Task Force 2009-</td>
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<td></td>
<td></td>
<td>GSLIS Committee on Evaluation 2007-</td>
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<tr>
<td></td>
<td></td>
<td>Participant in interdisciplinary working group to explore and develop a</td>
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<tr>
<td></td>
<td></td>
<td>minor in video game studies for the Harrington School 2009-</td>
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<tr>
<td>Carson</td>
<td>Faculty Senate, 2004-2007</td>
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<td></td>
<td>Faculty Senate Library Committee, Chair, 2006-2008</td>
<td>Audiovisual equipment coordinator, 1987-2009</td>
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<td></td>
<td>Online Committee, 2006-2008; Academic Integrity Subcommitte</td>
<td>Student Recruitment &amp; Support Committee, 2008-, chair, 2009-</td>
</tr>
<tr>
<td>Eaton</td>
<td>Administrator Evaluation Committee (AEC), representative of the Provost, 2008</td>
<td>Ad Hoc Committee on Assessment, 2008-2011</td>
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<td>College of Arts and Sciences, Dean's Advisory Committee, 2004-2010</td>
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<td></td>
<td>Graduate Council, 2006-2009; Subcommittees on Online Courses (2006-2007) and Scholarships (2008)</td>
<td>GSLIS Advisory Committee</td>
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<td>Online Committee, 2006-2008; Academic Integrity</td>
<td>Outcomes Assessment Subcommittee, 2007-</td>
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<td>Mentoring and Recruitment Subcommittee, 2007-</td>
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<td>Planning and Evaluation Committee, chair, 2007-</td>
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<td>Search Committee, GSLIS</td>
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<td>assistant professor, chair, 2006-2007</td>
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</table>
Subcommittee

Gilton  President's Commission on the Status of Faculty, Staff, and Students of Color at the University of Rhode Island – Faculty Subcommittee May 2005 to Present

Ma  Confucius Institute, 2006-

McCarthy  Provost’s Committee on Learning Commons for URI, 2009
  Council on Teacher Education and Liaison to School of Education. Ongoing.
  First Book Campus Advisory Board, 2004-2006.

Outreach Committee, Chair

Faculty Development Committee

Faculty Development Committee, Chair

Curriculum Committee, Chair, 1999 –

Search Committee for GSLIS Faculty position, 2008.

Faculty Liaison to GSLIS Advisory Board, 2006-2009

Wrote GSLIS Accreditation Reports and Coordinated Visits for GSLIS by NCATE and RIDE, 2003, 2005 and 2008

THE PROCESS OF IDENTIFYING AND COLLECTING EVIDENCE

The team to analyze compliance with Standard Three included the standing GSLIS Faculty Development Committee (Drs. Gilton and Ma); Regina Slezak, Director of the Newport Public Library; and current GSLIS student Nicole Dyszlewski. Dr. Gilton met twice with the group in September and October, 2009. To help with their work, she referred to faculty CVs and surveys; the Agreement between the Rhode Island Board of Governors and the University of Rhode Island Chapter of the American Association of University Professors; the “Promotion and Tenure Format” and “Sabbatical Leave Criteria and Guidelines” published by the URI Office of the Provost; faculty statistics from the 2006 ALISE report; and resources accessible at the GSLIS Sakai site for faculty. She also compiled new resources, including:

1. “URI Faculty: A Summary,” charting full-time faculty members’ educational backgrounds, experience, teaching and research emphases, interactions with other disciplines, and unique contributions and characteristics;
2. “Faculty Research and Scholarly Activity,” listing publications of full-time faculty from 2000 to 2009;
3. “Standards Met,” charting GSLIS compliance with Standard 3; and
4. “Quotable Quotes,” excerpting from surveys returned by full-time and per-course faculty members their best ideas about teaching, research, and service.

The role of this team was to:

1. Review policies for faculty assistance.
2. Document faculty support.
3. Document faculty achievements.

Based on input from the group, a second draft of this section was completed on October 31, 2009, and circulated to the group and to the GSLIS faculty for additional input.

**ANALYSIS OF COMPLIANCE WITH STANDARD THREE**

**Standard 3.1:** The school has a faculty capable of accomplishing program objectives. Full-time faculty members are qualified for appointment to the graduate faculty within the parent institution and are sufficient in number and in diversity of specialties to carry out the major share of the teaching, research, and service activities required for a program, wherever and however delivered. Part-time faculty, when appointed, balance and complement the teaching competencies of the full-time faculty. Particularly in the teaching of specialties that are not represented in the expertise of the full-time faculty, part-time faculty enrich the quality and diversity of a program.

The seven full-time faculty members have all been appointed to the URI graduate faculty; all have doctorates from respected schools (North Carolina/Chapel Hill, Pittsburgh, Simmons, Syracuse, Texas, and Wisconsin/Madison), and their experience includes work in academic, public, and school libraries, in ERIC, and in the gaming industry. Full-time faculty members taught 130 of 207 sections offered from fall 2006 through summer 2009—in Rhode Island, Massachusetts, and New Hampshire, face-to-face, online, and in blended formats—and supervised all directed studies.

Thirty-three part-time faculty members taught 75 sections during the same period, and, like full-time faculty, they taught at all locations and in all formats. All thirty-three had the MLS or MLIS; nine had second masters degrees, eight had doctorates (one was a J.D.), and two were doctoral candidates. Chosen for their strong teaching skills and professional accomplishment, GSLIS per-course instructors supplement the strengths of the full-time faculty in core areas and add specialized strength in areas such as archives management, digital libraries, government publications, health services librarianship, law librarianship, and indexing and abstracting.

**Standard 3.2:** The school demonstrates the high priority it attaches to teaching, research, and service by its appointments and promotions; by encouragement of innovation in teaching, research, and service; and through provision of a stimulating learning and research environment.

Appointments and promotions follow guidelines established by the *Agreement between the Rhode Island Board of Governors and the University of Rhode Island Chapter of the American Association of University Professors*. University procedures for the recruitment of new full-time faculty members, administered through the Office of Human Resource Administration and the Office of Affirmative Action, Equal Opportunity and Diversity, allow GSLIS to emphasize teaching, research, and service in faculty searches. Office of Affirmative Action *Guidelines for Search Procedures* are available online and are distributed to the chairs of search committees in annual training sessions. Teaching, research, and service are also emphasized in the Provost’s *guidelines* for promotion and tenure.

URI encourages and supports innovation in teaching through the *Instructional Development Program*; most members of the GSLIS faculty have participated in the IDP’s *Teaching Fellows Program* and in annual *Course Planning Workshops* offered the week before Labor Day, and we have also benefitted by individual consultations and occasional workshops by IDP staff at meetings with the per-course faculty. The University further supports innovation through its *Instructional Media and Technology Services*, and encourages it by awards given for teaching excellence. GSLIS supports excellence and innovation in teaching through presentations and
discussions at meetings held each semester with the per-course faculty, and by occasional faculty workshops on specific tools (e.g., Sakai) or general trends (e.g., the instructional possibilities of Web 2.0).

Increased reliance on internet course delivery to serve our geographically dispersed students has changed the learning and research environment; there is much stimulation in individual courses, but fewer opportunities to come together and share the excitement. To maintain the sense of an active learning community, we create opportunities for faculty to come together in person (e.g., those meetings with our per-course faculty members), but also rely on faculty discussion lists (LSCFAC and ADJFAC) and our Sakai website. One of the most appealing aspects of our membership in the new Harrington School of Communication and Media is that it calls for us to work collaboratively, with each other and with our colleagues in other departments, on a truly innovative redesign of the curriculum.

**Standard 3.3:** The school has policies to recruit and retain faculty from multicultural, multiethnic, and multilingual backgrounds. Explicit and equitable faculty personnel policies and procedures are published, accessible, and implemented.

Explicit and equitable personnel policies for full-time faculty are published, accessible, and implemented, as described under Standard 3.2. Of the seven full-time faculty, three women of color (African American, Chinese American, and Ramapough Lenape) have all been tenured; two of these are full professors, one an associate professor. Six are female; one is male. Two are over sixty, and all are over forty-five.

Personnel policies for per-course faculty are negotiated with the new Part Time Faculty Union, a chapter of the AAUP for per-course instructors. GSLIS hires part-time faculty through the College of Continuing Education. All part-time faculty members teaching for GSLIS have the MLS or MLIS at minimum (nine of 33 who taught 2006-2009 had second masters degrees, eight had doctorates, and two were doctoral candidates). They are engaged professionals, whose achievements and commitment set a positive example for students. GSLIS faculty and advisors scout their public presentations and/or organize GSLIS presentations to evaluate their teaching skills. As a group they are notable for teaching excellence and commitment both to students and to the health of the profession. Of those who taught between fall 2006 and summer 2009, one was African American and one Chinese American; twelve were male and twenty-four female; the majority were over forty-five.

**Standard 3.4:** The qualifications of each faculty member include competence in designated teaching areas, technological awareness, effectiveness in teaching, and active participation in appropriate organizations.

**Designated teaching areas:** Full-time faculty members are competent to cover all courses required for the general MLIS, the school library media program, and the certificate in information literacy instruction:

<table>
<thead>
<tr>
<th>Specialties</th>
<th>Faculty Members</th>
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<tbody>
<tr>
<td>LSC 502 (Management of Libraries and Information Services)</td>
<td>McCarthy, N. Caldwell</td>
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<tr>
<td>LSC 503 (Collection Management)</td>
<td>N. Caldwell, Adams</td>
</tr>
<tr>
<td>LSC 504 (Reference and Information Services)</td>
<td>Gilton</td>
</tr>
<tr>
<td>LSC 505 (Organization of Information)</td>
<td>Ma</td>
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</table>
Full-time faculty are competent to teach most other electives as well. Adams teaches LSC 517 (Community Relations); Carson LSC 548 (Information Architecture and Website Development); Eaton LSC 515 (Information Ethics and Intellectual Freedom), LSC 521 (Public Library Services), LSC 533 (Digital Resources for Children and Teens), and LSC 535 (Public Library Youth Services); Gilton LSC 518 (International and Comparative Librarianship), LSC 540 (Humanities Information and Materials), and LSC 541 (Social Science Information); Ma LSC 544 (Visual Information Literacy), LSC 547 (Information Storage and Retrieval/Online Searching and Services), LSC 550 (Organization of Digital and Nonbook Resources), and LSC 590 (Introduction to Chinese Information Services).

Electives taught exclusively by part-time instructors are LSC 506 (Technical Services), LSC 510 (History of Books and Printing), LSC 514 (Information Policy), LSC 522 (College and University Library Service), LSC 523 (Special Library Service), LSC 537 (Health Sciences Librarianship), LSC 538 (Law Librarianship), LSC 539 (Business Information), LSC 543 (Government Publications), LSC 545 (Indexing and Abstracting), LSC 562 (Administration of Special Collections, Archives, and Manuscripts), LSC 564 (Introduction to Preservation in Library Materials), and LSC 565 (Rare Book Librarianship).

**Technological awareness:** As mentioned above, the University provides workshops, labs, and consultants to help with teaching, research, and service. Resources include short courses and workshops from ITS, individual consultations with the Instructional Technology Center, and specially equipped instructional spaces such as the Curriculum Materials Library. In 1999-2001, all of full-time GSLIS faculty participated as Technology Fel-
lows in the School of Education’s Preparing Teachers Through Technology (PT3) Grant, collaborating on tech-
ology initiatives with K-12 teachers and university faculty in other subject units. Legacies of this initiative in-
clude specific products (e.g., Dr. Gilton’s *Teaching About Information* website) as well as heightened technol-
gical awareness.

To ensure faculty’s technological awareness and competence, current technologies are often introduced and
discussed at joint meetings of the full-time and per-course faculty. Recent meetings have included sessions on
Sakai (adopted by URI in fall 2009 to replace WebCT), TrueOutcomes (the electronic portfolio system sup-
ported by URI), IDEA (adopted in spring 2009 to replace URI’s former Student Evaluation of Teaching pro-
gram), and WebJunction RI (an online professional commons supported by the Office for Library and Informa-
tion Services). In addition, GSLIS has organized training sessions on Sakai and Internet 2.0. URI Information
Technology Services offers short courses and workshops on specialized Sakai features, interactive whiteboard
use, academic visual resources, and other topics of interest. GSLIS has an unlimited membership in Lyrasis
(formerly NELINET), and faculty members are encouraged to take advantage of their workshops.

**Teaching effectiveness:** For decades, URI measured teaching effectiveness by the administration of a stand-
dardized questionnaire, the Student Evaluation of Teaching (SET), at the end of each term during the academic
year. Courses given online, outside Rhode Island, or during the summer session went unevaluated until in
2006 the College of Continuing Education supported online administration of the SETs. At the end of 2008, the
server on which the SET program resided was retired. Rather than re-code it from scratch, URI decided to use
the Individual Development and Educational Assessment (IDEA) program for Student Rating of Instruction,
which has been nationally validated. The IDEA was administered online in spring 2009. However, there remain
unresolved issues, and results have not as yet been shared with administrators. The URI chapter of the AAUP
remains unconvinced that either the IDEA instrument or its online administration is in the best interests of fa-
culty (see *URI AAUP News*, September 2009, p. 3 for details).

Available records show that students rate most GSLIS full-time faculty members and almost all part-time facu-
Ity members at or above 4 on a scale of 5.

**Standard 3.5: For each full-time faculty member the qualifications include a sustained record of accomplishment in research or other appropriate scholarship.**

Scholarly output by the current seven tenure-track faculty members from 2006 through 2009 includes two
books, seven refereed articles, four peer-reviewed or invited contributions to books and conference proceed-
ings, an encyclopedia article, and four book reviews. In addition, faculty have made 40 invited or refereed con-
ference presentations in venues including ALA, ALISE, the New England Library Association, the First Joint Con-
ference of Librarians of Color, the International Conference on Multidisciplinary Information Sciences and
Technologies, the Children’s Literature Association, the Georgia Conference on Information Literacy, and the
Southwest/Texas Popular Culture Association, and 21 invited formal lectures or workshop presentations,
many as service to local student and library organizations (see Attachment 7, p. 26). Three tenure-track faculty
members (Drs. Caldwell, Gilton, and Ma) and one per-course faculty member (Mary MacDonald) were actively
involved as co-PIs in Dr. Havener’s 2005-2008 IMLS grant for the recruitment and education of diverse LIS pro-
fessionals, and Dr. Ma has won a series of major grants to establish and maintain the Confucius Institute at
URI. Dr. Eaton serves on the advisory panel for the IMLS-funded Workforce Issues in Library and Information
Science (WILIS 2) project. Faculty members are also called on to do significant institutional research in support
of accreditation and other assessment initiatives.
Faculty members are maintaining active research agendas. Dr. Adams investigates the information-seeking behavior of serious athletes; (with Damien Huffner) the representation of homosexuality in video games; and (with Mary Lynn Rice-Lively) the role of personality in the selection of research questions and methods. Dr. Caldwell, a partner in influential research on the portrayal of Native Americans in children’s literature, is working on a comparative study of the portrayal of Maori culture in New Zealand’s books for children. Dr. Eaton and Dr. Gilton are working on their second books; Dr. Eaton’s research on the career of Alice M. Jordan will be represented in a *Children & Libraries* article scheduled for spring publication and a paper currently under revision for *Libraries and the Cultural Record*, and Dr. Gilton’s work, applying the theory of information literacy instruction to work in public libraries, is proceeding rapidly. Dr. McCarthy, having spent most of 2007-2008 preparing successfully for NCATE reaccreditation of the school library media program, is currently on sabbatical, studying learning commons in academic libraries.

**Standard 3.6:** The faculty hold advanced degrees from a variety of academic institutions. The faculty evidence diversity of backgrounds, ability to conduct research in the field, and specialized knowledge covering program content. In addition, they demonstrate skill in academic planning and evaluation, have a substantial and pertinent body of relevant experience, interact with faculty of other disciplines, and maintain close and continuing liaison with the field. The faculty nurture an intellectual environment that enhances the accomplishment of program objectives. These characteristics apply to faculty regardless of forms or locations of delivery of programs.

**Variety of academic backgrounds:** All faculty members have Master’s degrees in library science from ALA-accredited institutions as well as PhDs from leading library schools. As undergraduates they attended Clarion, Rhode Island College, Simmons, Smith, SUNY Geneseo, University of Upper Iowa, and Zhejiang University, and majored in LIS, history, secondary education, elementary education (K-8), English, mathematics, theatre, and linguistics. The faculty received their Master’s degrees in library science from Clarion, Kent State, URI, Simmons, Syracuse, and Wisconsin/Madison and their doctoral degrees from North Carolina/Chapel Hill, Pittsburgh, Simmons, Syracuse, Texas, and Wisconsin/Madison.

**Ability to conduct research:** In their dissertations and peer-reviewed research, full-time faculty members have employed a wide variety of research methods, including content analyses, experiments and quasi-experiments, focus groups, historical research, interviews, literary analyses, participant observations, scholarly bibliographies, and surveys. Their research questions include, but are not limited to, gaming and information behavior (Adams); the intellectual property of indigenous populations and the representation of Native Americans in children’s books (N. Caldwell); instructional design and self-efficacy (Carson); public library youth services and the portrayal of women in children’s biographies (Eaton); multiculturalism in libraries and information literacy instruction (Gilton); visual literacy and Chinese American newspapers (Ma); and information literacy instruction and the assessment of academic library learning commons (McCarthy).

**Relevant experience:** Before becoming professors, GSLIS faculty worked as school media specialists, in community or junior colleges, in public libraries in both youth and adult services, as academic reference librarians, and in technical services in a university. Our newest professor taught many subjects in a junior college over the years and ran a gaming company before pursuing her doctorate.

**Interaction with faculty of other disciplines:** GSLIS interacts with colleagues of other disciplines on several levels; here are some examples. *Teaching:* Dr. Ma collaborated with Dr. Timothy S. George (History) to coordinate the Fall 2007 Honors Colloquium, *China Rising*; Dr. Adams is currently engaged in developing an interdisciplinary program in video game studies within the Harrington School of Communication and Media. *Research:* Dr. Adams’s upcoming conference presentation with Dr. Ian Reyes, Assistant Professor of Communication Stu-
dies, represents the first research collaboration in the Harrington School. Administration and Service: All GSLIS faculty members serve with faculty of other disciplines on committees, advisory groups, and policy-making bodies of the University and the College of Arts and Sciences (e.g., Faculty Senate, Graduate Council, Dean’s Ad Hoc Committee on Assessment, Provost’s Panel on Diversity). Most have been mentored by, or have been assigned to mentor, faculty in other disciplines. Dr. McCarthy and Dr. Caldwell work closely with the School of Education to maintain the vitality of the school library media program. Over the past two years, we have associated more closely with our colleagues in Communication Studies, Film Media, Journalism, Public Relations, and Writing and Rhetoric—and we anticipate intellectual challenge and stimulation as we work with them to build the new Harrington School of Communication and Media.

Liaison with the field: GSLIS faculty are active members of local, regional, national, and international professional organizations, and are represented on the Karla Harry Commission on Libraries in Rhode Island and on the board of the RI Coalition of Library Advocates. Faculty members mentor student chapters of ALA and SLA; organize an Annual Gathering of students, alumni, and friends; and network with alumni at annual meetings of NELA and the region’s state library and educational media associations. Meetings of the GSLIS Advisory Committee and with the part-time faculty provide additional opportunities for liaison, as do guest speakers in classes and work with site supervisors and mentors for professional field experiences and practica.

Intellectual environment that enhances the accomplishment of program objectives: In dealings with each other, with students and alumni, with interdisciplinary colleagues and LIS practitioners, GSLIS faculty maintain an environment of collegiality, enhancing the ethical treatment of both persons and ideas.

Standard 3.7: Faculty assignments relate to the needs of a program and to the competencies and interests of individual faculty members. These assignments assure that the quality of instruction is maintained throughout the year and take into account the time needed by the faculty for teaching, student counseling, research, professional development, and institutional and professional service.

Faculty teaching assignments are strongly related to the competencies and interests of individual faculty members. The normal teaching load is three courses per semester in fall and spring semesters; summer teaching is voluntary, and is separately recompensed.

Standard 3.8: Procedures are established for systematic evaluation of faculty; evaluation considers accomplishment and innovation in the areas of teaching, research, and service. Within applicable institutional policies, faculty, students, and others are involved in the evaluation process.

Procedures for the evaluation of faculty are established by the Agreement between the Rhode Island Board of Governors and the University of Rhode Island Chapter of the American Association of University Professors. Each tenure-track assistant professor must be evaluated annually; associate professors are to be evaluated bi-annually; and full professors are to evaluated every four years. Evaluation is based largely on the faculty member’s compilation of a dossier giving evidence of achievement in teaching, research, and service, as described in the Provost’s guidelines for promotion and tenure.

GSLIS reaffirms its internal faculty review procedures and files them with the Dean of the College of Arts and Sciences annually (the 2009-2010 document is appended). Each faculty member under review submits the following to the GSLIS Director a dossier including: a full updated resume, a summary of activities and achievements since the last review, SET scores, samples of teaching (such as revised syllabi and/or curriculum changes), research (published or submitted), service (new responsibilities), and any other items that the faculty member wishes to include. Outside letters may be requested—allowing students and others a voice in the
decision—but are optional when the review is not for tenure or promotion. All members of the faculty write letters reviewing the person’s teaching, research, and service, and the director writes a letter to the dean summarizing the individual reviews.

PLANNING FOR THE FUTURE

GSLIS faculty members will continue to play active leadership roles in teaching, research, and service to the university and professional communities. GSLIS requests for new tenure-track faculty members will build on Guidelines for the Allocation of Resources and Principles for a Strategic and Sustainable Budget Process published in fall 2009 by the Division of Academic Affairs. As we pursue excellence with a faculty fully engaged “in support of student learning through vibrant courses, experiences, and majors, active programs of faculty scholarship, and service contributions vital to the institution, community, and professions,” we will continue to seek highly qualified tenure-track faculty capable of teaching new technologies (and using them effectively in course delivery) and eager to build interdisciplinary collaborations with our Harrington School colleagues in Communication Studies, Film Media, Journalism, Public Relations, and Writing and Rhetoric, and also with our colleagues in the URI Libraries. Strategic joint appointments may be used to strengthen these collaborations.

With support from the Feinstein College of Continuing Education and its Special Programs Office, we also continue to recruit dynamic, professionally active LIS practitioners as per-course faculty members, and to involve them as colleagues in the development and delivery of curriculum.

At a September 2009 meeting, Provost Donald DeHayes advised department heads in the College of Arts and Sciences, not to do more with less, but to do less, better—to focus planning processes on sustainable areas of excellence. GSLIS must now begin an intense and creative planning process, informed by both local data (including TrueOutcomes assessments, student and alumni surveys, institutional research and e-Campus reports) and national research. The process will be based on the core values of library and information services, and inspired by the multidisciplinary mandate of the Harrington School of Communication and Media.
# Appendix 3.1

**University of Rhode Island GSLIS**  
**Faculty Research and Scholarly Activity**  
**2003-2010, and Works in Progress**

<table>
<thead>
<tr>
<th>Type of Work</th>
<th>Adams</th>
<th>Caldwell</th>
<th>Carson</th>
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<th>Gilton</th>
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<th>McCarthy</th>
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<td>Creative works</td>
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**Events Organized**

**Books**


**Refereed Articles**
Adams, Suellen, and Huffer, D. “The Representation of Homosexuality in Video Games” *IPA/USA Quarterly*. (forthcoming article)

Adams, Suellen. “Digital Marketing of a Young Adult Homework Center” in *Young Adult Library Service*. (forthcoming article; working title)


PEER-REVIEWED OR INVITED BOOK CHAPTERS AND CONFERENCE PROCEEDINGS


Carson, C. Herbert. “The University of Rhode Island Regional Program: Distance Education in New England.” In D.D. Barron (Ed.), Benchmarking Distance Education: The LIS Experience (pp. 233-246), Westport, CT: Libraries Unlimited, 2003.


**OTHER ARTICLES**


Ma, Yan. “President’s Message.” IVLA ReView (December 2003).

Ma, Yan. “Highlights from the IVLA President: President’s Message.” IVLA ReView (March 2004).


CREATIVE WORKS


GRANTS


Ma, Yan. Office of Chinese Language Council International (Hanban). To develop Chinese language and culture programs for the URI Confucius Institute, October, 2009. $80,000.00
Ma, Yan. Office of Chinese Language Council International (Hanban). To develop Chinese language and culture programs for the URI Confucius Institute, May, 2009. $177,800.00


Ma, Yan. Raised in-kind donations. To support the URI Confucius Institute and other China programs at the University of Rhode Island, 2008. $135,669.

Ma, Yan. Office of Chinese Language Council International (Hanban). To establish URI Confucius Institute, 2007. $408,470 funds and in-kind donation: $100,000 initial funds; 5,000 books, DVDs, CDs, and other donated library resources; funding for two Chinese language and culture instructors.

Ma, Yan. Luke Foundation and PDK Regency. To support Confucius Institute and other China programs at the University of Rhode Island, 2007. $50,000.00

**BOOK REVIEWS**


**CONFERENCES PRESENTATIONS**


Adams, Suellen. “Google is Not a 4-letter Word and Wikipedia is Not an Obscenity.” Georgia Conference on Information Literacy, September, 2009, Savannah, GA.


Ma, Yan. Invited to participate in the World Confucius Institute Director’s Forum at the Ritsumeikan University, Japan, May 9th-May 11th, 2007.


**INVITED FORMAL LECTURES AND WORKSHOPS**


Gilton, Donna L. Presentation on integrating the Pingree School for students in Prep @ Pingree, a summer program preparing diverse urban middle school students for prep school at the Pingree School, South Hamilton, MA. July 29, 2009.


Gilton, Donna L. panelist on careers in education as part of the Senior Career Development Series at the Pingree School, South Hamilton, MA, May 19, 2008.

Gilton, Donna L. Panelist for the University of Rhode Island Promotion and Tenure Workshop, October 5, 2007

Gilton, Donna L. Panelist on careers in writing and literature as part of the Senior Career Development Series at the Pingree School, South Hamilton, MA, May 18, 2007.


McCarthy, Cheryl. “Campus Book Discussion of Padma Venkatraman’s Climbing the Stairs” for University of Rhode Island Diversity Week (with Padma Venkatraman and LSC 520 students) September 24, 2008.

McCarthy, Cheryl. “Campus Book Discussion of Ding Ling’s I Myself Am Woman” for University of Rhode Island Diversity Week (with Professors Guanglan Jin, Yan Ma, Karen Stein and LSC 520 students) September 26, 2007.

McCarthy, Cheryl (with LSC 520 students and guests, Prof. and Mrs. Amar Lahiri). “Campus Book Discussion of Jhumpa Lahiri’s books, The Namesake and Interpreter of Maladies,” University of Rhode Island Diversity Week, Kingston, RI, September 27, 2006.


CONFERENCES, COLLOQUIA, AND OTHER EVENTS ORGANIZED


Gilton, Donna L. Planned and coordinated with Dr. Yan Ma and the Confucius Institute the second conference for Cornucopia on Chinese Librarianship, including a tour of the Confucius Institute. November 21, 2008.
Gilton, Donna L. Planned and coordinated a Cornucopia Field Trip to the Mashantucket Pequot Museum and Research Center in Mashantucket, CT. March 14, 2008.

Gilton, Donna L. Planned, coordinated, and successfully executed the first conference for Cornucopia on Native Americans in Children’s Literature. Moderated a panel with guest speakers, Dr. Naomi Caldwell, Associate Professor, University of Rhode Island and Ms. Gabriella Kaye, Children’s Librarian, The Mashantucket Pequot Museum, November 16, 2007.

Ma, Yan. Chair of the Organizing Committee of the 2nd Confucius Institute Chinese Moon Festival at URI, October 3, 2009. Attended by over 300 people attended including top URI administrators and, faculty, students, and community members.


Ma, Yan. Chair of the Organizing Committee of the First Confucius Institute Chinese Moon Festival at URI, September 14, 2008. Attended by over 300 people attended including Lt. Governor and University President, faculty, students, and community members.


Ma, Yan. Organizer of the Chinese New Year celebration at the University of Rhode Island, February 17th, 2007. 1400 people from Rhode Island and URI communities including University President attended the Taste of China event and Chinese Performances.

Ma, Yan. Coordinator of the four-month long Fall 2007 Honors Colloquium of China Rising to explore issues on contemporary China at the University of Rhode Island, September 11 to December 11, 2007. This colloquium was a large colloquium on this topic and included many high profiled speakers.

Ma, Yan. Organizer of the first full troupe and full Yue Opera of Butterfly Lovers from China to perform in the State of Rhode Island in celebration of the Grand Opening of the Confucius Institute, China Rising Honors Colloquium, and the First Chinese Art Festival in Rhode Island, October 27, 2007. 1400 people attended the Opera. This was the first time in US history of have full Yue Opera Troupe of 39 performers from China to perform a full opera of Butterfly Lovers. Yan Ma coordinated with the Confucius Institute at the University of Maryland for Ningbo Yue Opera Troupe to perform at UMD). Organizer and host of the Grand Opening of the Confucius Institute on October 25, 2007. Over 200 people including Rhode Island state officers, University President, URI faculty, students, and international participants attended the event.

HONORS AND AWARDS
Caldwell, Naomi. Faculty sabbatical, Fall, 2010.

Caldwell, Naomi. University of Rhode Island College of Arts and Sciences, Hope and Heritage Grant, to present “Developing Collections of Books about American Indians: Youth Collections” at the Third International Indigenous Librarians Conference, Santa Fe, NM, 2003, $300.00

Eaton, Gale. Faculty sabbatical, Fall, 2008.


Eaton, Gale. Outstanding Graduate Studies Award, URI, Graduate School, 2005.


Gilton, Donna L. Faculty Sabbatical, Spring, 2006

Gilton, Donna L. Service Award. Bethel A.M.E. Church. May, 2004

Ma, Yan. RITECH Objective One Curriculum Development Grant, 2006.

Ma, Yan. Summer stipend, College of Arts and Sciences, University of Rhode Island, 2006.

Ma, Yan. Hope and Heritage, College of Arts and Sciences, University of Rhode Island. In support of establishing a Center for Research in Visual Literacy and New Media in China. 2004.


Ma, Yan. University of Rhode Island, Diversity Award of Faculty Excellence (Leadership/Service), April, 2008.

Ma, Yan. College of Media and Cross-culture Communication, Zhejiang University, China, appointment to visiting professorship, June 2007.

Ma, Yan. School of Information Management, Zhejiang University, China, appointment to honorary professorship, March 2005.

Ma, Yan. School of Information Management, Zhejiang University, China, appointment as “Special Researcher,” May 2004.

Ma, Yan. Associate in Research with the Fairbank Center for East Asian Research at Harvard University since July 1, 2002.

McCarthy, Cheryl. Faculty Sabbatical, Fall, 2009.


McCarthy, Cheryl. Mini-Grant to assess data for the school library media program, 2005. $3,000.


**WORKS IN PROGRESS**

Adams, Suellen. Working Title: “Why We Do What We Do: The Role of Personality in the Selection of Questions and Methodologies.” An examination of whether there is a correlation between personality, as measured by a standard instrument, and a researcher’s preferred methodology. Study of scholars in LIS and education using a combination of standardized testing and interview/survey techniques. Research partner Dr. Mary Lynn Rice-Lively, of the University of Texas at Austin, School of Information.

Adams, Suellen. Working Title: “Representations of Homosexuality in Videogames.” Examines the overt and covert representations of homosexuals in single player and online multiplayer videogames. Originally funded by a multi-cultural minigrant. Working with Damien Huffner, Ph.D. student in archeology, Australian National University, Canberra Australia.

Adams, Suellen. Working Title: “Information Seeking Behavior of Serious Recreational Athletes.” Examines the information needs, information seeking and information use of serious recreational runners, duathletes and triathletes. Examines the types of information sought, sources for finding the information and how the information is put into practice. Mixed methodology, using anonymous surveys as well as interviews and focus groups.

Caldwell, Naomi. Comparative study of the image of Maori and American Indians in books written in English for children; has been awarded sabbatical leave to pursue research in New Zealand, fall 2010.


Ma, Yan. “Media and Race in China.” Submitted to *Journal of Visual Information Literacy*.


McCarthy, Cheryl. “Assessing Information Literacy Instruction: A Collaborative Pilot Project at the University of Rhode Island” (With Prof. Karen Stein and Melanie Rand Makin).
# Appendix 3.2

**GSLIS Adjunct [Part-Time] Faculty, Fall 2006 – Summer 2009**

<table>
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<tr>
<th>Name</th>
<th>Education</th>
<th>Position</th>
<th>Sections</th>
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</thead>
<tbody>
<tr>
<td>Melody Lloyd Allen</td>
<td>M.S. Simmons College, 1975</td>
<td>Library Program Specialist (Retired), RI Office of Library &amp; Information Services (OLIS)</td>
<td>4 (530); 1 (535, team)</td>
</tr>
<tr>
<td>Holly Barton</td>
<td>M.L.I.S. University of Rhode Island, 1991</td>
<td>School Library Media Specialist Hope Valley Elementary School, Charlestown</td>
<td>2 (533)</td>
</tr>
<tr>
<td>Christina Bellinger</td>
<td>M.L.S. Simmons College, 1978</td>
<td>Catalog Librarian Dimond Library, UNH</td>
<td>2 (505)</td>
</tr>
<tr>
<td>Elliott Caldwell</td>
<td>M.A. University of Rhode Island, 1991; M.L.I.S. University of Rhode Island, 1990</td>
<td>Archives and Special Collections Consultant</td>
<td>1 (510), 2 (562), 2 (565)</td>
</tr>
<tr>
<td>Alex Caracuzzo</td>
<td>M.L.I.S. University of Rhode Island, 1993; MBA University of Rhode Island, 2003</td>
<td>Associate Head Librarian Dewey Library for Management and Social Sciences, MIT</td>
<td>1 (523), 1 (539), 1 (542)</td>
</tr>
<tr>
<td>Lisa Chen</td>
<td>M.S. in LIS University of Illinois at Urbana-Champaign, 1993</td>
<td>University Webmaster/Lead Information Technologist University of Rhode Island</td>
<td>1 (597, Information Architecture)</td>
</tr>
<tr>
<td>Aaron Coutu</td>
<td>M.L.I.S. University of Rhode Island, 2000</td>
<td>Young Adult Librarian Greenville Public Library</td>
<td>1 (522); 1 (535, team)</td>
</tr>
<tr>
<td>Florence Dok-</td>
<td>M.L.I.S. University of Rhode Island, 1973</td>
<td>Associate University Librarian, Brown University</td>
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<td>sansky</td>
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<tr>
<td>Donna Dufault</td>
<td>M.L.S. University of Rhode Island, 1973</td>
<td>Director (Retired), North Kingstown Library</td>
<td>2 (502)</td>
</tr>
<tr>
<td>Catherine Gick</td>
<td>M.L.S. Indiana University, 2002</td>
<td>Music Catalog/Metadata Librarian, Tech Services, Rockefeller Library, Brown</td>
<td>1 (550, team)</td>
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<tr>
<td>Mary Anne P. Golda</td>
<td>M.L.S. University of Rhode Island, 1982</td>
<td>Head of Technical Services The Providence Athenaeum</td>
<td>1 (506)</td>
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</table>
Barry Hennessy  Ph.D. Harvard University, 1972; M.L.S. Simmons College, 1974;  Head of Technical Services Dimond Library, UNH  1 (503), 1 (505), 1 (506), 1 (557)

Amanda Izens-tark  M.L.I.S. University of Rhode Island, 2001  Assistant Professor URI Library  1 (504)

Heather Jesper-sen  Ph.D., Brown University, 1987; M.L.I.S. University of Rhode Island, 2002  Image Classification Specialist/Asst to the Photographer John Carter Brown Library Brown University  4 (505, team)

Kresten Jespe-rsen  Ph.D., Brown University, 1984; M.L.I.S. University of Rhode Island, 2000  Assistant Professor James P. Adams Library Rhode Island College  4 (505, team)


Frank Kelle-man  M.S.L.S. Case Western Reserve University, 1975  Biomedical Reference/Collection Development Librarian Sciences Library, Brown  2 (545)

James Raymon-d Kelly  M.L.S. SUNY Geneseo, 1974; M.A. University of Rochester, 1977  Humanities Bibliographer W.E.B. Du Bois Library University of Massachusetts  2 (540), 1 (557)

Mary C. MacDo-nald  M.L.I.S. University of Rhode Island, 1996  Head of Instructional Services, URI Library  2 (504)

Elaine Martin  D.A., Simmons, 2005; MLS, Catholic, 1981; MA, Chicago, 1976  Director Lamar Soutter Library University of Massachusetts Medical School  1 (537)

Pat Newcombe  J.D. Western New England College School of Law, 2001; M.L.I.S. Pratt Institute, 1984  Associate Director Library Western New England College School of Law  1 (514), 2 (538)

Danuta Nitecki  Ph.D. University of Maryland, 1995; M.S. University of Tennessee at Knoxville, 1976; M.S. Drexel University, 1972  Associate University Librarian Yale University  1 (557)

Daniel O’Mahony  M.S.L.S. Florida State University, 1988  Library Administrative Services, Rockefeller Library, Brown  4 (543)

Whitney D. Pape  M.L.I.S. The University of Texas at Austin, 1996  NEH Preservation Librarian Rockefeller Library Brown University  1 (564)

Karen Ramsay  M.L.I.S. University of Rhode Island, 1977  University of Rhode Island  2 (506)

William Ross  Ph.D. Candidate, American University; M.L.S. University of Maryland, 1980  Professor and Head of Milne Special Collections and Archives, Dimond Library, UNH  1 (564)
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<tr>
<td>Linda D. She-</td>
<td>M.L.I.S. University of Rhode Island, 1996; M.Ed., Cambridge College, 1993</td>
<td>Library Media Specialist</td>
<td>North Hampton School LMC</td>
<td>1 (530), 1 (531)</td>
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<td>201 Atlantic Avenue</td>
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<td>School LMC</td>
<td>North Hampton, NH 03862</td>
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<td>Tony Stankus</td>
<td>M.L.S. University of Rhode Island, 1976</td>
<td>Life Sciences Librarian</td>
<td>University of Arkansas</td>
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<td>Olga Verbeek</td>
<td>M.L.I.S. University of Rhode Island, 1998; M.S. University of Rhode Island, 1990</td>
<td>Information Systems Librarian</td>
<td>McKillop Library</td>
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<td>Salve Regina University</td>
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<td>Maurice B.</td>
<td>Ph.D. University of Pittsburgh; M.L.I.S. University of Michigan</td>
<td>Associate Professor</td>
<td>University of North Texas</td>
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<tr>
<td>Wheeler</td>
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<td>School of Library and Information</td>
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<td>Sciences</td>
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### APPENDIX 3.3

**URI Faculty: A Summary**

<table>
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<th>Adams</th>
<th>Caldwell</th>
<th>Carson</th>
<th>Eaton</th>
<th>Gilton</th>
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<th>McCarthy</th>
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</thead>
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<tr>
<td>Upper Iowa Theatre Arts/Sociology</td>
<td>Clarion</td>
<td>SUNY/Geneseo</td>
<td>Smith English/Medieval Studies</td>
<td>Simmons El. Ed., History</td>
<td>Zhejiang U. Literature and Linguistics</td>
<td>RIC History Education</td>
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<tr>
<td>MLS/MSLS</td>
<td>Wisconsin/Madison</td>
<td>Clarion</td>
<td>Syracuse</td>
<td>URI</td>
<td>Simmons</td>
<td>Kent State</td>
<td>URI</td>
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<tr>
<td>PhD</td>
<td>Texas</td>
<td>Pittsburgh</td>
<td>Syracuse</td>
<td>UNC/Chapel Hill</td>
<td>Pittsburgh</td>
<td>Wisconsin/Madison</td>
<td>Simmons</td>
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<th>Early interactions with Faculty Senate and other faculty groups. Research drawn from history, education, religion, psychology, and other fields</th>
<th>Linguistics, Communications</th>
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<tr>
<td>Interactions With Other Disciplines</td>
<td>Research with scholars in archeology, English, anthropology, and computer science</td>
<td>Worldwide involvement with indigenous librarians</td>
<td>Campus service; In teaching, use of education research; In research, use of literary and historical methods</td>
<td>Education</td>
</tr>
<tr>
<td>Unique Contributions and Characteristics</td>
<td>Research on Gaming and Other Non-traditional Subjects; Mentoring Students</td>
<td>Extensive service to the national and worldwide multicultural and indigenous communities; Work with Prism students, school media program</td>
<td>Assistant Director; Coordinator for Distance Learning; GSLIS webmaster</td>
<td>Director, Confucius Inst., Center for Research in Visual Information..., Coordinator, Global Education For Librarians and Information Professionals</td>
</tr>
</tbody>
</table>
APPENDIX 3.4

UNIVERSITY OF RHODE ISLAND
GRADUATE SCHOOL OF LIBRARY AND INFORMATION STUDIES

Standing Committees, 2009-2010

Planning and Evaluation Committee (COA Standard I): Gale Eaton, chair; Suellen Adams.

Charge: to support a strong planning and evaluation structure that includes regular input from students, graduates, practitioners, and other stakeholders; to measure and document achievement of GSLIS mission, goals, and objectives. Will work with Advisory Subcommittee on Outcomes Assessment (Robert Maier, Massachusetts Board of Library Commissioners; Howard Boksenbaum, Rhode Island Office of Library and Information Service; Ruth Sullivan, Community College of Rhode Island; Gale Eaton, GSLIS). Tasks include:

1. Help implement True Outcomes electronic portfolio assessment for GSLIS.
2. Design, administer, and analyze surveys of students, graduates, employers, and other constituent groups as needed.
3. Create and arrange for administration of GSLIS SETs.
4. Identify and meet other data needs.

Curriculum Committee (COA Standard II): Cheryl A. McCarthy, chair; Gale Eaton, chair pro tem., fall 2009; Yan Ma, and Naomi Caldwell.

Charge: to oversee routine development and periodic review of a curriculum that enables graduates to meet the School’s stated educational outcomes, preparing students for leadership roles in LIS. Will work with Advisory Subcommittee on Curriculum Review (Susan Cirillo, Salem State College; Susan Reed, Pawtucket Public Library; Alice Campbell, GSLIS student; Cheryl A. McCarthy). Tasks include:

1. Create three comprehensive examinations a year, plus extras for students with special scheduling needs.
2. Process all GSLIS curriculum proposals (new courses, changes to existing courses, course deletions, changes to degree requirements, new certificates, etc.).
3. Compile ALISE statistics on curriculum.
4. Review coverage of Educational Outcomes in core and elective courses (I/E/R template).
5. Lead review and revision of curriculum.

Faculty Development Committee (COA Standard III): Yan Ma, chair; Donna L. Gilton.

Charge: to help support a dedicated, talented, and diverse faculty who contribute to the profession, the academic community, and society through teaching, research, and service. Tasks include:

1. Propose policies for faculty assistance.
2. Help create, coordinate, and publicize resources for full-time and part-time faculty support.
3. Document faculty achievements.

4. Compile ALISE statistics on faculty.

Student Recruitment and Support Committee (COA Standard IV): C. Herbert Carson, chair; Naomi Caldwell, Gale Eaton.

Charge: to help attract and retain highly motivated and academically qualified students from a wide variety of backgrounds, and to support them in their professional development. Will work with Advisory Subcommittee on Recruitment and Mentoring (Cindy Lunghofer, East Providence PL; Peter Deekle, Roger Williams; Ida McGhee, Cornucopia; Ruth Sullivan, CCRI; Gale Eaton, GSLIS). Tasks include:

1. Process applications (recommend acceptance, rejection, or promising student letters; assign initial academic advisors).

2. Recommend students for GA-ships & GSLIS scholarships.

3. Review admissions and recruitment procedures when necessary.

4. Assist Director & Assistant Director with Information/Orientation Sessions in RI, MA, NH.

5. Schedule & implement periodic face-to-face opportunities for advisement & recruitment.

6. Compile ALISE statistics on students.

Facilities Committee (COA Standard VI): Suellen Adams, chair; C. Herbert Carson.

Charge: to help ensure access to physical and virtual resources and facilities sufficient to the accomplishment of GSLIS objectives. Will work with Assistant Director and Coordinator for Distance Learning. Tasks include:

1. Review GSLIS facility needs and recommends purchases.

2. Oversee development and maintenance of the GSLIS website.

Outreach Committee (starting budget: $1,000 for programming; as needed for Annual Gathering and for at least one bulk mailing of postcards to alumni mailing list; COA conclusions section): Donna L. Gilton, chair; Naomi Caldwell.

Charge: to foster a culture that encourages mutual respect and collaboration in learning, research, and service; and to create an environment that values contributions to the profession and society. Tasks include:

1. Organize, promote, and manage Annual Gathering.

2. Create alumni newsletter (online; postcards will be mailed to alumni).

3. Work with library associations (RILA, RIEMA, SLA) on co-sponsored events.

4. Work with student association.

5. Organize, promote, and manage any GSLIS continuing professional development events.

APPENDIX 3.5

GSLIS Annual Review Procedures for Faculty
Procedures for 2009-2010

The GSLIS peer review process operates within the context of the guidelines established in the current agreement between the Rhode Island Board of Governors and the URI Chapter of the American Association of University Professors (URI AAUP).

Each faculty member under review submits the following to the GSLIS Director:

- A full updated resume
- A summary of activities and achievements since the last review
- SET scores
- Samples of teaching such as revised syllabi and/or curriculum changes
- Research (published or submitted)
- Service (new responsibilities)
- Any other items that the faculty member wishes to include
- Outside letters may be requested but are optional

Each full-time tenured or tenure-track GSLIS faculty member is asked to review the materials submitted to the Director. In addition, faculty are encouraged but not required to visit classes and observe. Each full-time GSLIS faculty member is given an opportunity to write a letter evaluating each of her/his colleagues who is being reviewed. All letters are submitted to the Director. A faculty member may indicate in writing to the Director that s/he has chosen not to write an evaluation letter for one or more of her/his colleagues. Copies of all peer evaluation letters will be shared with the faculty member being evaluated.

After reviewing both the materials submitted by the faculty member who is being evaluated and the letters of evaluation from other faculty members, the GSLIS Director writes his own evaluation. A copy of the Director's evaluation is given to the faculty member, and the faculty member is given the opportunity to discuss the evaluation with the Director. The Director may make revisions to his initial evaluation based upon input from the faculty member. The Director's evaluation is then submitted to the Dean of the College of Arts and Sciences.

Externally imposed dates that we must observe in the review process are:

November 20, 2009 (Friday) - Final day for a reviewed faculty member to receive the evaluation that the chairperson will forward to the dean (The chair's evaluation must be in the hands of the faculty member five working days prior to submission to the dean.)

December 1, 2009 (Tuesday) - Final day for the chair to submit faculty evaluations to the dean.

Internal dates set by the GSLIS faculty are:

October 14, 2009 – Faculty being evaluated make materials available for review by their peers. (Faculty may continue to add materials after this date if new materials, such as an article acceptance, are received after this date; but peer reviewers should have materials to work with available by October 14.)

November 4, 2009 – Evaluation letters from faculty submitted to the Director.
Members of the GSLIS faculty scheduled for review this year are Suellen Adams, Gale Eaton, and Yan Ma. Dean Winifred Brownell has granted Gale Eaton and Yan Ma one-year deferrals of review.

*Procedures approved by GSLIS faculty on September 2, 2009.*
APPENDIX 3.6

Graduate School of Library and Information Studies

Professional Expectations for the Academic Year 2009-10

I. The Graduate School of Library and Information Studies offers the Master’s in Library and Information Studies, including a track that leads to School Library Media Certification (K-12); a Teaching Certificate program for students who already hold the MLIS but seek K-12 certification; and a post-baccalaureate certificate in Information Literacy Instruction. The MLIS program is accredited by the American Library Association; the programs leading to school library media certification are accredited by the National Council for Accreditation of Teacher Education (NCATE) and approved by the Rhode Island Department of Education (RIDE). GSLIS courses are offered at URI’s Kingston and Providence campuses, and also (by arrangement with Special Programs) on the campuses of Worcester State College and the University of New Hampshire.

II. The normal teaching assignment is 9 credit hours per semester; each faculty member is expected to teach one course a year at an out-of-state campus. Master’s-level directed study courses (LSC 593) are taught over and above the normal teaching assignment, except during the summer, when they are recompensed by CCE. All faculty members are expected to act as advisors to as nearly equal a portion of students as possible; two faculty members advise all school library media students, usually more than 25% of all students.

III. Faculty members are expected to engage in scholarly research, which is to be shared with colleagues and the professional community both on and off campus. Supervision of graduate assistants is expected of all faculty members; there is no thesis/dissertation option for the MLIS, but faculty members may serve on committees in other academic units.

IV. Various kinds of professional services for the University, college and department are performed by the faculty members. In addition, some service to professional organizations at the local, state, regional, national or international level is expected.

V. Released time arrangements yielding departures from the normal teaching assignment include regular adjustments already recognized in the University Manual and specific exceptions already discussed with the dean. For the 2007-08 academic year, the following release time arrangements are anticipated:

1. The Director’s duties are deemed equivalent of two three-credit course per semester.
2. The duties of the Assistant Director/Coordinator for Distance Learning are deemed equivalent of one three-credit course per semester.

3. The duties of the Coordinator of the School Library Media Certification program are deemed equivalent of one three-credit course per year.

4. During the 2009-10 academic year, one faculty member has been released the equivalent of two three-credit courses per semester to direct the URI Confucius Institute.

5. One faculty member has been granted sabbatical leave in fall 2009.
APPENDIX 3.7

GSLIS Faculty Handbook

This handbook is a work in progress. It was started in 2000 by Frank Kellerman, continued 2002-2005 by Gale Eaton, and helped along the way by Betsey Brenneman and others. Initially, we sought to answer questions like, “Where do I find out if Worcester State is closing for tomorrow’s blizzard?” and “Where do I order books for my UNH class?” We have added new material in response to URI initiatives (like the adoption of rubric assessment in TrueOutcomes), questions raised at GSLIS Part-time faculty meetings (like the handling of students with disabilities), and other concerns that have arisen. Your input will help. Please send useful information, unanswered questions, and other comments to Gale Eaton, geaton@mail.uri.edu.

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General URI Resources for Faculty & Staff:
http://www.uri.edu/home/faculty/ and more

The URI main website gives shortcuts to a number of resources for faculty. Some of the most useful for GSLIS instructors:

- **E-Campus guides**
  - Step-by-step Guide for Faculty and Part-Time Instructors
  - Step-by-step Guide for Students (because they *will* ask you)

- **Course schedules**
  - E-campus gives key information like current enrollment in each course
  - GSLIS website section on courses includes key information like delivery platform and dates when online or hybrid classes hold face-to-face meetings

- **Enrollment Services** has the Academic Calendar and other crucial info. (The Academic Calendar tells you when the semester begins, when the last day for late adds without a petition, when grades are due -- and when Wednesday classes don't meet because URI decided to hold Monday on Wednesday that week.)

- **Administration, Policies, & Procedures**
  - **University Manual**, the Faculty Senate’s operating rules. (I have worn a rut in the *Index*, looking up “I” for “Incomplete” every time a colleague or student wants to know the rules.)
  - **Graduate Student Manual**, the flip side of the same rules
  - **Disability Services for Students** helps students request academic accommodations, identify assistive technology, etc. – and provides a key syllabus statement for us to adapt.

- **Faculty and Staff Technology Toolkit**
  - **TrueOutcomes** (your log-in is the same as your e-Campus id; your password is the same as for your mail.uri.edu account)
  - **Sakai Implementation Project**

## Tips for Per-Course Instructors

**Before the semester: Paperwork**

New instructors, or instructors returning after a long absence, will need to submit Human Resources documentation, including I-9 and Drug-Free Workplace forms. URI’s Human Resources office has many of the relevant forms available online: [http://www.uri.edu/hr/forms.html](http://www.uri.edu/hr/forms.html). GSLIS will work with CCE & HR to help you through this process.

Approximately one month before the start of the semester, you are sent the Tentative Teaching Appointment from the University of Rhode Island, College of Continuing Education, Providence, RI. You will receive a number of papers to fill in and return, e.g. W-4 form for withholding. Also included is the cancellation date. That is the date a class may be cancelled if there is insufficient enrollment on that day. When you have questions, call the CCE Dean’s Office: (401) 277-5075.
If you are teaching on the URI campus, you may wish to get a faculty ID and parking hang tag. This will probably involve a special trip to campus, to visit two offices that usually close well before 5 p.m. on weekdays. You will need to bring along your contract paperwork to prove that you’re really teaching for us.

- ID photos are taken at the Campus Access Office (across from the Memorial Union Information Desk). To check hours, call the Campus Access Office at (401) 874-2055 (yes, the Campus Access Office really is a subdivision of Dining Services).
- URI Parking Services will refer to your photo ID and paperwork, and issue you a hang tag so you can park in the Rodman lot. (After hours and on Saturdays, when most of you teach, the access gate is normally raised so that you can park in the Rodman lot anyhow.)

Teaching contracts for per-course faculty expire at the ends of semesters. You will retain some e-Campus access (a bare minimum, but it should include access to the rosters of your own courses). However, if you lose your e-Campus or WebCT password, it is tricky to get it replaced between active contracts. Call on Gale Eaton or Herb Carson for help in troubleshooting.

**URI User IDs**

Teaching for URI means you're more than just a number: you're several numbers and codes. You will have

- an e-Campus user id (mine is geaton) to let you into your class rosters, etc.; your e-Campus user id will also be your mail and WebCT id
- an e-Campus password
- a different password for URI webmail, which will also be your password for WebCT, TrueOutcomes, and other URI amenities

Why would you want to set up a password for URI webmail? Because you’ll need that active account in order to access WebCT, TrueOutcomes, etc.

And what happens when you forget your password? Well, assuming you changed it from the initial one (which is usually your 8-digit birthdate), nobody else knows what it is. So this is a case for the Help Desk.

- To get a forgotten password changed, you normally have to visit User Services in person and show your campus ID -- a photo id that includes your 9-digit URI employee id number and your URI library barcode. It's not easy to get a campus ID made when you're between contracts -- but when you're between contracts is often just when you need access.
- Gale Eaton and Herb Carson will work with you on this, but remembering passwords saves a lot of time.

**URI Library Services**
The University of Rhode Island University Libraries offer a wide range of services: 
http://www.uri.edu/library/. Some you'll want:

- **Quick links** for faculty
- **Reference databases**: Before you can access some of these databases, you must first establish your “online identity” as a member of the URI community. Specifically, you must be a current student, staff member, or member of the faculty. Get a URI campus (photo) ID, and see http://www.uri.edu/library/remote.html for directions.
- **Reserves** (including e-reserves) at Kingston
- **Services at the** Providence CCE Library

**WILSONWEB AND LIBRARY LITERATURE**

Through GSLIS, you and your students have access to many H. W. Wilson databases. Go to http://hwwilsonweb.com/login; check with GSLIS for the current user id and password. For full-text versions of many articles in *Library Literature and Information Science*, search also in *OmniFile Full Text Mega*. 
Campus Survival Info

URI Kingston Campus

- Security: (401) 874-2121; http://www.uri.edu/publicsafety/police/
- Storm or emergency closing information: (401) 874-1000 or 874-7669. Directions at e-Campus log-in, http://www.uri.edu/ecampus/, will help you sign up for automatic alerts to your e-mail and phone or voice mail.
- Campus maps: http://www.uri.edu/home/campus/. On http://www.uri.edu/home/visitors/Map/KingstonCampus.pdf, Rodman Hall (building 83) and the URI Library (building 60) are both at B-4.
- Directions: http://www.uri.edu/home/campus/
- Parking Services: http://www.uri.edu/parking/
  - MA (Motorist Assistance) and PA (Pedestrian Assistance) programs: http://www.uri.edu/parking/callmapa.html
  - Call for help: (401) 874-9281, M-F, 8:30 - 4:00 -- the best times to get snowed in or lock your keys in your car if you don't have AAA. Otherwise, call URI Police at (401) 874-2121
- Textbooks
  - The URI Bookstore calls for textbook orders by the middle of the semester before your class. See their faculty textbook resources at http://www.uri.edu/bookstore/textbookfac.htm for book adoption forms and much more. Order electronically.
  - The Rhode Island Book Company is the competition. Rumor has it that their prices and hours are better, but that RI law requires the URI Bookstore be notified of all textbook orders.
- Instructional space: Assigned by Enrollment Services, usually in Rodman Hall
- Instructional technology (getting what you need): Notify GSLIS of instructional technology needs. Some equipment is built into classrooms around campus; some is available through MTS. Available GSLIS instructional technology includes
  - Computers with LCD projectors on carts
  - Sympodium
- Keys to Rodman Hall (getting in):
  - GSLIS will issue keys to the front & back door, Classroom 2, the copy room, and storage room: please call (401) 874-2947 or (401) 874-2878
  - Media and Technology Services will issue keys to Classroom 1 and to the tech tower permanently installed in that room; we will need to contact Jane Suvajian at (401)874-4783 to arrange the required training session
  - All keys should be returned at semester’s end
- Closing Rodman Hall (getting out):
  - Please return and secure all instructional equipment taken from the GSLIS storage room
  - Please lock windows & doors in your classroom; Classroom 1 is never supposed to be left open in absence of faculty
  - If you are the last to leave at night, please also lock windows & doors of other GSLIS rooms (e.g., copy room & Resource Room); the back door; and the front door (Allen wrench for front door is on top of the fire box to your left as you look out the front door)
If for any reason you cannot do these things, relax – the URI Police, 874-2121, are responsible for locking Rodman Hall nights (after 9 p.m.) and weekends and they will eventually get around to it.

URI ALAN SHAWN FEINSTEIN COLLEGE OF CONTINUING EDUCATION (PROVIDENCE CAMPUS)

- Security: 277-5155, Room 100
- Directions, Maps, and Parking: http://www.uri.edu/home/campus/
- Faculty and Staff Resources: http://www.uri.edu/prov/facultystaff/facstaffoverview.html
- Classrooms: Assigned by CCE, usually during the first week of classes; you and your students may learn your room assignment from a poster in the front entrance
- Equipment: OIS Classroom Media Assistance at URI/Providence, http://www.uri.edu/ois/iits/prov/itms_cma.html
- Library: http://www.uri.edu/library/cce/cce.html
- Bookstore: http://www.uri.edu/prov/studentresources/starting/bookstore.html

University of New Hampshire, Durham, NH

Primary Contact: Library Administration, Margaret A. Barry, Dimond Library Rm 345, Durham, NH 03824
Phone: (603) 862-1541
E-Mail: mabarry@cisunix.unh.edu

- Security: University Police, non-emergency, (603) 862-1427; dispatch, (603) 862-1392; emergency, 911
- Emergency preparedness updates: http://www.unh.edu/emergency/
- Storm emergencies: http://www.unh.edu/storminfo/: storm information line, (603) 862-0000
- Maps: http://www.unh.edu/map/
- Instructional equipment: Please notify GSLIS well in advance so we can reserve equipment for you
- Dimond Library: http://www.library.unh.edu/
  - Hours: http://www.library.unh.edu/about/hours/hours.php
- Textbooks
  - UNH/Durham Bookstore, in the Memorial Union Building: http://unh.bkstore.com/
  - Faculty services, including online textbook adoptions, http://unh.bkstore.com/default.asp?s=872127479214|235&m=0801

Worcester State College

- Security: Campus Police, (508) 929-8044; Wasylean Hall 102-D (upper campus, residence halls)
- Map and Directions: www.worcester.edu/About/Shared%20Documents/campusdirections.aspx
• **Parking**: Public parking is tight, and a Winter Parking Ban (December 1 through March 31) restricts parking to the odd-numbered side of city streets. URI faculty are eligible for a faculty hang tag. There is no problem parking on Saturdays.

• **Library**: Each semester, GSLIS provides WSC with a list of students registered in URI courses. These students are entitled to use the WSC Library to check out books, reserve items or videos/DVDs, and are also eligible to use the Interlibrary Loan service. GSLIS students (and faculty) are eligible to obtain a WSC campus “OneCard” ID. Faculty will have a picture ID; students will have a black box in place of a picture.

  The library barcode is automatically imprinted on the lower front of the ID. You will need the barcode to check out library items (including reserves) and to access databases from home.

  To locate the titles of journals owned by the WSC Library, please consult the online catalog. The catalog link is in the navigation bar at the top of all Library Web pages.

  o **Hours**
  o Library Circulation & Reserves: (508) 929-8024
  o **Reserve Policies**
  o Printing/Photocopiers: Printing from the computers in the Library (2nd floor) is free. The laser printer is located off the lobby next to the wheelchair-accessible PAC. PACs are “locked down” and only have access to links on the Library Website; use the 3rd floor lab PCs for general Internet searching.

  All other printing (computer labs, public photocopiers) requires use of your WSC One Card ID. You can add as little as a dollar at a time. Money transactions are handled at the self service machine on the wall to the left of the Reference Desk, 2nd floor. You can use cash, ATM or credit cards. There is no cash available in the Library.

• **Contacts**:
  o Regional Counselor, Betsey Brenneman, (508) 929-8801 (M-F 8-4:30), betsey.brenneman@ worcester.edu
  Office: Learning Resources Center (LRC) room L-204
  Home: (508) 752-0654
  o Graduate & Continuing Education liaison: (508) 929-8130
  Office: Gym Building G-205

**Courses and Course Structure**

**COURSE DESIGN AND APPROVAL PROCESS**

To add a new course to the GSLIS curriculum, or to change elements of an existing course, the instructor submits a proposal to the GSLIS Curriculum Committee. If the proposal is approved, it goes forward to the GSLIS full-time faculty; from there to the College of Arts and Sciences Curriculum Committee, the Graduate Council, the Faculty Senate, and the President. At each step in the process, the proposal may be approved or returned to an earlier stage for revision.

• New course: The [course proposal form](#) is accompanied by a complete syllabus and bibliography

• Minor changes: A shorter [proposal form](#) is used for changes to the title, prerequisite, catalog description, or other details of an existing course
Once approved, a course is expected to meet the same objectives no matter who teaches it. It is understood that different instructors may legitimately use different strategies to achieve those objectives. When multiple instructors teach the same course, especially a required course, it is important that they agree on objectives and learning outcomes. In the interests of consistency, TrueOutcomes rubrics developed by one faculty member are made available for use by others. Sample syllabi and rubrics for core courses will be found at the GSLIS faculty Sakai site.

**ELEMENTS OF THE SYLLABUS**

The instructor is expected to distribute a syllabus at the first class session and adhere to that syllabus throughout the course. It is advisable not to call your syllabus a “contract,” but treat it like a serious agreement.

Syllabi vary, but here are some elements that help answer Frequently Asked Questions and clarify expectations:

- **Heading:** Usually includes the institution’s name, the name & number of the course, and the name, e-mail address, phone number, and office hours of the instructor.
- **Course description:** Begin with the official description from the URI catalog (30 words or less). You may then include a longer description.
- **Course objectives:** Otherwise known as “Learning Outcomes,” these are typically versions of the GSLIS Educational Outcomes. The outcomes reflect major professional competencies and it is expected that every course will help students meet one or more of them.
- **What is expected of students and instructor.** This can include both assignments and general expectations about attendance, timely submission of work, etc. Sample wording:
  - **GRADES:** A grade of B on an assignment in this course will mean that you have met the basic requirements for the assignment; your performance would be acceptable on a professional level. A grade of A will mean that your performance is not only acceptable, but distinguished. A grade of C for graduate students indicates failure to perform at an acceptable level.
  - **E-MAIL:** Your instructor will normally respond to e-mail at the class site within two business days.
  - **STUDENTS WITH DISABILITIES:** Any student with a documented disability is welcome to contact me as early in the semester as possible so that we may arrange reasonable accommodations. As part of this process, please be in touch with Disability Services for Students office at 330 Memorial Union. 874-2098.
- **Assignment descriptions.** Specify what each assignment is, how it contributes to the learning outcomes for the course, when it is due, how much of the grade it counts for, and how it will be evaluated. Include rubrics or link to TrueOutcomes if relevant.
- **Course calendar.** Refer to the URI Academic Calendar for course beginning and end dates, holidays, and local irregularities. Note that URI holds classes on the Wednesday before Thanksgiving, but attendance is abysmal even for resident students; planning an online session makes sense even if you are teaching a mostly face-to-face class.

Members of URI curriculum committees generally look for these in a syllabus:

- Learning Outcomes
- What is expected of students
- When assignments are due
- What evaluation methods will be used
- Scheduling of quizzes and examinations
- Grading method and how course grades will be calculated
• Instructor policies

Members of accreditation teams may also look for:

• Evidence that each instructor’s version of the course matches the official course description in the URI catalog
• Evidence that each instructor’s version of the course is meaningfully related to the GSLIS Educational Outcomes

RESOURCES ON STUDENT POLICY

• The University Manual summarizes policy on grading, incompletes, and other issues that may arise.
• The Graduate Student Manual states policies for student consumption.
• Enrollment Services Faculty Information includes directions for dropping students who are AWOL from the first two sessions of your class. If we cannot track them down, it’s a good idea to get them off the books quickly.
• Contact Gale Eaton if you have hard-to-resolve issues with a student.

EVALUATION RESOURCES

• Student evaluation of teaching: the old SETs have been replaced by a new system, IDEA SRI. Information about this program and training resources can be found at http://www.theideacenter.org/node/5.
• We are moving toward use of TrueOutcomes for assessment of all GSLIS courses.

RESOURCES FOR ONLINE TEACHING

URI support for online instruction is migrating from WebCT to Sakai.

• All WebCT sites will be closed at the end of August, 2009. We will need to capture any irreplaceable information from old sites before they become inaccessible.
• To get started with Sakai at URI, visit https://sakai.uri.edu/portal/
APPENDIX 3.8

FORM TO REQUEST SPECIAL PROJECT ASSISTANCE

University of Rhode Island
Graduate School of Library and Information Studies
Faculty Request for Special Project Assistance

GSLIS faculty are encouraged to apply for up to $1,000 annually from the Director’s Fund for assistance with projects that advance the GSLIS mission through teaching and service to the School. (This amount could cover 50 hours of graduate student help, for instance.) For consideration, please submit this form to the Director and cc Donna Hayden.

Nature of project for which assistance is needed:

Rationale for project (how does it advance the GSLIS mission?):

Timetable (e.g., if you need a student assistant, what will be the start date, end date, and total number of hours authorized for the job?):
APPENDIX 3.9: LINKS FOR STANDARD 3


University Manual <http://www.uri.edu/facsen/MANUAL_09.html>

URI Faculty <http://www.uri.edu/home/faculty/>

URI Promotion and Tenure Format <http://www.uri.edu/provost/promotion>

Sabbatical leave criteria and guidelines <http://www.uri.edu/provost/sabbatical.html>

URI Information Technology Services <http://www.uri.edu/its/teaching/computer.education.html>

URI Instructional Technology Center <http://www.uri.edu/its/itc/>


Instructional Development Program <http://www.uri.edu/idp/>

Teaching Fellows Program <http://www.uri.edu/idp/Teaching%20Fellows.html>


Division of Research and Economic Development <http://www.uri.edu/research/tro/>

GSLIS Core Values Statement <http://www.uri.edu/artsci/lsc/AboutUs/corevalues.html>

GSLIS Mission Statement <http://www.uri.edu/artsci/lsc/AboutUs/mission.html>


Agreement between the RI Board of Governors and the URI Chapter of the American Association of University Professors <http://www.ele.uri.edu/aaup/facultycontract2007-2010.pdf>


Course Planning Workshops <http://www.uri.edu/idp/Workshops.html>

Instructional Technology and Media Services <http://www.uri.edu/its/teaching/itms.html>

Part Time Faculty Union <http://www.ele.uri.edu/aaup/parttimers.htm>

ITS Computer Short Course Program <https://sakai.uri.edu/access/content/group/b36bf01a-c621-420e-933e-947e4464ab7f/ITS-Short-Course.html>

URI AAUP News <http://www.ele.uri.edu/aaup/newsletter%200909%20(1).pdf>


Institutional Research <http://www.uri.edu/ir/uriinfobank/index.html>
“I” is for Inclusion: The Portrayal of Native Americans in Books for Young People

E-Campus Faculty Guide <http://www.uri.edu/ecampus/tutorials/faculty_e-campus_guide.pdf>


GSLIS web page <http://www.uri.edu/artsci/lsc/>

GSLIS Course Information <http://www.uri.edu/artsci/lsc/Academics/Courses/summer2009.html>

Enrollment Services <http://www.uri.edu/es/>

Academic Calendar <http://www.uri.edu/es/calexams/detailedcalendar.pdf>

Faculty and Staff Administration Policies <http://www.uri.edu/home/faculty/administration.html>

URI Manual Index <http://www.uri.edu/facsen/Index_08.html>

Graduate Student Manual <http://www.uri.edu/gsadmis/TOC.html>

Disability Services for Students <http://www.uri.edu/disability/dss/>

Syllabus Statement <http://www.uri.edu/disability/ctc/syllabus_statement.html> Outlines a student’s rights and responsibilities if they have a disability.

Faculty and Staff Technology Toolkit <http://www.uri.edu/its/about_ITS/technology.html>

Sakai at URI <http://www.uri.edu/its/sakai.html>

URI Human Resources <http://www.uri.edu/hr/>

URI Forms <http://www.uri.edu/hr/forms.html> Forms that are available through Human Resources to help students with their needs.

Campus Access Center <http://www.uri.edu/dining/idcard.htm> Where students get their ID cards

Union Info Desk <http://www.mu.uri.edu/facility/infodesk.html>

URI Parking Services <http://www.uri.edu/parking/>

URI Help Desk <http://www.uri.edu/helpdesk/> for all your computing problems, including help with sakai.

URI Library <http://www.uri.edu/library/> invaluable source of information and resources

URI Library Quick Links for Faculty <http://www.uri.edu/library/quick/faculty.html>


Reserves <http://www.uri.edu/library/reserves/reserves.html>

Providence CCE Library <http://www.uri.edu/library/cce/cce.html>
URI Bookstore <http://www.uri.edu/bookstore/navigate/>

The Rhode Island Book Company <http://ribooks.com/>

WSC College Police <http://www.worcester.edu/Police/default.aspx>

WSC Parking <http://www.worcester.edu/Police/Shared%20Documents/Parking.aspx>

WSC Library <http://www.worcester.edu/Library/default.aspx>

URI Catalog of GSLIS Courses <http://www.uri.edu/catalog/cataloghtml/courses/lsc.html>
UNIVERSITY OF RHODE ISLAND
GRADUATE SCHOOL OF LIBRARY AND INFORMATION STUDIES
PROGRAM PRESENTATION FOR ACCREDITATION BY THE
AMERICAN LIBRARY ASSOCIATION

STANDARD FOUR: STUDENTS

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**Contexts**

*Rhode Island and the New England program: Where our students are*

The URI Graduate School of Library and Information Studies recruits the majority of its students from Rhode Island and neighboring states. Most are commuters to our four campuses (Kingston and Providence, RI; Worcester, MA; and Durham, NH), and although full-time attendance is more common than in the past, most still attend part-time. In fall 2009, 71 students (35.5%) were registered for only one course each in GSLIS, and another 77 (38.5%) for two courses; six of these were full-time students because they were also taking courses in Communication Studies, English, and History. The remaining 52 (26.0%) were full-time in GSLIS, registered for between 3 and 5 courses (9 to 15 credit hours).

Of these 200 students (20 of them non-matriculated), 87 (43.5%) were Rhode Island residents; 89 (44.5%) were residents of Massachusetts, New Hampshire, and Vermont, who qualified for regional tuition; 23 (11.5%) were out-of-state students, including six from Connecticut, one from North Carolina, and several non-matriculated students who did not yet qualify for regional status. One was from China. Our students are geographically dispersed, and the geography of their individual lives is also dispersed, as work and family responsibilities pull them in different directions.

Under the New England Board of Higher Education (NEBHE; [http://www.nebhe.org/](http://www.nebhe.org/)), students from New England states lacking publicly supported MLIS programs—that is, Maine, Massachusetts, New Hampshire, and Vermont—qualify for regional tuition when they matriculate at the URI Graduate School of Library and Information Studies. To meet the needs of regional students, GSLIS has offered courses in Massachusetts since 1970 and in New Hampshire since 1973. Current off-site locations are at Worcester State College and the University of New Hampshire’s Durham campus, at each of which three or four courses (two regularly rotated core courses, and one or two electives) are offered in the spring and fall terms. There is now a mixture of face-to-face, online, and hybrid courses at each location (see Standard II, Curriculum).
In 2000, the residency requirement was relaxed and students were required to complete only 15 credit hours at Kingston or Providence. In 2006, the requirement was dropped. Online courses and internet-accessible library resources lessened the need for such a requirement, but without it, the camaraderie of the old summer school “boot camp” has been lost. Newer regional students expect that all electives will be equally available away from Rhode Island, and demands for remote course delivery continue to grow.

**Face-to-face courses preferred for effectiveness, online for convenience:** One hundred and sixty recent (2004 through mid-2008) GSLIS graduates answered a 2009 survey by the WILIS 2 project. Most (128, or 80%) said they had taken fewer than half their courses predominantly online; 32 (20%) had taken half or more online. Most of these graduates considered face-to-face delivery more effective. In-house GSLIS surveys have also shown a student preference for face-to-face delivery modes. For instance:

- 2004 student survey (n = 126): 68% preferred face-to-face, 16% online, 2% hybrid, and 13% either
- 2008-2009 entrance survey (n = 53): 64% preferred face-to-face, 49% online, and 57% hybrid

On the other hand, both graduates and current students see online delivery as more convenient. Asked about scheduling options, students in 2009 were most likely to name online courses as their top choice (48.1%) and hybrid courses second (42.6%). Online and hybrid courses tend to attract higher enrollments. And of 32 recent graduates who answered a WILIS 2 question about whether they would have been likely to obtain their degrees at URI “if the off-campus/online program had not been available,” 13 said “not at all likely” and 9 only “somewhat likely.” Most (86.8%) respondents to the 2008-2009 entrance survey cited location as an important or extremely important consideration in their choice of URI GSLIS.
Before online delivery of courses, a regional student could hardly have taken 9 credit hours a semester without weekly commutes to Rhode Island. (Some carpooled; a few spent the night in Kingston once a week; many took more courses in summer than during the academic year.) The possibility of distance study is a convenience that affects both recruitment and retention; but regional students are still the least likely to enroll full-time. In the fall of 2006, 21% of our in-state students, 16% of our regional students, and 20% of our out-of-state students were enrolled for 9 credit hours or more; in the fall of 2009, 35% of in-state, 18% of regional, and 26% of out-of-state students were enrolled for 9 credit hours or more.

Demographics

Diversity

As of fall 2009, the 200 students enrolled in GSLIS courses included 142 (71%) who self-identified as white, two as Asian American, one as African American, one as Hispanic or Latino, and 54 (27%) whose ethnicity was unspecified or left blank in the e-Campus system. By comparison, the U. S. Census Bureau’s 2005-2007 American Community Survey estimates that the population of Rhode Island is 82.7% white, Massachusetts 83%, and New Hampshire 95%; the GSLIS student body is less ethnically diverse than the major service populations from which it is drawn. Our recent alumni also reported less ethnic diversity than average for the eight schools taking part in the WILIS 2 pilot study (Alabama, Arizona, Central Missouri, Illinois, Simmons, Toronto, and Washington): 93.1% self-identified as white, compared to 87% of all respondents. URI alumni were also more likely to be female (84.4%) than the eight-school composite (78.4%).

Vivian Okyere, a native of Ghana with over 13 years’ experience in library work, was awarded the Medical Library Association’s 2009/10 Minority Scholarship. Ms. Okyere works at the Lamar Soutter Library at the University of Massachusetts Medical School in Worcester, where she divides her time between reference work, circulation, and interlibrary loans. As liaison for the Office of Outreach in the medical center, she also works with high school and college students who are interested in various health fields.

A single mother recruited to GSLIS by Dr. Elaine Martin, Director of the Soutter Library, Ms. Okyere balances work, study, and family responsibilities.

Efforts to recruit for diversity are ongoing, and have included:

- Recruitment and retention of diverse faculty members
- Representation of diverse professionals on the GSLIS Advisory Committee
• Two successful IMLS-funded fellowship programs, PRISM and PRISM Plus, supporting the education of students of diverse backgrounds and a professional commitment to serve diverse populations
• The establishment of two endowments, the GSLIS Prism Fund and the Mattoon-Kline Fund, for scholarship aid to diverse students
• GSLIS Director presentations at regional events, such as the annual ALANA dinner at the University of Massachusetts W. E. B. Du Bois Library, aimed at recruitment of diverse students to professional library careers
• Images of diverse faculty, colleagues, and students on GSLIS website and printed materials

Age

One dramatic demographic shift we have experienced is in the age of our students. This change reflects economic decision-making at a time when new college graduates are finding it more difficult to win jobs and repay student debt, and people in their thirties and forties may think twice about leaving secure positions to prepare for new careers. In the fall of 2001, 23.7% of our enrolled students were under the age of 30; in the fall of 2006, the percentage had risen to 25.9%; and in the fall of 2009, it was 42.0%. Economic pressure may also contribute to a marked increase in full-time attendance: in fall 2008, 52.2% of students 30 and under were enrolled for 9 credit hours or more, compared to 35.2% of them in fall 2006. Full-time attendance by students 31 and older fell slightly, from 12.8% in fall 2006 to 11.8% in fall 2008.

Combined with the trend toward online course delivery, the drop in student age affects the classroom experience and professional socialization. Younger students have less experience than our traditional midlife career changers, whom they now outnumber in most classes. In fall 2009, 207 (51.6%) of 401 seats were filled by students in their twenties. Yet, the increased number of full-time students has not led to a
corresponding increase in the number of students usually present in Rodman Hall, which houses GSLIS. Work schedules keep them away from campus; GSLIS efforts to accommodate geographically dispersed students by scheduling courses in Worcester, Durham, and Providence take them away from campus; and online course delivery helps them avoid the commute to campus. Overall, our younger students have fewer opportunities than in the past to spend time with faculty members and more experienced students.

In consultation with Dr. Bette Erickson at the University of Rhode Island Instructional Development Program, we have found no solid evidence that our younger students have significantly different learning styles or systematically different instructional needs. We do feel that their needs are affected by youth and inexperience, combined with a turbulent economy and a learning environment radically changed by new communications technologies. Our plans to strengthen the professional socialization of younger students will be further discussed below; they include:

- Requiring LSC 595 (LIS Professional Field Experience, 3 credits) or LSC 596 (School Library Media Practicum and Seminar, 9 credits) for all students (see Section II, Curriculum)
- A mentoring project undertaken in collaboration with the Rhode Island Educational Media Association (RIEMA), the Rhode Island Library Association (RILA), the Rhode Island chapter of the Special Library Association (SLA/RI), and the Rhode Island Office for Library and Information Service (OLIS); see below, “Student Life and Involvement in Professional Organizations”

M’Lyn Hines (MLIS 2009), youth services librarian at the Coventry Public Library while attending GSLIS, was awarded a 2007/2008 AAUW Career Development Grant, a 2008 New England Library Association Scholarship, and the Rhode Island Library Association’s 2009 Linda Aldrich Award, as well as a GSLIS scholarship (the Futas Memorial Scholarship).

Now school library media specialist at the Peacedale Elementary School, M’Lyn says her particular interests as a librarian include services and collections for LGBTQ youth and promoting gender equity in school technology.

**GSLIS Goals and Objectives Relating to Standard Four: Current Status**

**STUDENTS (GOAL FOUR):** To attract and retain highly motivated and academically qualified students from a wide variety of backgrounds who will become dedicated library and information professionals.

**4.1 Increase financial aid.**

- Apply for external grant funding to recruit and retain qualified students, especially from underrepresented groups.
  
  **Responsibility:** Director and faculty.
  
  **Status:** A cohort of eleven Prism Plus fellows, supported by an IMLS grant, graduated in 2008.

- Increase GSLIS scholarship endowments.
Responsibility: Director and External Funding Committee.

Status: GSLIS endowment funds have been yielding over $10,000 annually in scholarships. Recently matured endowments include the GSLIS Prism Fund, for students who plan to work with diverse populations, and the Mattoon-Kline Fund, for students of color. Income from an endowment given by Herman Rose, scheduled to mature within the next two to three years, will augment the Aldrich and Bergeron scholarships given annually by the RI Coalition of Library Advocates. An operating fund, the Lucille Chernack Professional Development Fund, has been established to support student participation in professional associations.

In FY 2009, endowments held by the URI Foundation fell below the legal threshold required by RI law for payment of interest. GSLIS scholarships for 2009-2010 are drawn from operating funds, augmented by gifts from Nancy Mattoon Kline, Michael Vocino, Gale Eaton, and other alumni, and are held close to 2008-2009 levels.

- Assist GSLIS students in identifying and applying for other sources of financial aid.

Responsibility: Director, Honors and Awards Committee, Faculty.

Status: GSLIS students are regularly nominated for and awarded scholarships by ACRL/NE, NELA, RILA, RIEMA, and the RI Coalition of Library Advocates. Awards by ALA and other sources have been initiated by students and achieved with GSLIS support. For instance, Marilyn Hines won a 2007/2008 AAUW Career Development grant; Liisa Laine won a 2008/2009 SLA scholarship; Vivian Okyere won the 2009/2010 Medical Library Association Scholarship for Minority Students; and 2009 graduate Kristin Almeida won a 2009/2010 Fulbright to study children’s literature in Mauritius. Dr. Ma, as the Director of the Confucius Institute, has designated $10,000 for scholarships for students taking LSC 590 and for students in the proposed Certificate in Chinese and Global Information Services program.

4.2 Utilize a variety of means, including exhibits, conferences, and the Internet, for recruitment.

- Review active schedule of conference exhibits, presentations, and information and recruiting sessions in New England.

Responsibility: Assistant Director and Coordinator for Distance Learning; Faculty; supported by Special Programs Office.

Status: GSLIS faculty members staff exhibits at conferences of the New England Library Association (NELA) and the library associations and educational media associations of the six New England states. Funded through the Special Programs Office of URI’s Alan Shaw Feinstein College of Continuing Education as a recruitment measure, these exhibits renew contacts with GSLIS alumni throughout New England. Incoming students (2008 through July 2009) rank them as the least important source of information about the program, however, so it appears that any real contribution to recruitment may be indirect, by way of alumni and employers. Targeted information sessions (such as the annual recruitment event at the UMass/Amherst, career day at Yale University, and sessions held by the Central Massachusetts Regional Library System) are rated as more effective. To recruit for diversity, Dr. Caldwell has represented us at information sessions on the Providence campus, and Mrs. Hromi at URI’s Graduate Career Fair.

- Maintain and improve the GSLIS website.

Responsibility: Director, Assistant Director, Admissions/Student Support personnel, and GAs.
Status: New web site in 2007 conformed to University template; Assistant Director maintains with graduate student assistance. Entry surveys identify website as most important source of information about school for prospective students. URI Branding Initiative in 2008-2009 may require redesign of website.

- Review informational and recruitment materials.
  Responsibility: Director and Student Recruitment and Support Committee.

Status: Flyer and informational brochure printed in 2007/2008 supplement and refer to website. 2009 update to three-fold brochures and application folders reflects GSLIS curriculum changes. More extensive updates will include information about the Harrington School of Communication and Media.

4.3 Provide current and prospective students with clear and useful information about the School and the University.

- Update general online orientation for GSLIS students.
  Responsibility: Director, Assistant Director, and Admissions/Student Support personnel.

Status: The GSLIS website is designed to answer questions clearly. Prospective students’ questions (regularly answered by phone, e-mail, and interview) are used both to clarify general pages and to expand the FAQ section.

- Schedule regular face-to-face orientations.
  Responsibility: Director, Assistant Director; assistance from staff of URI Libraries.

Status: Assistant Director Carson organizes at least one general orientation and information session for new and prospective students at URI/Kingston, Worcester State College, and UNH/Durham each semester, and one at URI/Kingston during the summer session. Orientation sessions at Kingston include an introduction to the URI Library (1 ½ hours) as well as an introduction to GSLIS itself (2 hours); representatives of student associations are invited to recruit. Student participation has dropped off at all campuses, and we are considering an annual mandatory orientation.

4.4 Maintain fair and equitable policies in recruitment and retention of students.

- Support URI goals for equality of opportunity and follow the affirmative action guidelines for non-discrimination.
  Responsibility: Director, Admissions Committee.

Status: Criteria for admission are published at http://www.uri.edu/artsci/lsc/Prospective/admissions_pro.html and are consistently administered. A clarified policy on retention was approved by GSLIS faculty on 9/2/2009 and is in the approval process.

- Work with the Office of Student Life to provide student support.
  Responsibility: Director, Faculty.

Status: GSLIS works as needed with staff in the Office of Student Life and Disability Services for Students to help solve student problems. All syllabi are required to carry language alerting students to existence of support services and accommodations. Full-time and part-time faculty are notified of this requirement through announcements at faculty meetings, and a section of the Sakai site for GSLIS faculty support.
Kristin Almeida (MLIS 2009) has accepted a 2009/10 Fulbright Fellowship and will spend 10 months conducting research on ethnographic depictions in the children’s literature of Mauritius. A Rhode Island native, Almeida graduated from Rhode Island College in 2004, interned at the Providence Phoenix, and taught English as a Second Language in Turkey before entering the URI Masters of Library and Information Science program in Spring 2008.

4.5 Provide career information for students and potential students via collaboration with professional associations.

- Collaborate with OLIS, RILA, RIEMA, and SLA/RI to create a databank of alumni and practitioners willing to mentor current and prospective students.
  
  **Responsibility:** Director.
  
  **Status:** The Rhode Island Office for Library and Information Services, Library Association, Educational Media Association, and chapter of Special Library Association all agreed in spring 2009 to support GSLIS in developing a “Mentor Database.” The architecture for the database was completed by recent alumna Yuan Li in August 2009. RILA has established a limited mentor database in the past, and all three associations will help recruit mentors. OLIS will link to the database through WebJunction RI. Expansion of the database to include representatives from throughout New England is planned for 2009/2010.

- Maintain online job listings and career information links.
  
  **Responsibility:** Admissions/Student Affairs staff with GA assistance.
  
  **Status:** The GSLIS Joblist and links to other professional resources are available from the GSLIS Career page.

4.6 Involve students in the governance of the school.

- Appoint students to serve on GSLIS committees.
  
  **Responsibility:** All committee chairs.
  
  **Status:** Students are represented at faculty meetings and on the Advisory Committee. Because it is often difficult for committee members to meet face-to-face, virtual committee members are sometimes used, which allows regional students who live far from Kingston, RI to participate on GSLIS committees.

- Support the ALA and SLA Student Chapters.
  
  **Responsibility:** ALA Student Chapter liaison (currently, Director) and SLA Student Chapter advisor (currently, Dr. Adams).
  
  **Status:** The student chapters are invited to recruit new members and officers through posts to the GSLIS blog and student listserv, flyers on the front tables in Rodman Hall, and presentations at orientation sessions. Student SLA is closely affiliated with the RI chapter of SLA; its recent officers, Liisa Laine and Sybil Akins, have moved on to become officers of the GSLIS Affiliate Chapter of the URI Alumni Association.
4.7 **Encourage and support student membership and participation in professional organizations.**

- Reimburse student memberships in professional associations.
  **Responsibility:** Director.
  **Status:** The Lucille Chernack Professional Development Fund was established to reimburse any matriculated student on demand for the first year of membership in a state or regional professional association.

- Cosponsor continuing professional development workshops with professional associations.
  **Responsibility:** Director.
  **Status:** RILA, RIEMA, and SLA/RI have generously cosponsored events like the GSLIS Annual Gathering and Mentoring Night.

4.8 **Assist students in developing coherent programs of study.**

- Ensure that students draft programs of study by the end of their first semester or third GSLIS course.
  **Responsibility:** Advisors; Student Affairs/Admissions Staff.
  **Status:** Student Affairs/Admission staff notifies advisors periodically of students without programs of study. Importance of POS made known to students through letter of acceptance, informational brochure distributed at orientation and available at GSLIS website, and website FAQ list accessible from admissions page and front page.

- Collect and analyze data for tracking individual student progress.
  **Responsibility:** Advisors; Student Affairs/Admissions Staff.
  **Status:** GSLIS database lists students’ programs of study with courses taken, in progress, and yet to be taken. Advisors have access to student academic records through e-Campus.

- Create a well-organized “Advisor FAQ” section on the GSLIS website
  **Responsibility:** Director, Student Affairs/Admission Staff.
  **Status:** The FAQ page, [http://www.uri.edu/artsci/lsc/Admissions/FAQ.html](http://www.uri.edu/artsci/lsc/Admissions/FAQ.html), includes material on advisors & programs of study. Prospective students’ questions (regularly answered by phone, e-mail, and interview) are used to improve the page. All respondents to 2009 student survey listed GSLIS website as source of advice; 99% found it helpful. A reference sheet for advisors has been posted at the GSLIS faculty Sakai site.

- Implement the creation of electronic portfolios by all GSLIS students.
  **Responsibility:** Director, Curriculum Committee, faculty.
  **Status:** TrueOutcomes implemented for School Library Media Track in 2005-2006; for core MLIS courses taught by full-time faculty in spring 2009; for all courses, 2009-2010.

4.9 **Evaluate student outcomes.**

- Review students’ success in achieving the School's Educational Outcomes.
  **Responsibility:** Director, Assistant Director.
  **Status:** TrueOutcomes implemented for School Library Media Track in 2005-2006; for core MLIS courses taught by full-time faculty in spring 2009; for all courses, 2009-2010. The program has been introduced and resources have been made available at meetings both full-time and part-
time faculty; on the LSCFAC and ADJFAC discussion lists; and on a protected GSLIS faculty site, hosted on Sakai.

- Document and measure school library media students’ success in meeting the Rhode Island Beginning Teachers Standards (RIBTS) and NCATE standards.

  **Responsibility:** Dr. McCarthy (Coordinator, School Library Media Program), Dr. Caldwell.

  **Status:** TrueOutcomes e-folio evaluation, paired with the Praxis examination and an exit survey, provide robust documentation of student achievement in the SLM program.

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**THE PROCESS OF IDENTIFYING AND COLLECTING EVIDENCE**

The team for this standard included members of the GSLIS standing committees on Student Recruitment and Support (C. Herbert Carson, chair, and Naomi Caldwell) and Outreach (Naomi Caldwell), the Advisory Subcommittee on Recruitment and Mentoring (Gale Eaton and alumna Janice Wilson, Reference and Government Documents Librarian, J. Eugene Smith Library, Eastern Connecticut State University), and students Melissa Chiavaroli (of Rhode Island) and James Schroeder (of Massachusetts). Dr. Eaton based a preliminary draft on data from student surveys and the WILIS 2 project, and passed it on to the committee on September 2. The committee’s charge was to review and document admissions and recruitment procedures, review programs of study, and track student progress. They met electronically and returned a draft of the section to Dr. Eaton in October. Dr. Eaton’s next draft was returned to the committee on November 2, 2009.

**Current Conditions**

**Recruitment**

GSLIS relies on various channels of communication to publicize the program and recruit potential students, including:

- The School’s website
- E-mail and printed materials sent in response to queries from prospective students
- Exhibits at the annual conferences of New England library and educational media associations
- Presentations at information sessions for potential librarians

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**FIGURE 4: IMPORTANCE OF INFORMATION SOURCES IN CHOOSING SCHOOL**

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**Standard Four: Students**

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According to fifty surveys returned by students accepted between 2008 and July, 2009, the channels most useful to them in selecting a library school were school websites (considered most important by 33 of the 50 respondents, and ignored by only two) and the American Library Association (considered most important by 12, and not applicable by 11). Printed materials from schools ranked third in importance, followed by the New England Board of Higher Education. Information sessions and conference exhibits slightly outranked “other” sources, including family, friends, and co-workers. (Word of mouth was not a choice, but has been added to a revised instrument.)

Attributes that respondents cared about most in the selection of the program were accreditation (a measure of quality) and location (a measure of convenience), followed by curriculum and cost. At least 80% of incoming students considered these either important or extremely important. Less likely to be considered were the quality of the faculty and communication during the application process—but several respondents wrote in praise of the School's student affairs staff.

**Admissions**

Admission requirements for the MLIS are consistent with URI Graduate School policy, and any change to them must be approved by the GSLIS faculty, the College of Arts and Sciences Curriculum Committee, the Graduate Council, the Faculty Senate, the President, and the Board of Governors. Requirements, posted at the [GSLIS website](#), include:

- a bachelor's degree from an accredited institution
- an undergraduate grade point average of B or better
- Graduate Record Examination or Miller Analogies scores at the 50th percentile or above for applicants who have not achieved a B or better undergraduate grade point average

The applicant is also required to submit two letters of recommendation, preferably from previous instructors or employers (letters must be sealed and signed over the envelope flap by the person writing the letter of recommendation); a current resume; a statement of purpose; a $50 application fee; and proof of residency in the state of Rhode Island for instate tuition and MA, ME, NH, and VT for regional tuition.
Prior to 2006, the Graduate Record Examination or Miller Analogies Test was required for all applicants. After review of student records showed no correlation between test scores and cumulative grade averages in the MLIS program, the GSLIS faculty voted to waive the examination requirement for applicants whose undergraduate performance or previous advanced degrees indicated their ability to succeed in graduate work.

GSLIS has rolling admissions and no cap; applicants who meet the criteria may be admitted at any time, although there are deadlines for each term and for financial aid applications. Materials are collected, recorded, and organized by the GSLIS student affairs officer. Completed applications, accompanied by all required supporting documents, are reviewed by the chair of the GSLIS Student Recruitment and Support Committee; in cases where the decision is not clear-cut, all members of the committee review the application. Committee decisions are reviewed by the GSLIS director and referred to the Graduate School for final disposition.

When an applicant’s overall record indicates potential for success in the program and the profession, but not all criteria for admission are met, the Committee may recommend that a Promising Student Letter be sent. The applicant is encouraged to take two courses in non-matriculated status and then reapply.

Over the past three academic years, an average of 152 potential students have applied annually—447 for the MLIS and 10 for the Teacher Certification Program. Almost all applicants met admissions criteria (their undergraduate GPAs averaged between 3.29 in 2006/07 and 3.39 in 2008/09). Three were denied admission, and three were sent promising student letters. Two hundred and six (45.7% of those admitted) matriculated.

Ninety-seven applicants having an average undergraduate GPA of 3.29 were evaluated for fall 2009. Thirty-one (32.6%) of those accepted are attending the MLIS program and two applicants received a promising student letter. Two (100%) TCP students were accepted and are attending.

<table>
<thead>
<tr>
<th></th>
<th>Applications</th>
<th>Attended</th>
<th>PSL</th>
<th>Denied</th>
<th>Avg GPA</th>
<th>TCP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2009</td>
<td>97</td>
<td>31</td>
<td>2</td>
<td>0</td>
<td>3.29</td>
<td>2</td>
</tr>
<tr>
<td>2008/09</td>
<td>128</td>
<td>56</td>
<td>0</td>
<td>1</td>
<td>3.39</td>
<td>2</td>
</tr>
<tr>
<td>2007/08</td>
<td>176</td>
<td>79</td>
<td>0</td>
<td>1</td>
<td>3.32</td>
<td>4</td>
</tr>
<tr>
<td>2006/07</td>
<td>153</td>
<td>71</td>
<td>3</td>
<td>1</td>
<td>3.29</td>
<td>4</td>
</tr>
</tbody>
</table>

**Financial Aid**

GSLIS students receive financial aid from external sources (including loans); from assistantships allocated to the School by the College of Arts and Sciences and the College of Continuing Education; and from GSLIS scholarships. According to the URI Enrollment Services Office, twenty-one GSLIS students received a total of $54,688 in scholarships in 2008/09, twenty-two students received a total of $24,547 in 2007/08, and seventeen received a total of $28,614 in 2006/07. Eighty students received $1,109,833 in Federal loans in
2008/09, seventy-four received $1,103,951 in 2007/08, and forty-six receive $486,385 in 2006/07. Four students received $143,00 in other loans in 2008/09, five received $39,418 in 2007/08, and three received $18,000 in other loans in 2006/07.

**Awards from external sources** since 2006 have included:

- A 2005-2008 IMLS grant (Prism Plus) supported fellowships, stipends, and conference travel for 11 diversity students, all of whom graduated and were employed in 2008.
- Scholarships from the New England Library Association have been awarded to full-time GSLIS students Christina Wolfskehl (2007), Allison Messier (2008), and Tara Vito (2009), and to part-time students Alice Campbell (2007) and M’Lyn Hines (2008). These scholarships are open to New England residents who plan to continue their careers in the region. NELA accepts up to two applications (one for a full-time and one for a part-time student) from any participating school; direct applications are not accepted.
- Scholarships from Hanban, administered through the URI Confucius Institute, have supported study in China for students in LSC 590 (Introduction to Chinese Information Services).
- The Rhode Island Coalition of Library Advocates (COLA) awards its Linda Aldrich Scholarship each year to a GSLIS student in school library media services, and its William Bergeron Scholarship to a GSLIS student in public library services. Each $250 award recognizes a student whose talents and commitment promise to enrich Rhode Island library service. Students to receive the Aldrich and Bergeron awards are nominated by their instructors, chosen by vote of the full-time GSLIS faculty, and recommended to COLA. Philanthropist Herman Rose is building a Rhode Island Coalition of Library Associates endowment within the URI Foundation to augment these awards, and until the endowment matures, he has been doubling the awards through a separate gift to operating funds.
- Other recent awards to GSLIS students include Jennifer Duperon’s 2008/09 American Academy of Law Libraries Educational Scholarship for candidates with a J.D.; Marilyn Hines’s 2007/2008 AAUW Career Development Grant; and Vivian Okyere’s 2009/10 Minority Scholarship from the Medical Library Association.

Scholarships from GSLIS endowments and operating funds total approximately $10,000 annually, and are awarded by the GSLIS Student Recruitment and Support Committee with the approval of the full-time faculty.

- The largest single endowment, the Elizabeth Futas Memorial Fund, has recently yielded between $5,000 and $6,000 a year, and has been divided between autumn and spring recipients.
- The oldest endowment, the GSLIS Scholarship Fund, normally yields between $2,000 and $3,000 annually. Both named scholarships (in honor of late faculty members Stewart P. Schneider and Patricia E. Jensen, and Office for Library and Information Services librarian Frank Iacono) and general scholarships are awarded from this amount; typically, they are about $500 each.
- The Betty Fast Scholarship endowment has yielded approximately $1,000 to $1,200 annually for awards to students in school library media or public library youth services.
- Two newly matured endowments, the Mattoon-Kline Scholarship (built by Dr. Nancy M. Kline, MLS 1973) and the GSLIS Prism Scholarship (built by Dr. W. Michael Havener, GSLIS Director from
1998 to 2006), are expected to yield from $400 to $600 each toward the support the of diverse students.

- A periodic H. W. Wilson Foundation gift of $10,000 is placed in an operating account and apportioned over five years, typically affording four $500 scholarships annually.
- The Lucille Chernack Professional Development Fund, also an operating account, supports student memberships in professional associations.

Rhode Island law forbids distributions from interest on endowments which have fallen below historic donation levels, and consequently all URI Foundation endowments have been frozen for 2009/2010. Nancy Kline made a bridge donation to support this year’s Mattoon-Kline scholarship; Michael Vocino and Gale Eaton made donations to replace the expected interest from the GSLIS Scholarship fund. The School’s other expected scholarships are being awarded from the GSLIS Director’s Fund, an operating fund built primarily from the annual gifts of alumni.

**Assistance from the College of Arts and Sciences:** Like faculty, GSLIS students may apply for aid from the Beaufre Hope and Heritage Funds to support presentation of their work at professional conferences, and to the Harrington School of Communication and Media to help support their research.

**Assistantships:** The GSLIS Student Recruitment and Support Committee evaluates student applications for academic-year assistantships within GSLIS, and full-time faculty members select their assistants from the qualified pool, based on the match between student skills and individual faculty needs.

Since the 1980s, the College of Arts and Sciences has allocated four full-time graduate assistantships to GSLIS. A full-time graduate assistant (GA) works 20 hours a week, or 360 hours a semester; a half-time GA works 10 hours a week, or 180 hours a semester. In recent years, GSLIS has allocated 300 hours a semester to each full-time faculty member and 240 hours to the School as a whole. GAs assist full-time faculty members with teaching, research, and service; in time allocated to the School, they assist part-time faculty members, help maintain the School’s website, and assist with administrative tasks. Graduate students receive tuition remission (up to 12 credit hours, pro-rated to percentage of appointment) and a salary set by contract with the RI Board of Governors for Higher Education. The salary for Level I (masters) GAs is $19.30 for 2009/2010; the annual tuition for a full-time in-state graduate student is $8828, or $490 per credit hour. According to Enrollment Services, nine GSLIS students received the equivalent of $36,391 in URI tuition waivers in 2008/09; seven students received $22,928 in tuition waivers in 2007/08; and eight students received $20,128 in tuition waivers in 2006/07.

Tasks assigned to the School’s GAs are more typical of the work they will do as professional librarians than of the work done by Teaching and Research Assistants elsewhere on campus. Because of changing University priorities and an urgent need for teaching and research assistants, the GSLIS projected allotment from the College of Arts and Sciences will be cut to 3.5 full-time GAs in fall 2009 and possibly as low as 2 full-time GAs in the future.

Summer assistantships are funded through the College of Continuing Education, and are based on enrollments. In summer 2009, the GSLIS allocation was $3,288, which covered 180 hours of student work at the 2008/2009 Level I GA rate of $18.26 an hour.
GSLIS students have also won assistantships in other units; for instance, Ian Walls (MLIS 2008) was a GA for Lisa Chen in University Computing Systems, and both Eric Bresin (MLIS 2009) and Andria Tieman (MLIS 2009) were GAs for Brett Rutherford, CCE’s Coordinator of Distance Learning. Students have also worked on campus as assistants in the University Libraries, in Enrollment Services, and at the URI University Club.

**Regional tuition**, although not a formal scholarship or award, should not be overlooked in this context. We have been asked by a representative of the Massachusetts Library Association, for instance, why we cannot give an automatic scholarship to all Massachusetts residents. In effect, the Rhode Island Board of Governors for Higher Education already does this, under the terms of the regional compact administered by the New England Board of Governors for Higher Education. The regional graduate tuition rate for 2009/2010 is $735 per credit, just 60% of the $1228 rate for out-of-state students. One could think of this as an automatic 40% tuition scholarship for all matriculated MLIS students from Maine, Massachusetts, New Hampshire, and Vermont.

**Student Life**

In addition to their course work, some GSLIS students are active in student chapters of ALA and SLA; some are involved in the URI Graduate Student Association and Graduate Assistants’ Union; and some serve as student representatives on GSLIS standing committees. More participate in national, regional, and state professional associations; of the 55 respondents to our spring 2009 student survey, 37 claimed membership in at least one association, and six of those were members of four or more associations each. Although 64 (28.1%) of our students in fall 2008 were enrolled in three or more courses (9 to 15 credit hours), GSLIS is still predominantly a commuters’ school; 19 of the full-time students were residents of the “regional” states, and many were taking courses at Worcester State College, UNH/Durham, URI/Providence, or online. Students are professionally committed, as shown by their association memberships, but they have limited time for extracurricular events such as brown bag colloquia. Study groups convene in the student lounge, but also online.

To enhance professional socialization, therefore, we are working to bring students together with practitioners in meaningful contexts that will appeal to our students’ pragmatic interests:

- We promote association membership through reimbursements, supported by the Lucille Chernack Professional Development Fund.
- We have made the Professional Field Experience a requirement (see Section II, Curriculum).
- We are developing a searchable database of willing professional mentors. This has long been a goal of the Rhode Island Library Association. In spring 2009, RILA, RIEMA, and SLA/RI all expressed their support for the project, as did the Rhode Island Office for Library and Information Service (OLIS). GSLIS contracted with a recent alumna, Yuan Li, to develop architecture for the database, which she completed in August, 2009. We are now gathering records from Rhode Island mentors, and plan to solicit records from colleagues elsewhere in New England in fall 2009.
- RILA has also collaborated with us and with the Rhode Island Educational Media Association and the Rhode Island chapter of the Special Library Association on an annual mentoring event, bringing students together with practitioners in every area.

Our object is to increase students’ sense of belonging and support, wherever they are located.

GSLIS cooperates with the University of Rhode Island Beta Iota Chapter of Beta Phi Mu to nominate and encourage membership for qualified graduating students. Beta Phi Mu holds its annual meeting and initiation of new members to coincide with GSLIS’s Annual Gathering in late spring each year to encourage improved attendance at both events. The result is a celebration of students joining the professional network of Beta Phi Mu and meeting with faculty, students, graduates, and friends of GSLIS.

**Placement**

GSLIS students have access to the University of Rhode Island’s Career Services. Most resources, such as job postings, workshops, and job fairs are open to alumni; alumni also have access to free, confidential career counseling appointments for a year after graduating (for example, May 2009 graduates may take advantage of free, private career counseling services through May of 2010). GSLIS makes placement information available on our Careers page, including New England LIS job postings, links to other joblists, professional blogs and listservs, and our new mentors’ database. We post job notices in the student lounge and on the student and alumni lists. We collaborate with RILA, RIEMA, and SLA/RI to host career-centered events for students (e.g., the traditional “Mentor Night”), and faculty routinely advise students and write letters of recommendation for students and alumni.

Results from the IMLS-funded WILIS 2 survey showed that 86% of URI respondents (alumni who graduated between 2004 and 2008) were working full-time; 5% were not working but seeking work; 1% were not working and not seeking work. Over 40% said they were working in senior management, middle management, or supervisory positions. The mean reported salary was $45,338, and the median $45,000. The vast majority were satisfied with their jobs and with librarianship as a profession.

**Analysis of Compliance with Standard Four**

**Standard 4.1** The school formulates recruitment, admission, financial aid, placement, and other academic and administrative policies for students that are consistent with the school’s mission and program goals and objectives; the policies reflect the needs and values of the constituencies served by a program. The school has policies to recruit and retain a multicultural, multiethnic, and multilingual student body from a variety of backgrounds. The composition of the student body is such that it fosters a learning environment consistent with the school’s mission and program goals and objectives.

In the School’s statement of Mission, Goals, and Objectives, Goal 4 and its associated objectives formulate policy for recruitment, admission, financial aid, placement, and other academic and administrative policies for students. These policies have been formulated with attention to the needs of the School’s constituencies, and with the participation of an Advisory Committee representative of those constituencies; they are also consistent with the policies of the parent university. The School’s commitment to recruit and retain a multicultural, multiethnic, and multilingual student body is
evidenced by the establishment of two scholarship endowments for diversity and by curriculum depth in multicultural and international librarianship.

**Standard 4.2** Current, accurate, and easily accessible information on the school and its program is available to students and the general public. This information includes announcements of program goals and objectives, descriptions of curricula, information on faculty, admission requirements, availability of financial aid, criteria for evaluating student performance, assistance with placement, and other policies and procedures. The school demonstrates that it has procedures to support these policies.

The school’s website, [http://www.uri.edu/artsci/lsc/](http://www.uri.edu/artsci/lsc/), makes current, accurate information on its program easily accessible. It includes:

- Program goals and objectives: [http://www.uri.edu/artsci/lsc/about.html](http://www.uri.edu/artsci/lsc/about.html)
- Descriptions of the curriculum: [http://www.uri.edu/artsci/lsc/academics.html](http://www.uri.edu/artsci/lsc/academics.html)
- Information on faculty: [http://www.uri.edu/artsci/lsc/people.html](http://www.uri.edu/artsci/lsc/people.html)
- Admissions requirements: [http://www.uri.edu/artsci/lsc/admissions.html](http://www.uri.edu/artsci/lsc/admissions.html)
- Criteria for evaluating student performance: [http://www.uri.edu/artsci/lsc/AboutUs/eduoutcomes.html](http://www.uri.edu/artsci/lsc/AboutUs/eduoutcomes.html)

The school also prints three-fold brochures for distribution at conferences, information packets for prospective students, and a student handbook. Criteria for evaluating student performance in individual courses are stated in syllabi.

Procedures to support policies are in place, and status is described in the Action Steps supplementing GSLIS Goal Four and its associated objectives (pp. 6-11 above).

**Standard 4.3** Standards for admission are applied consistently. Students admitted to a program have earned a bachelor's degree from an accredited institution; the policies and procedures for waiving any admission standard or academic prerequisite are stated clearly and applied consistently. Assessment of an application is based on a combined evaluation of academic, intellectual, and other qualifications as they relate to the constituencies served by a program, a program's goals and objectives, and the career objectives of the individual. Within the framework of institutional policy and programs, the admission policy for a program ensures that applicants possess sufficient interest, aptitude, and qualifications to enable (successful) completion of a program and subsequent contribution to the field.

The standards for admission are clearly stated on the GSLIS website at: [http://www.uri.edu/artsci/lsc/Prospective/admissions_pro.html](http://www.uri.edu/artsci/lsc/Prospective/admissions_pro.html).

The Chair of the Admissions Committee evaluates all applications to the MLIS program. If the applicant meets the standards, the application is approved sent to the Director of GSLIS for approval. If approved by the Director, the application is sent to the Graduate School for evaluation by an Associate Dean. If the Chair of the Admissions Committee, the Director of GSLIS, or the Associate Dean of the Graduate School do not find the application to meet the standards set by GSLIS and the
Graduate School, all members of the GSLIS Admissions Committee evaluate the application and the majority of the committee determines approval, denial, or “Promising Student Letter.”

**Standard 4.4** Students construct coherent programs of study that allow individual needs, goals, and aspirations to be met within the context of program requirements established by the school. Students receive systematic, multifaceted evaluation of their achievements. Students have access to continuing opportunities for guidance, counseling, and placement assistance.

Faculty advisors assist students in the construction of coherent programs of study, as described at [http://www.uri.edu/artsci/lsc/Academics/advising.html](http://www.uri.edu/artsci/lsc/Academics/advising.html). The GSLIS Mission, Goals, and Objectives specify that faculty should offer “individualized guidance and mentoring to students, with a sensitivity toward cultural differences.”

The school library media program, based on requirements for RIDE certification, consists of 36 required and 6 elective credits. Electives are determined in consultation with the student’s advisor, who also guides course sequence. The program of study form is posted at [http://www.uri.edu/artsci/lsc/Academics/Forms/posslm.pdf](http://www.uri.edu/artsci/lsc/Academics/Forms/posslm.pdf).

The general MLIS is designed by the student in consultation with his or her advisor and is based on the professional goals of the student. The program of study form is posted at [http://www.uri.edu/artsci/lsc/Academics/Forms/posmlis.pdf](http://www.uri.edu/artsci/lsc/Academics/Forms/posmlis.pdf). Students may petition to change their programs of study. The form requires that the student provide a reason for the change based on pedagogical or profession reasons: [http://www.uri.edu/artsci/lsc/Academics/Forms/poschange.pdf](http://www.uri.edu/artsci/lsc/Academics/Forms/poschange.pdf).

Student achievements are evaluated by course grades and by the TrueOutcomes electronic portfolio system, which is being phased in for program assessment. Students in difficulty are notified by the Deans of the Graduate School.

A spring 2009 student survey indicates that 76% of respondents had consulted with their advisors at least once in the semester and 33% more than once, with e-mail the preferred medium for communication; 79% found the consultation useful. (100% had referred to the GSLIS website over the semester, and 99% found it useful.)

Students have access to continuing opportunities for guidance, counseling, and placement service not only through GSLIS, but also through the URI [Counseling Center](http://www.uri.edu/services/counseling.html), [Career Services](http://www.uri.edu/services/careerservices.html), and other specialized services.

**Standard 4.5** The school provides an environment that fosters student participation in the definition and determination of the total learning experience. Students are provided with opportunities to form student organizations and to participate in the formulation, modification, and implementation of policies affecting academic and student affairs.

Students are recruited as members of GSLIS committees and subcommittees where student confidentiality is not an issue, and a student liaison attends GSLIS faculty meetings. Within GSLIS, students have formed affiliate chapters of the American Library Association and the Special Library Association.
For a voice in university-wide policies, our students are encouraged to join the Graduate Student Association; GSLIS students Alison Messier and Yuan Li served as GSA senators for 2008-2009. The GSA supplies representatives to policy-making bodies such as the Graduate Council, and our students have the same opportunity as those in other academic units to represent their interests there. Our graduate assistants are represented by Graduate Assistants United (GAU), a branch of the AAUP.

**Standard 4.6** The school applies the results of evaluation of student achievement to program development. Procedures are established for systematic evaluation of the degree to which a program's academic and administrative policies and activities regarding students are accomplishing its objectives. Within applicable institutional policies, faculty, students, staff, and others are involved in the evaluation process.

Program development, described more fully in Section 3 (Curriculum), takes into account student achievement (now assessed by TrueOutcomes) and the results of student and alumni surveys. The Rhode Island Office for Higher Education, the URI Provost’s office, and the Dean of the URI Graduate School have established procedures for the systematic evaluation of the degree to which the program’s academic and administrative policies and activities are accomplishing its objectives. GSLIS faculty, students, staff, and others are involved in the evaluation process.

**Planning for the Future**

Over the past two years, GSLIS has seen a dramatic increase in the percentage of its students who are under thirty, are attending the program full-time, and who lack previous experience in library and information services. We are responding by raising admissions standards and clarifying academic expectations (policies for both have been approved by the College of Arts and Sciences Curriculum Committee and the Graduate Council and are pending approval by the Faculty Senate), and by increasing opportunities for professional networking (requiring the professional field experience; subsidizing student membership in professional associations; building a mentor database

Efforts to draw on the diversity of New England and especially Rhode Island will continue. We expect that GSLIS affiliation with the Harrington School of Communication and Media will attract new students, as interdisciplinary work on information technology and use enriches our curriculum and opens new opportunities for students.

Another initiative should draw both national and international students to URI courses. GSLIS Professor Yan Ma, Director of URI’s Confucius Institute, has proposed a post-baccalaureate Certificate in Chinese and Global Information Services. Approved by the GSLIS faculty in spring 2009, the proposal enters the University approval process in fall 2010. It highlights existing GSLIS electives (LSC 518, International Librarianship; LSC 525, Multiculturalism in Libraries; and LSC 590, Introduction to Chinese Information Services), and develops naturally from URI’s global commitments (including the Confucius Institute, the International Engineering Program, and the GU8 Consortium).

<table>
<thead>
<tr>
<th></th>
<th>$S\ 2004$</th>
<th>$S\ 2006$</th>
<th>$S\ 2009$</th>
<th>Entry 2008-9</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>n</strong></td>
<td>135</td>
<td>92</td>
<td>54</td>
<td>52</td>
</tr>
<tr>
<td><strong>response rate</strong></td>
<td>60.54%</td>
<td>54.44%</td>
<td>25.23%</td>
<td></td>
</tr>
<tr>
<td><strong>recruitment</strong></td>
<td></td>
<td>45% word of mouth; 26% internet; 2% NHLA conf</td>
<td>School web sites (3.38) &amp; ALA (2.27)</td>
<td></td>
</tr>
<tr>
<td><strong>choice factors</strong></td>
<td></td>
<td>37% quality; 42% cost; 57% convenience</td>
<td>Location (3.58) and accreditation (3.56)</td>
<td></td>
</tr>
<tr>
<td><strong>major time commitments competing with school work</strong></td>
<td>47% children; 7% primary caregivers; 43% full-time jobs; 44% one or more part-time jobs. “Other” write-ins included “access to computer” &amp; “driving at night”</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>how many major time commitments</strong></td>
<td>3% none; 38% one; 47% two; 12% three</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>advisor contact</strong></td>
<td>56% once a semester, 17% no contact, 26% 2-5 times/sem</td>
<td>76% at least once in semester, 21% no contact</td>
<td>76% at least once in the semester (33% more than once; 79% found useful)</td>
<td></td>
</tr>
<tr>
<td><strong>contact medium</strong></td>
<td>e-mail 61%; f2f in faculty office or off-campus, 30%; classroom 13%; tel 4%</td>
<td></td>
<td>E-mail (3.57), F2F (3.28), tel (3.13), listserv (2.78), USPS (2.48), blog (2.42)</td>
<td></td>
</tr>
<tr>
<td><strong>other sources of advice</strong></td>
<td>35% no; 65% yes (other students, instructors,</td>
<td>58% yes: other faculty, fellow students, GSLIS</td>
<td>GSLIS website (100%; 99% found useful); ES; GSLIS</td>
<td></td>
</tr>
<tr>
<td>Important scheduling considerations (mean ranks)</td>
<td>Location 1.8; time of day 2.6; delivery mode 3.5; day of week 3.7; length of session 4.4; piggy-backing 5.0</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>preferred locations (# students hoping)</td>
<td>Kingston 62; Prov 34; Durham 23; Worcester 17; Amherst 7; Boston 2</td>
<td>Kingston 39; Prov 31; Durham 12; Worcester 11</td>
<td>Providence 1.77; Kingston 1.63; WSC .95; UNH .58. (Prov &amp; Kingston possible for most, UNH fewest)</td>
<td></td>
</tr>
<tr>
<td>hours/wk on campus, outside class (mean)</td>
<td>Kingston 4.2; Prov .5; Durham 4.1; Am .2; Worcester .03</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>hours commuting (mean)</td>
<td>Kingston, 2; Prov .8; Durham 1.7; Amherst 2.7; Worcester 1.2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>preferred times</td>
<td>weekday evenings most popular; Fridays least popular</td>
<td>Evening 1.83, late afternoon 1.44, early afternoon .88, morning .78</td>
<td></td>
<td></td>
</tr>
<tr>
<td>preferred summer terms</td>
<td>1-week in June and 10-week evenings most popular; mornings least</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>preferred delivery modes</td>
<td>68% f2f; 16% online; 2% hybrid;</td>
<td>Online (2.21); online w/ 1 to 3</td>
<td>F2F (34); online (26); hybrid (30)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>13% both. 34% agreed (19% strongly) that online course would be their first choice; 32% that it would be their last</td>
<td>mtgs (2.06); online w/ 4 or more mtgs (1.91)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>----------------------------------</td>
<td>-------------------------------------------------------------------------------------------------------------</td>
<td>-----------------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>attitudes toward online courses</strong></td>
<td>they should have at least one f2f mtg (4.4) or even three (3.4); convenient (4.3); about the same amt wrk (3.7); harder to network with classmates (3.7); no less instructor attention (2.8); not “my learning style” (2.8)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>student access to online</strong></td>
<td>from home (4.1), work (3.6), campus (3.6), other (3.9)</td>
<td>Good to excellent: home 89%, work 53%, other 9%</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>tech access by campus</strong></td>
<td></td>
<td>Good to excellent: Kingston 41%, Prov 39%, UNH 83%, WSC 45%</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>resources to support student work</strong></td>
<td>Top: GSLIS internet resources (4.6; e.g., WilsonWeb); WWW (4.3); public library (3.9); campus library (3.5). Bottom: other types of libraries.</td>
<td>Top: WWW (79%); URI, UNH, and WSC internet resources (77%); URI library (45%); public library (40%)</td>
<td>Top: WWW (3.85); URI/HELIN (3.40); local public library (2.38); campus library (2.04). Bottom: GSLIS resource room (.79); OLIS (.63)</td>
<td></td>
</tr>
<tr>
<td><strong>planned specialization</strong></td>
<td>Public 34, Academic 33, SLM 25, Archives 20, Special libp 18, 1st or 2nd choice: Academic 32, Public 28, Archives</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>satisfaction with course selection</td>
<td>77 (86%) satisfied, but 51 suggested improvements to content (43) and/or scheduling (10).</td>
<td>Most agreed or strongly agreed that courses meet ALA curriculum standards</td>
<td></td>
<td></td>
</tr>
<tr>
<td>professional associations</td>
<td></td>
<td>64% members, 1-5 assns each</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The 2009 Student Survey was launched May 5 on SurveyMonkey. Fifty-four students responded, of whom 53 completed the demographic portion of the survey: 52 had matriculated into the MLIS program between 2004 and 2009, and one was non-matriculated. Respondents expected to graduate between 2009 and 2012; thirteen were completing their coursework in spring 2009, while seven were completing only their first, second, and/or third courses. Seventy percent reported having approved programs of study, and 30 percent had changed their programs of study. Thirty were taking courses based at URI/Kingston, six at URI/Providence, four at Worcester State, and three at UNH/Durham; twenty-eight were in online sections.

The response rate was just over 25%. In Spring 2009, GSLIS had 213 matriculated students, of whom 69 (31.5%) were in the school library media certification program. There were six enrollments in LSC 593 (Independent Work), fourteen in LSC 595 (Professional Field Experience), and twenty-seven in LSC 596 (the nine-credit School Library Media Practicum and Seminar). Excluding these directed studies and practicum courses, there were 340 enrollments: 256 in Rhode Island based courses (including 51 in three Providence sections); 51 in three Worcester sections; and 33 in three UNH/Durham sections. Ten of these sections met face-to-face (145 enrollments); six were online with no more than one or two face-to-face sessions (94 enrollments); and six were hybrids, with four or more face-to-face sections (101 enrollments). It appears that the respondents did represent, proportionally, GSLIS course locations and delivery platforms.

Thirty-four of the respondents report membership in professional associations—between one and five associations each. Of these, 28 are ALA members. Other associations represented include NELA; SLA; state library associations and educational media associations; divisions of ALA; and archives-oriented groups such as the New England Archivists, the National Association of Government Archivists and Records Administrators, and the John Russell Bartlett Society.

Academic program: Curriculum and Scheduling
Where are the students headed? Traditionally, the school library media certification program has drawn approximately 33% of GSLIS students, while approximately 20% to 25% each have specialized in academic and public librarianship; interest in special librarianship, archives, and information services has been less. This year’s respondents were more interested in academic and public library services (chosen as first or second choice by 32 and 28 students respectively) than in school library media services (chosen as first or second choice by 16 students); interest in archives (20 students) and special librarianship (17 students) had risen proportionately. The 30% of respondents who selected school library media services as their first or second choice are highly likely to follow the school library media curriculum, prescribed by the RI Department of Education and accredited by NCATE. Other students are less predictable.

![Figure 7: Desired Areas of Specialization](image)

How do students perceive the curriculum? Most respondents agreed that the GSLIS curriculum is described by statements in the 1992 Accreditation Standards, but fewer agreed strongly. A significant minority expressed discontent with technology and direction for the future development of the field.

<table>
<thead>
<tr>
<th>The courses I have taken at GSLIS (Required = R; Elective = E):</th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>R</td>
<td>E</td>
<td>R</td>
<td>E</td>
</tr>
<tr>
<td>Foster development of library and information professionals who will assume an assertive role in providing services</td>
<td>15</td>
<td>16</td>
<td>34</td>
<td>29</td>
</tr>
<tr>
<td>Emphasize an evolving body of knowledge that reflects the findings of basic and applied research from relevant fields</td>
<td>11</td>
<td>15</td>
<td>36</td>
<td>29</td>
</tr>
<tr>
<td>Integrate the theory, application, and use of technology</td>
<td>12</td>
<td>14</td>
<td>33</td>
<td>27</td>
</tr>
</tbody>
</table>
Respond to the needs of a rapidly changing technological and global society  
<table>
<thead>
<tr>
<th>Strongly agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly disagree</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>13</td>
<td>30</td>
<td>26</td>
<td>11</td>
</tr>
</tbody>
</table>

Provide direction for future development of the field  
<table>
<thead>
<tr>
<th>Strongly agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly disagree</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>15</td>
<td>34</td>
<td>25</td>
<td>9</td>
</tr>
</tbody>
</table>

Promote commitment to continuous professional growth  
<table>
<thead>
<tr>
<th>Strongly agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly disagree</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>19</td>
<td>15</td>
<td>28</td>
<td>31</td>
<td>5</td>
</tr>
</tbody>
</table>

### TABLE 1: STUDENT PERCEPTIONS OF REQUIRED AND ELECTIVE COURSES

**How do students perceive their programs of study?** Again, most agree or strongly agree that their programs meet standards described in the 1992 COA document. A significant minority express reservations.

<table>
<thead>
<tr>
<th>My program of study at GSLIS:</th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly disagree</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Allows me to meet individual needs and goals within the program requirements</td>
<td>13</td>
<td>35</td>
<td>6</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Helps me develop competencies necessary for a productive career in my chosen area</td>
<td>12</td>
<td>32</td>
<td>5</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>Gives me opportunities for interdisciplinary course work and research</td>
<td>7</td>
<td>26</td>
<td>13</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Gives me experiential opportunities</td>
<td>12</td>
<td>32</td>
<td>5</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Allows me to sequence courses that build on each other</td>
<td>7</td>
<td>34</td>
<td>11</td>
<td>11</td>
<td>0</td>
</tr>
</tbody>
</table>

### TABLE 8: STUDENT PERCEPTIONS OF ACADEMIC PROGRAMS

This question prompted student comment on curriculum content, but also on the difficulty of scheduling courses in order. Both part-time and regional students found it difficult to follow recommended sequences and often made course choices based on what was available at convenient times. One student mentioned repetition in the curriculum—and repetition may often be necessitated by the presence in class sections of students taking electives before core courses.

Comments suggested that logistics often trump pedagogical considerations for individual students. This is not new, but the introduction of online options, the repeal of the residency requirement, and the increasing numbers of students who attempt to complete their degrees full time without visiting Rhode Island have greatly increased the complexity of scheduling needs.

**Academic program: Curriculum and Scheduling**
What scheduling options work best for students? As in the past, there is little agreement on the best locations, times, or course platforms. Providence was the most desired location, followed by Kingston; UNH/Durham was impossible for the largest number. For most locations, “Possible” was a likelier response than first or second choice.

Time of day for face-to-face classes is even more a matter of compromise. The scheduling of GSLIS classes is affected by the availability of space; at Kingston, evening classes are easier to schedule, while at the Providence campus, which serves an urban population of working students, space for evening classes is at a premium. (Because of budgetary considerations, Friday and Saturday scheduling at the Providence campus is discouraged for 2009-2010.) Another consideration is the availability of instructors: the College of Continuing Education pays GSLIS per-course faculty and cannot pay for instruction at the Kingston campus earlier than 4 p.m. The bias toward evening classes has suited our traditional part-time thirty-something students, but is less appealing to the full-time students.

Even the most desired time slots (late afternoon and evening) are unattractive or impossible to some, and student comments illustrate the impossibility of satisfying all. No student commented on the occasional
difficulties that arise when desired courses offered the same day on separate campuses (unless “overlapping times” includes transportation time). Two voted for Saturday classes—an option omitted from the survey:

![FIGURE 10: PREFERRED AND POSSIBLE COURSE DELIVERY PLATFORMS](image)

Online classes are the most convenient option, even for some students who prefer the face-to-face experience.
**Academic program: Library and Online Resources**

**Where do students obtain resources for their classes?** They turn to online resources first, and then look for providers close to home. More than nine in ten use the World Wide Web every week; two thirds use the online resources of the URI libraries and HELIN consortium every week; and local public libraries were used more frequently than campus libraries.

---

**FIGURE 11: MOST FREQUENTLY USED RESOURCE PROVIDERS**

Students quite sensibly comment that their needs vary from one semester to the next—and that time spent on the physical hunt for resources is time not spent on using them:

---

**FIGURE 12: MOST FREQUENTLY USED GSLIS-PROVIDED RESOURCES**
How often do students use GSLIS-provided Internet resources? Through special arrangements with vendors, GSLIS provides some password-protected resources free to all students; others are limited to students in specific courses. The School also has access to OCLC through its membership in Lyrasis (formerly NELINET), and contracts annually with the Library of Congress to provide Cataloger’s Desktop to students in LSC 505 and LSC 550. A write-in choice was Google Scholar, a resource available without GSLIS intervention:

How often do students use the various types of library resources? We asked this and the following question at the request of colleagues in the URI Libraries. Again, students say that what they use depends on which courses they’re taking. Accessibility must also play a key role. The most frequently used resources are databases (available from home at any hour of the day or night), and the least frequently used are archives and special collections (which typically have restricted access and limited hours).

![Figure 13: Most Frequently Used Library Resources](image)

<table>
<thead>
<tr>
<th>How available or accessible are these resources?</th>
<th>Excellent</th>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Print books and journals from URI or HELIN libraries (3.12)</td>
<td>11</td>
<td>27</td>
<td>4</td>
<td>1</td>
<td>11</td>
</tr>
<tr>
<td>Print books and journals from UNH or WSC library (3.12)</td>
<td>5</td>
<td>10</td>
<td>1</td>
<td>1</td>
<td>36</td>
</tr>
</tbody>
</table>
Electronic books and journals from URI or HELIN libraries (3.19) | 17 | 24 | 6 | 1 | 6

Electronic books and journals from UNH or WSC library (3.45) | 5 | 6 | 0 | 0 | 42

Information needed from the URI Libraries website (3.10) | 18 | 23 | 9 | 2 | 2

Information needed from the UNH or WSC library website (3.27) | 5 | 4 | 2 | 0 | 42

Information needed from the GSLIS website (2.81) | 11 | 27 | 11 | 5 | 0

**TABLE 4: SATISFACTION WITH LIBRARY RESOURCES**

Students also reported strong satisfaction with their access to the Internet from home and work, and moderately strong satisfaction with access in classrooms and elsewhere on campus.

<table>
<thead>
<tr>
<th>Point of access</th>
<th>Excellent</th>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Home (3.78)</td>
<td>44</td>
<td>9</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Work (3.54)</td>
<td>33</td>
<td>12</td>
<td>4</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>In the classroom (3.13)</td>
<td>19</td>
<td>16</td>
<td>7</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>Elsewhere on campus (3.20)</td>
<td>18</td>
<td>14</td>
<td>6</td>
<td>2</td>
<td>0</td>
</tr>
</tbody>
</table>

**TABLE 5: SATISFACTION WITH INTERNET ACCESS**

**Academic Advisement and School Support**

To help students negotiate their academic careers, GSLIS appoints a full-time faculty member as academic advisor for each student, staffs a student affairs office, and maintains a website (with a blog) and a student listserv. The Graduate School approves GSLIS programs of study and certifies students for graduation; Enrollment Services handles administrative and financial issues. Asked how often they rely on various sources of information, students identify the GSLIS website as the most frequently used:
Although most students rate their advisors and GSLIS office support as quite useful, there is room for improvement. Write-in candidates for most useful: other students.

One advantage of classmates could be accessibility. Asked which forms of contact they found most useful, respondents put e-mail first—followed by face-to-face appointments and telephone calls. All are one-on-one communications initiated by the students at their own convenience, as opposed to the less popular
listserv and blog (although the one comment after this question was, “The listserv / blog addresses many questions and reduces my need to call or email”). Few resort to snail mail.

FIGURE 16: USEFUL MEDIA FOR ADVISEMENT INFORMATION
APPENDIX 4.3: WILIS-2 SURVEY: SUMMER, 2009

WILIS 2 PROGRAM REPORT

UNIVERSITY OF RHODE ISLAND

GRADUATE SCHOOL OF LIBRARY & INFORMATION STUDIES
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EXECUTIVE SUMMARY

HIGHLIGHTS OF RESULTS

- The vast majority of LIS graduates are working in jobs that use their LIS skills and knowledge.
- The three major employers for LIS grads are academic libraries, public libraries and school library media centers.
- Nearly all (92%) LIS graduates are satisfied with LIS as a career and anticipate staying in the field (91%) over the next 3 years.
- LIS graduates are interested in participating in continuing education via traditional modes (workshops and training sessions) as well as online modes (webinars, courses).
- Most graduates (84%) rate their overall LIS program experience as “good” or “excellent.”
- Most graduates (71%) find a job within 3 months after graduation.

WILIS 2 METHODOLOGY

For this report, data were collected from the WILIS 2 recent graduates survey. The web-based survey focused on the educational and work histories of the respondents, continuing education needs, satisfaction with LIS as a career, perspectives of recent graduates about their LIS programs and entry into the workforce and demographics. Respondents identified up to three jobs: job before the LIS program, after the LIS program and current job. The survey collected structured and open text responses.

Alumni records of recent graduates from the eight pilot programs (N=1922) were collected. Alumni received a postal survey invitation with $2 bill as an incentive and non-respondents received three reminders. Reminder one and three were sent via email. The second reminder was a methodological experiment to test the effect of the reminder format (letter and email) on response rates. For alumni with only mailing addresses, half of this group (n=176) received a letter reminder and the other half (n=174) was sent an email reminder.

The overall completion rate for the pilot survey was 54% (n=1026). The response rate was calculated such that a response was counted as a completed survey if the respondent has answered at least through Section SP (Student/Program Characteristics). One respondent did not complete at least Section SP (Student/Program Characteristics) and was not included in the response rate. The pilot survey had an overall response rate of 54% (n=1025). The eight LIS programs were represented with response rates ranging from 35% to 79% of their graduates in the sample. The response rate for University of Rhode Island (URI) was 54% (n=149); however, all URI responses (including those of respondents who partially completed the survey) are included in this summary report.
Results are reported in three ways: University of Rhode Island (n=161), all pilot programs (n=1025), or where possible, a comparison of University of Rhode Island and all pilot sites. Findings are summarized by research topics.

**DEMOGRAPHICS FOR ALL PILOT PROGRAMS**

**FIGURE 17: GENDER**

![Gender Distribution Chart]

**FIGURE 18: AGE**

N=1021
FIGURE 19: RACE/ETHNICITY, PART 1

Age (D1)

<table>
<thead>
<tr>
<th>Age Group</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>25 years or younger</td>
<td>2%</td>
</tr>
<tr>
<td>26-30 years</td>
<td>26%</td>
</tr>
<tr>
<td>31-35 years</td>
<td>22%</td>
</tr>
<tr>
<td>36-40 years</td>
<td>13%</td>
</tr>
<tr>
<td>41-45 years</td>
<td>12%</td>
</tr>
<tr>
<td>46-50 years</td>
<td>10%</td>
</tr>
<tr>
<td>51-55 years</td>
<td>9%</td>
</tr>
<tr>
<td>56-60 years</td>
<td>4%</td>
</tr>
<tr>
<td>61-65 years</td>
<td>2%</td>
</tr>
<tr>
<td>Prefer not to answer</td>
<td>1%</td>
</tr>
</tbody>
</table>

N=1021

Are you Spanish/Hispanic/Latino? (All US programs) (D2)

<table>
<thead>
<tr>
<th>Response</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>No, not Spanish/Hispanic/Latino</td>
<td>94%</td>
</tr>
<tr>
<td>Yes, Mexican, Mexican American, Chicano</td>
<td>2%</td>
</tr>
<tr>
<td>Yes, Cuban</td>
<td>2%</td>
</tr>
<tr>
<td>Yes, other Spanish/Hispanic/Latino</td>
<td>2%</td>
</tr>
<tr>
<td>Prefer not to answer</td>
<td>3%</td>
</tr>
</tbody>
</table>

N=887
UNIVERSITY OF RHODE ISLAND HIGHLIGHTS

• Over half of URI’s graduates concentrate in school library media, but go on to work in a variety of settings, including academic (22%), public (31%), and school (26%) libraries.

• Nearly all of URI’s graduates (98%) take some or all of their courses online.

• Most (88%) URI graduates are currently working in a library or information center using LIS skills and knowledge.

• Nearly all URI graduates (92%) are satisfied with a career in LIS.

• The vast majority (87%) rate their overall experience at URI as “good” or “excellent.”

• The three most common ways that URI alumni are still connected with the program are: keeping up with other students (64%), email listserv (55%), and meeting at professional association conferences (38%).
CURRENT JOB AND CAREER

FIGURE 21: CURRENT JOB – RELATIONSHIP TO LIS

<table>
<thead>
<tr>
<th>Current job relationship to LIS (E18)</th>
<th>URI (N=146)</th>
<th>All Pilot (N=934)</th>
</tr>
</thead>
<tbody>
<tr>
<td>In a library or information center using LIS skills/knowledge</td>
<td>88</td>
<td>80</td>
</tr>
<tr>
<td>In a non-library or non-information center setting using LIS skills/knowledge</td>
<td>11</td>
<td>11</td>
</tr>
<tr>
<td>In a non-library or non-information center setting NOT using LIS...</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>In a library or information center NOT using LIS skills/knowledge</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Self-employed using LIS skills/knowledge</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Self-employed not using LIS skills/knowledge</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Other</td>
<td>3</td>
<td>2</td>
</tr>
</tbody>
</table>
FIGURE 22: CURRENT JOB SETTING
FIGURE 23: QUALITY OF PREPARATION FOR FIRST JOB

How well did your program prepare you for your first job? (E17)

<table>
<thead>
<tr>
<th>Percent</th>
<th>URI (N=114)</th>
<th>All Pilot (N=790)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very well</td>
<td>29</td>
<td>26</td>
</tr>
<tr>
<td>Well</td>
<td>39</td>
<td>36</td>
</tr>
<tr>
<td>Adequately</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td>Poorly</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>Not at all</td>
<td>1</td>
<td>3</td>
</tr>
</tbody>
</table>

FIGURE 24: PRIMARY LEVEL OF EMPLOYMENT
What is your primary level of employment? (E21)

<table>
<thead>
<tr>
<th>Role</th>
<th>URI (N=146)</th>
<th>All Pilot (N=932)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Non-management</td>
<td>58</td>
<td>61</td>
</tr>
<tr>
<td>Supervisor</td>
<td>13</td>
<td>17</td>
</tr>
<tr>
<td>Middle management (e.g., branch head, department head)</td>
<td>20</td>
<td>12</td>
</tr>
<tr>
<td>Senior administrator (e.g., head librarian, chief librarian)</td>
<td>10</td>
<td>10</td>
</tr>
</tbody>
</table>

I supervise/manage other people (E22)

<table>
<thead>
<tr>
<th>Role</th>
<th>URI (N=146)</th>
<th>All Pilot (N=921)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students/temps</td>
<td>49</td>
<td>45</td>
</tr>
<tr>
<td>Paraprofessionals</td>
<td>41</td>
<td>36</td>
</tr>
<tr>
<td>Professionals</td>
<td>11</td>
<td>14</td>
</tr>
</tbody>
</table>

*Check all that apply; multiple responses may add to more than 100%.
FIGURE 26: SATISFACTION WITH LIS

Overall I am satisfied with LIS as a career. (E35A)

<table>
<thead>
<tr>
<th>Percent</th>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>URI (N=139)</td>
<td>3</td>
<td>5</td>
<td>30</td>
<td>62</td>
</tr>
<tr>
<td>All Pilot (N=891)</td>
<td>3</td>
<td>5</td>
<td>37</td>
<td>55</td>
</tr>
</tbody>
</table>

FIGURE 27: INTENTION TO STAY IN LIS FIELD
Do you think you will still be working in LIS* 3 years from now? (E36)

*LIS refers to the broad career field of library and information science
FIGURE 28: PROFESSIONAL ACTIVITIES

Professional Activities Since Graduation (LA1)

- Held membership in a professional association
- Attended a professional conference
- Participated regularly in an online professional discussion list
- Helped to organize or volunteered at a professional meeting/conference
- Presented a paper or poster session at a professional conference
- Held office in a professional association
- Had one or more papers accepted for publication as co-author
- Had one or more papers accepted for publication as sole author
- Other

URI (N=149) vs. All Pilot (N=967)

*Check all that apply; multiple responses may add to more than 100%.
EMPLOYMENT OVERVIEW FOR ALL PILOT PROGRAMS

FIGURE 29: EMPLOYMENT STATUS

Employment status (All pilot) (E9)

<table>
<thead>
<tr>
<th>Percent</th>
<th>Employed</th>
<th>Not working for pay but seeking work</th>
<th>Not working for pay and NOT seeking work</th>
</tr>
</thead>
<tbody>
<tr>
<td>94</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

N=932

FIGURE 30: LENGTH OF JOB SEARCH FROM FIRST APPLICATION
Length of job search from first application (All pilot) (E11A)

FIGURE 31: LENGTH OF JOB SEARCH FROM GRADUATION

Length of job search from graduation (All pilot) (E11B)

FIGURE 32: TYPES OF POSITIONS SOUGHT BY RESPONDENTS CURRENTLY SEEKING WORK
Not currently working but seeking work: positions sought (All pilot) (NCW6)

N=41

*Check all that apply; multiple responses may add to more than 100%

LIS PROGRAM EXPERIENCE AND EVALUATION

FIGURE 33: OVERALL EXPERIENCE RATING
How would you rate the overall experience that you had with your program? (SP11)

![Bar chart showing ratings]

**FIGURE 34: ALUMNI CONNECTION TO PROGRAM**
In what ways are you still connected to your program? (SP12)

- Keep in touch with other students: 64% (URI), 64% (All Pilot)
- Email listserv: 55% (URI), 48% (All Pilot)
- Meet at professional association conferences: 36% (URI), 38% (All Pilot)
- Visit program's website: 32% (URI), 27% (All Pilot)
- Newsletter (email): 30% (URI), 9% (All Pilot)
- Keep in touch with faculty: 26% (URI), 23% (All Pilot)
- Newsletter (print): 12% (URI), 9% (All Pilot)
- Your LIS program's alumni association: 12% (URI), 4% (All Pilot)
- Making donations: 11% (URI), 14% (All Pilot)
- Your university's alumni association: 11% (URI), 5% (All Pilot)
- Visit campus: 11% (URI), 4% (All Pilot)
- Reunions or alumni events: 9% (URI), 4% (All Pilot)
- Other: 8% (URI), 5% (All Pilot)
- I am not connected to my program: 10% (URI), 9% (All Pilot)

*Check all that apply; multiple responses may add to more than 100%.
The following concentrations were selected by fewer than 3 percent of respondents in either group (URI or All Pilot): art history/fine arts, public libraries, information industry, cultural perspectives, network information systems, business information, YA/teen services, bibliography, music, museum, knowledge management, international studies, data curation, bioinformatics, science/technical information libraries, special libraries, community informatics.

---

1 The following concentrations were selected by fewer than 3 percent of respondents in either group (URI or All Pilot): art history/fine arts, public libraries, information industry, cultural perspectives, network information systems, business information, YA/teen services, bibliography, music, museum, knowledge management, international studies, data curation, bioinformatics, science/technical information libraries, special libraries, community informatics.
Concentrations (SP1B)

<table>
<thead>
<tr>
<th>Concentration</th>
<th>URI (N=96)</th>
<th>All Pilot (N=369)</th>
</tr>
</thead>
<tbody>
<tr>
<td>School library/media certification</td>
<td>27</td>
<td>51</td>
</tr>
<tr>
<td>Youth literature and services</td>
<td>13</td>
<td>18</td>
</tr>
<tr>
<td>Children's services</td>
<td>12</td>
<td>18</td>
</tr>
<tr>
<td>Reference</td>
<td>17</td>
<td>17</td>
</tr>
<tr>
<td>Archives and records management</td>
<td>9</td>
<td>13</td>
</tr>
<tr>
<td>Information organization</td>
<td>5</td>
<td>9</td>
</tr>
<tr>
<td>Digital libraries</td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td>Cataloging</td>
<td>4</td>
<td>8</td>
</tr>
<tr>
<td>Special collections</td>
<td>4</td>
<td>6</td>
</tr>
<tr>
<td>Information retrieval</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>Instruction</td>
<td>7</td>
<td>7</td>
</tr>
<tr>
<td>Health sciences</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>Web management and design</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Technical services</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Law</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>Human-computer interaction</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Administration and management</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Academic libraries*</td>
<td>4</td>
<td>7</td>
</tr>
<tr>
<td>Collection development</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>Adult services</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Preservation management</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>Other</td>
<td>3</td>
<td>2</td>
</tr>
</tbody>
</table>

*Write-in selections for Other to be offered as options in revised survey

*Check all that apply; multiple responses may add to more than 100%.
FIGURE 36: CAPSTONE EXPERIENCES

Capstone experiences: URI only (SP8)

Number of Respondents

Comprehensive exam: 159159
Practicum, field experience: 123
Portfolio or e-portfolio: 68
Master's paper or thesis: 60
Another capstone experience: 5

Completed (N=160)
Required

FIGURE 37: COURSE DELIVERY MODES
How many of your courses were predominantly delivered online? (SP2)

![Bar chart showing the distribution of course delivery modes for URI (N=161) and All Pilot (N=1026).](chart)

**FIGURE 38: EFFECTIVENESS OF COURSE DELIVERY MODES**
Thinking about your courses delivered online/face-to-face, how effective did you find this delivery format? (SP3, SP5)

FIGURE 39: CONVENIENCE OF COURSE DELIVERY MODES
Thinking about your courses delivered online/face-to-face, how convenient did you find this delivery format? (SP4, SP6)

FIGURE 40: CONTINUING EDUCATION – DELIVERY MODE PREFERENCES
What types of continuing education delivery modes appeal to you? (CE4)

- Training sessions at your workplace: URI (69%), All pilot (71%)
- Face to face workshops delivered in conjunction with conferences: URI (72%), All pilot (70%)
- Webinars on special interest topics: URI (42%), All pilot (60%)
- Online courses (self-directed and self-paced): URI (58%), All pilot (57%)
- Online courses (regularly scheduled and part of a group): URI (53%), All pilot (56%)
- Face to face workshops located at your LIS program: URI (40%), All pilot (35%)
- Courses located at your LIS program: URI (34%), All pilot (29%)
- Face to face workshops delivered locally: URI (2%), All pilot (2%)
- Other: URI (5%), All pilot (6%)

*Check all that apply; multiple responses may add to more than 100%.

*Write-in option to be added to revised survey
FIGURE 41: BASIC KNOWLEDGE

The program provided me with basic knowledge of the field. (SP9_A)

FIGURE 42: INFORMATION SEEKING
The program provided me with information seeking skills/knowledge. (SP9_B)

![Bar Chart: The program provided me with information seeking skills/knowledge. (SP9_B)]

- URI (N=161)
- All Pilot (N=1026)

The program provided me with research and evaluation skills/knowledge. (SP9_C)

![Bar Chart: The program provided me with research and evaluation skills/knowledge. (SP9_C)]

- URI (N=161)
- All Pilot (N=1026)
FIGURE 44: ORGANIZATION OF INFORMATION

The program provided me with organization of information knowledge/skills. (SP9_D)

FIGURE 45: PUBLIC SERVICE

The program provided me with public service knowledge/skills. (SP9_E)
The program provided me with instructional knowledge/skills. (SP9_F)

FIGURE 46: INSTRUCTION

FIGURE 47: COLLABORATION
The program provided me with collaboration knowledge/skills. (SP9_G)

FIGURE 48: INFORMATION TECHNOLOGY

The program provided me with information technology knowledge/skills. (SP9_H)
FIGURE 49: MANAGEMENT

The program provided me with management knowledge/skills. (SP9_I)

FIGURE 50: LEADERSHIP
The program provided me with leadership knowledge/skills. (SP9_J)

FIGURE 51: BUDGET/FINANCE

The program provided me with budget and finance knowledge/skills. (SP9_K)
FIGURE 52: PROBLEM-SOLVING

The program provided me with problem-solving knowledge/skills. (SP9_L)

FIGURE 53: ADVOCACY

The program provided me with advocacy knowledge/skills. (SP9_M)
FIGURE 54: REALISTIC UNDERSTANDING OF WORKING IN INFORMATION FIELD

The program provided me with a realistic understanding of what it is like to work in the information field. (SP9_N)

![Bar chart showing responses to the statement](chart.png)

FIGURE 55: SKILLS TO APPLY ON THE JOB
The program provided me with skills I can apply on the job. (SP9_O)
APPENDIX 4.4: LINKS FOR STANDARD 4

URI Office of Student Life <http://www.uri.edu/student_life/>
URI Disability Services for Students <http://www.uri.edu/disability/dss/>
WebJunction RI <http://ri.webjunction.org/1>
GSLIS Career web page <http://www.uri.edu/artsci/lsc/career.html>
GSLIS blog <http://gslisblog.blogspot.com/>
GSLIS requirements for admission to the teacher certification program <http://www.uri.edu/artsci/lsc/admissions.html>
Coalition of Library Advocates <http://www.bodees.com/COLA/COLA.htm>
American Academy of Law Libraries <http://www.aallnet.org/>
Graduate Assistant Contract <http://www.uri.edu/union/gau/content_uploads/contract.pdf>
URI Career Services <http://career.uri.edu/>
URI Counseling Center <http://www.uri.edu/counseling/>
URI Graduate Association <http://www.uri.edu/studentorg/orginfo.php?orgnum=120>
URI Graduate Council <http://www.uri.edu/gsadmis/gradCouncil.html>
Graduate Assistants United <http://www.uri.edu/union/gau/>
Confucius Institute <http://www.uri.edu/confucius/>
UNIVERSITY OF RHODE ISLAND
GRADUATE SCHOOL OF LIBRARY AND INFORMATION STUDIES
PROGRAM PRESENTATION FOR ACCREDITATION BY THE
AMERICAN LIBRARY ASSOCIATION

STANDARD FIVE: ADMINISTRATION AND FINANCIAL SUPPORT

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Appendices for Standard 5

5.1 Harrington School 3-Year Plan (see also Introduction, Appendix 0.1, 302
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5.5 2011 URI Budget Process 310

5.6 Strategic Budget and Planning Council 314

5.7 Links for Standard 5 316
The administration of the University of Rhode Island is hierarchical. President David M. Dooley is supported in his management of the University by the Provost and Vice President for Academic Affairs, the Vice President for Research and Economic Development, the Vice President for Student Affairs, and the Vice President for University Advancement. The Graduate School of Library and Information Studies reports to the College of Arts and Sciences in matters of finance, personnel, administration, and academic policies; to the Graduate School in matters of admissions and student affairs; and to the Feinstein College of Continuing Education in matters involving the hiring of per-course faculty and arrangements for courses taught in Massachusetts, New Hampshire, or online. All these units report to the Provost and Vice President for Academic Affairs, Dr. Donald DeHayes.

**FIGURE 5.1: GSLIS ORGANIZATIONAL POSITION**

Administratively, since July, 1985 the Graduate School of Library and Information Studies has been a department within the College of Arts and Sciences (CAS), the university’s largest academic unit with 5,027
majors (34.6% of all students) in fall 2008 *(Just-the-Facts)*. The Director reports to Dean Winifred Brownell through Associate Dean Wilfred Dvorak. The CAS budget pays for full-time GSLIS faculty (both lecturers and tenure-track faculty), graduate assistants, fiscal clerk, and operating budget.

Six units within CAS—Communication Studies, Film Media, GSLIS, Journalism, Public Relations, and Writing & Rhetoric—comprise the new Harrington School of Communication and Media (see Appendices 5.1/0.2, *Harrington School 3-Year Plan*, and 0.1, *Proposal for School of Communication*). Within the Harrington School, GSLIS will keep its name, identity, and endowments. The chain of command will not be lengthened. The Director of GSLIS (whose rank is equivalent to a department chair) will report to the Dean of CAS through the Director of the Harrington School rather than through an associate dean.

The *URI Graduate School* approves GSLIS recommendations for student admissions (made by our admissions committee), programs of study (first signed by the GSLIS faculty advisor and director), and nominations for graduation. Graduate School deans and staff assist with leaves of absence, readmissions, petitions for credit transfers, and other administrative hurdles. To oversimplify, the GSLIS faculty report to the Deans of the College of Arts and Sciences, while GSLIS students report to the Deans of the Graduate School.

GSLIS has close ties as well to the *Feinstein College of Continuing Education*. Within Rhode Island, CCE pays our adjuncts (officially known as per-course instructors); our courses are listed as CCE courses if they are taught by per-course instructors, or at the CCE Providence campus, or with a URI-supported online platform (i.e., WebCT or Sakai). Since 1970, we have also taught at campuses in Massachusetts (most recently Worcester State College) and New Hampshire (UNH/Durham). The CCE Special Programs Office negotiates our agreements with host campuses and pays expenses associated with this regional program, including per-course instructors, regional advisors, and travel expenses. A line of revenue generated by the regional program supports the GSLIS Student Affairs Officer.

Because of our school library media certification program, we have close links to the *School of Education*. Dr. Cheryl McCarthy, Coordinator of the program, serves as our primary liaison, attending regular School of Education meetings and directing the GSLIS contribution to URI’s RIDE approval and NCATE accreditation. She is assisted in this by Dr. Naomi Caldwell.

**GSLIS Mission, Goals, and Objectives Relating to Standard Five:**

**Participatory Governance**

Within this framework of hierarchical administration and interdepartmental relationships, committees do much of the work, and GSLIS faculty participate at all levels. University-wide there are presidential committees, faculty committees, and joint presidential and faculty senate committees, as described in Chapter Five of the *University Manual*. Within the College of Arts and Science and GSLIS itself, there are more committees to be filled. The GSLIS Objective most relevant to administration calls for GSLIS participation in URI committees:

6.1 Encourage collaborations and service through faculty participation in URI committees and in professional organizations and projects.
   - GSLIS will be represented on URI advisory and policy-making bodies.

**Responsibility:** All faculty.
Status: Currently, Suellen Adams is serving a term on Faculty Senate (2008-2011); Gale Eaton is on the Dean’s Advisory Committee (2004-2010) and the College of Arts and Sciences Ad Hoc Assessment Committee (2008-2011).

Current Conditions

The Process of Identifying and Collecting Data

Because of the nature of this section, much of the work on it needed to be done by the Director. She produced a partial draft in August and transmitted it on September 2 to Dr. Naomi Caldwell, who enlisted Howard Boksenbaum, Director of the RI Office for Library and Information Services, and Deborah R. Barchi, Director of the Barrington Public Library, to collaborate in critiquing and augmenting the document. Dr. Cheryl McCarthy contributed material on the administration of the School Library Media Program and on the Director.

GSLIS Executive Officer & Administrative Staff

The School’s executive officer, Dr. E. Gale Eaton, was appointed to a three-year term as Director as of July 1, 2006, and to a second three-year term as of July 1, 2009. The Director of GSLIS has the obligation to maintain scholarly productivity, to teach one course a semester, and also to work with the administration to administer and promote the University’s policies. The Director of GSLIS is appointed by the President upon the advice of the Dean of the college, who meets with and receives the vote of the full-time members of the department in accordance with Article X of the Agreement between the Rhode Island Board of Governors and the University of Rhode Island Chapter of the American Association of University Professors. She has administrative responsibility for the School’s program under the Dean of the College of Arts and Sciences; provides leadership to colleagues in planning and developing policies and programs; evaluates the instructional, research and administrative processes of the School and makes recommendations to the Dean; coordinates periodic evaluations of the School’s members and reports the evaluation as required; recommends personnel actions; works to ensure adequate supervision, advice, and training to new faculty members, including per-course instructors, who might profit therefrom; generally promotes the welfare of GSLIS and the University; and carries out such other duties as are set forth in the Agreement and in the University Manual.

The Director is ably assisted by Mrs. Janice Hromi, student affairs officer, and Mrs. Donna Hayden, administrative assistant. Both hold the rank of Senior Word Processing Typist (SWPT). Mrs. Hromi, who has been with the School full time since 2008, coordinates all student records, from online applications (which she organizes for the GSLIS Admissions Committee) to graduation, and assists GSLIS students with a wide variety of administrative hurdles. Mrs. Hayden, hired in summer 2009, works two days a week for GSLIS and three for the Department of Writing and Rhetoric; she now handles almost all GSLIS financial paperwork and other appropriate duties as needed.

Besides the Director, three faculty members carry administrative duties for which they receive course release time. Dr. C. Herbert Carson serves as Assistant Director and Coordinator of Distance Learning. He schedules GSLIS courses, working with the College of Arts and Sciences, the College of Continuing Education, the Director of Special Programs, and with administrators and staff at the University of New Hampshire and Worcester State College to ensure appropriate instructional space and technical support for GSLIS classes at the four campuses and online. He supports per-course faculty members, orienting newcomers to URI academic policies and helping them troubleshoot e-Campus and Sakai problems. He organizes student orientation sessions each semester on three campuses. He also serves as the School’s webmaster. In recognition of this work, his teaching load is reduced to two courses per semester.
Dr. Cheryl McCarthy is Coordinator of the School Library Media Program (SLMP), a clearly defined area of concentration within the MLIS program; over time, approximately 30 percent of GSLIS students have followed this track. Like other teacher preparation programs within the College of Arts and Sciences, the SLMP also reports to the URI School of Education (SOE) and its Council of Teacher Education for coordination of advanced programs for certification, and works with the SOE’s Office of Teacher Education. The Coordinator of the SLMP is a member of the Council of Teacher Education and attends these SOE monthly meetings to collaborate and coordinate the MLIS SLMP with other advanced degree programs. The School Library Media Program (SLMP) is accredited by NCATE (ALA/AASL) and approved by the Rhode Island Department of Education (RIDE) for certification for Library Media K-12. Dr. McCarthy normally has one course reduction in the fall semester, when she teaches two courses and arranges the spring practicum placements; in the spring semester, she is responsible for the nine-credit School Library Media Practicum and Seminar (LSC 596).

Dr. Yan Ma, as Director of the URI Confucius Institute, is released from two courses a semester and teaches one. Dr. Ma remains a full-time member of the GSLIS faculty, and her salary is paid by the College of Arts and Sciences. Otherwise Confucius Institute expenses (including salaries for support staff) are paid through a revenue stream that resides with the Office of the President. URI’s 2010-2015 Academic Plan continues the global emphasis developed here over the past two decades; Goal IV, Global Citizenry, is to “Ensure that students and faculty are equipped with knowledge and experiences to function as responsible and inquisitive global citizens.” The purpose of the Confucius Institute is to support both this university-wide goal and the GSLIS mission to exercise “leadership in the global information age through research, service, and the preparation of knowledgeable and ethical professionals who can serve the library and information needs of a diverse society”:

The establishment of a Confucius Institute at the University of Rhode Island provides a timely platform to support the overall mission of the University of Rhode Island and allows us to promote and strengthen educational programs and exchanges with China. The mission of the Confucius Institute at the University of Rhode Island promotes an understanding of and enhances educational programs on Chinese language and culture. Through Chinese language and culture courses, the Confucius Institute at the University of Rhode Island provides special support and strengthen the unique programs of the Chinese International Engineering Program, the visual literacy and new media program between URI and Zhejiang University in China, the Chinese librarianship and information professionals program, and fosters other educational and research-driven programs of benefit to both China and the U.S., including our International Business Program and programs in Asian Studies and the Liberal Arts.

All GSLIS faculty members serve on the School’s committees, chairing at least one. In addition, we serve on committees, task forces, and planning groups at the College and University level.

**Representation of GSLIS Faculty and Students on CAS & URI Committees**

The following table does not represent all GSLIS faculty service—only participation in advisory and policy-making bodies from 2006 on:

<table>
<thead>
<tr>
<th>University</th>
<th>College of Arts &amp; Sciences</th>
<th>GSLIS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adams</td>
<td>Faculty Senate, 2008-</td>
<td>GILIS representative to the Harrington School Task Force 2009-</td>
</tr>
<tr>
<td></td>
<td></td>
<td>GILIS Committee on Evaluation 2007-</td>
</tr>
<tr>
<td></td>
<td></td>
<td>GILIS Facilities Committee,</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Participant in interdisciplinary</td>
</tr>
<tr>
<td>Last Name</td>
<td>Position/Committee, Dates</td>
<td></td>
</tr>
<tr>
<td>-----------</td>
<td>--------------------------</td>
<td></td>
</tr>
</tbody>
</table>
| Caldwell  | Provost’s Task Force on Diversity, 2009  
Faculty Liaison to Advisory Committee, 2009 - Outreach Committee  
School of Education, Graduate Programs Committee, 2009- |
| Carson    | Faculty Senate, 2004-07  
F.S. Library Committee, 2006-08  
Online Committee, 2006-2008; Academic Integrity Subcommittee  
Audiovisual equipment coordinator, 1987-2009  
Student Recruitment & Support Committee, 2008-; chair, 2009-  
Curriculum Committee, 2004-2007 |
| Eaton     | Administrator Evaluation Committee (AEC), representative of the Provost, 2008  
Graduate Council, 2006-2009; Subcommittees on Online Courses (2006-2007) and Scholarships (2008)  
Online Committee, 2006-2008; Academic Integrity Subcommittee  
GSLIS Advisory Committee  
Outcomes Assessment Subcommittee, 2007-  
Mentoring and Recruitment Subcommittee, 2007-  
Planning and Evaluation Committee, chair, 2007-  
Search Committee, GSLIS assistant professor, chair, 2006-2007 |
| Gilton    | President’s Commission on the Status of Faculty, Staff, and Students of Color at the University of Rhode Island – Faculty Subcommittee May 2005 to Present  
Outreach Committee, Chair  
Faculty Development Committee |
| Ma        | Confucius Institute, 2006-  
Faculty Development Committee, Chair |
| McCarthy  | Provost’s Committee on Learning Commons for URI, 2009  
GSLIS Liaison to Harrington School, 2005-2006  
Search Committee for GSLIS Faculty position, 2008.  
Curriculum Committee, Chair, 1999 –  
Council on Teacher Education and Liaison to }
**Table 5.2: Faculty Participation in Advisory and Policy-Making Bodies, 2006-2010**

**Financial Support**

In FY 2009, GSLIS received $1,129,740 from our parent institution, the University of Rhode Island, and $36,528 from gifts and endowments.

The College of Arts and Sciences and the College of Continuing Education paid $1,094,251 in salary and fringe benefits to full-time faculty, per-course faculty, administrative assistants, and graduate assistants. Other expenditures included $22,135 for equipment costs; $10,732 for faculty travel; $3,155 for other operating costs; and $19,345 for scholarships to students (aside from graduate assistants).

**Analysis of Compliance with Standard Five**

**Administration**

**Standard 5.1.** The school is an integral yet distinctive academic unit within the institution. Its autonomy is sufficient to assure that the intellectual content of its program, the selection and promotion of its faculty, and the selection of its students are determined by the school within the general guidelines of the institution. The parent institution provides the resources and administrative support needed for the attainment of program objectives.

**Intellectual content of program:** The GSLIS Curriculum Committee and the faculty as a whole are responsible for defining and developing the curriculum (see Standard III). Input comes from student and alumni surveys, from per-course instructors, and from the GSLIS Advisory Committee, appointed by the School. Proposals for change (courses added, deleted, or modified; new certificate programs; changes in the academic requirements) must be approved by the College of Arts and Sciences, the Graduate Council, the Faculty Senate, and the President.

**Faculty selection:** When a faculty search (either for a lecturer or for a tenure-track faculty member) is funded and authorized through the College of Arts and Sciences, GSLIS handles the search process as mandated by the Agreement Between Rhode Island Board of Governors and University of Rhode Island Chapter, American Association of University Professors, 2007-2010, Article XI (page 11). The faculty meet to determine specifications for the position and to approve the initial job description and advertisement. Every effort is made to hire faculty whose research and teaching specialties will balance and extend the curriculum. A search committee is formed, including at least one member from a related academic unit. The committee chair works closely with the URI Office for Affirmative Action, Equal Opportunity and Diversity, following their Guidelines for Search Procedures.

**Faculty promotion:** Procedures for promotion and tenure are described in the Agreement Between Rhode Island Board of Governors and University of Rhode Island Chapter, American Association of University Professors, 2007-2010, Article XI (page 11).
Professors, 2007-2010, Articles XVI-XX, and each year the Provost publicizes the Promotion and Tenure Format. The promotion process begins in the School, as colleagues write letters of evaluation which the Director summarizes in a letter transmitting the School’s recommendation to the Dean of Arts and Sciences.

Selection of students: GSLIS admissions are consistent with the policies of the Graduate School, and any change to GSLIS policies must be approved by the Graduate Council. All student applications are received in the GSLIS student affairs office. When packets are complete, they are examined by the chair of the Student Recruitment and Support Committee, who makes a recommendation if the decision is clear cut, or consults with the committee as a whole if it is not. The committee’s recommendation is reviewed and transmitted by the Director to the Graduate School. The final decision must be approved by the deans of the Gradu-ate School.

Thus, GSLIS has broad freedom to define the intellectual content of its program, to direct the selection and promotion of its faculty, and to set standards for the selection of its students. The parent institution provides resources and administrative support for the attainment of program objectives.

Standard 5.2. “The school’s faculty, staff, and students have the same opportunity for representation on the institution’s advisory or policy-making bodies as do those of comparable units throughout the institution. The school’s administrative relationships with other academic units enhance the intellectual environment and support interdisciplinary interaction; further, these administrative relationships encourage participation in the life of the parent institution.”

Opportunities for representation on the institution’s advisory or policy-making bodies:

Faculty: Each year, the College of Arts and Sciences calls for volunteers from the humanities, the natural sciences, and the social sciences to serve on College committees (the Scholastic Standing and Petitions Committee, the Curriculum Committee, the Dean’s Advisory Committee) and to represent the College on the Graduate Council, the Faculty Senate Curricular Affairs Committee, the Faculty Senate University College and General Education Committee, active ad hoc committees, and the Faculty Senate itself. Members of the GSLIS faculty are frequently elected to these committees.

On May 12, 1960 the General Faculty authorized the establishment of a Faculty Senate as its agent to the business assigned to faculty jurisdiction by law, the President, or by the Board of Trustees (now the Board of Governors). The Faculty Senate, subject to the provisions of state and federal law, subject to consistency with the general objectives established by its governing Board, and subject to the referendum power of the General Faculty, has ultimate legislative power on educational policies. With the concurrence of the President, the Faculty Senate has the authority to formulate policy concerning teaching and research, study, exercise, discipline and government: for example, and without excluding others not listed, academic standards (scholastic standing, admission and dismissal policy, class attendance, grading systems, etc.), the University calendar, University-wide curriculum matters both graduate and undergraduate, and research and patent policy as they may affect the faculty as a whole. Between 2006 and 2009, for example, GSLIS faculty have served as elected representatives to the Faculty Senate and the Graduate Council (see Figure 5.1).

Faculty members may also be appointed to advisory or policy-making committees by the Dean, the Provost, the President, or the executive committee of the Faculty Senate. For example, between 2006 and 2009, GSLIS faculty have been appointed to serve on the College of Arts and Sciences Dean’s Advisory Committee and on the Provost’s Committee on Learning Commons for URI.
In addition, any GSLIS faculty member may join and become active in the RI chapter of the American Association for University Professors, the faculty bargaining unit with the RI Board of Governors for Higher Education, which exerts considerable influence on university policies.

**Staff:** In addition to the AAUP and the GAU, seven unions represent staff at URI. GSLIS staff members Janice Hromi and Donna Hayden are represented by ACT/NEA-URI, and have the same opportunities as staff in comparable units to become active in it.

**Students:** In addition to serving on GSLIS committees and providing a liaison to faculty meetings, our students are encouraged to join the Graduate Student Association; GSLIS students Alison Messier and Yuan Li served as GSA senators for 2008-2009, and Eleni Tsoukatos and Christine Ott are serving in 2009-2010. The GSA supplies representatives to policy-making bodies such as the Graduate Council, and our students have the same opportunity as those in other academic units to represent their interests there. Our graduate assistants are represented by Graduate Assistants United (GAU), a branch of the AAUP.

Within GSLIS, students serve on the School’s standing committees and on ad hoc teams for the COA Program Presentation, and run affiliate chapters of professional organizations. Serving on accreditation ad hoc teams in 2009-2010 are Kat Billings (Curriculum Standard); Nicole Dyszlewski (Faculty Standard); and Melissa Chiavaroli and James Schroeder (Student Standard). Officers of Student ALA are Melissa Chiavaroli, President; Alyssa Diekman, Vice President; Nicole Dyszlewski, Secretary; and Erin Creighton, Treasurer. Officers of Student SLA are Nicole Dyszlewski, President, and Abigail Baker, Vice President.

**Administrative relationships with other academic units:**

**School of Education:** Approximately 30% of MLIS students pursue school library media certification. As part of the MLIS program, the School Library Media Program (SLMP) resides in the College of Arts and Sciences. It is also affiliated with the School of Education (SOE), and coordinates practicum field experiences with the Office of Teacher Education. Dr. Cheryl McCarthy, as Coordinator of the School Library Media Program, is the primary liaison between GSLIS and SOE; she works closely with SOE on accreditation, assessment, and placements. Dr. Naomi Caldwell also teaches SLMP courses, advises students in the program, and attends SOE meetings.

In addition to working with SOE on NCAATE accreditation and on the assessment and certification of graduates, Dr. McCarthy has collaborated with them on grant initiatives. For instance, from 1999 to 2001 she served on the steering committee for a $1.5 million SOE grant, “Preparing Teachers Through Technology (PT3).” All full-time GSLIS faculty members at the time were involved in the grant, and collaborated on technology initiatives with K-12 teachers or university faculty in other subject units. GSLIS benefitted both by the intellectual stimulation and exchange of ideas about teaching methods, and by awards of equipment for integrating technology into teaching. SOE continues to enhance GSLIS students’ access to instructional technology and to interdisciplinary collaboration, as the librarian in the SOE-supported Curriculum Materials Library provides opportunities for SLM candidates to use resources and work with colleagues in education in the CML. In 2005-2006, Dr. McCarthy served as consultant on a “Literacy Through School Libraries” grant to the Central Falls School Department Grant; her ongoing work there with GSLIS alumna Deborah Fisher is aligned with URI’s ethic of stewardship, community, and intellectual and economic vitality, reaching out to one of the state’s most economically disadvantaged communities.

Our association with SOE has further enhanced the intellectual environment of GSLIS by reinforcing the culture of assessment. SOE has invited GSLIS faculty to occasional workshops on topics of mutual interest, such as the adoption and use of the TrueOutcomes electronic portfolio system. The SOE example and
assistance have been invaluable to us as we implement TrueOutcomes assessment for the SLMP and the MLIS program as a whole.

**Harrington School of Communication and Media:** The formation of the new Harrington School of Communication and Media encourages interdisciplinary interaction on multiple levels, from faculty research collaboration to interdisciplinary curriculum development. Incentives will include competitions, minigrants, and travel awards. Possibilities for shared projects are exciting. For instance, Writing and Rhetoric holds national archives documenting the growth of composition as a discipline; the archives are in need of organization, description, and digitization. Given a qualified archivist to serve as site supervisor, the project would be a natural choice for LSC 595 (LIS Professional Field Experience) placements. Film Media and Journalism need a production lab; GSLIS can contribute to the development of lab facilities, and MLIS students will also benefit. GSLIS has a special strength in Information Literacy; the theory and concepts of Information Literacy are compatible with and often equivalent to theories and concepts in our sister disciplines, and pooled expertise will support the development of meaningful research and curriculum development.

Dr. Suellen Adams is already collaborating with colleagues in Communication Studies and Film Media to develop an interdisciplinary program in game media, and with one of her partners in the enterprise has been awarded travel support by the Dean of Arts and Sciences for a presentation of collaborative research at a February 2010 conference in New Mexico.

**Standard 5.3.** The executive officer of a program has title, salary, status, and authority comparable to heads of similar units in the parent institution. In addition to academic qualifications comparable to those required of the faculty, the executive officer has leadership skills, administrative ability, experience, and understanding of developments in the field and in the academic environment needed to fulfill the responsibilities of the position. The school’s executive officer nurtures an intellectual environment that enhances the pursuit of the school’s mission and program goals and the accomplishment of its program objectives; that environment also encourages faculty and student interaction with other academic units and promotes the socialization of students into the field.

The executive officer of GSLIS has the title of Director, and the status of a department head within the College of Arts and Sciences. For the 9-month academic year, the Director earns the base pay set by AAUP/BOG agreement for her academic rank (Full Professor I, Group B), adjusted by a standard $4,250 supplement for serving as the program’s executive officer. She is paid an additional 20% of her base pay for summer recontracting. Her role and authority are defined in the **Agreement Between Rhode Island Board of Governors and University of Rhode Island Chapter, American Association of University Professors, 2007-2010**, Article X (pages 7-11).

The current director, Gale Eaton, has been a member of the GSLIS faculty since 1988, and served as Assistant Director and Coordinator of Distance Learning from 2003 to 2006. Motivated by results of a 1995 student survey, she offered the school’s first online course in 1996. She developed the now-required course on research and evaluation. Her own research has been eclectic, drawing on the methods of social science (quasi-experimental research on the role of spatial cognition in library wayfinding; participant observation in an elementary school) and the humanities (content analysis and literary research on the portrayal of women in juvenile biographies; historical and biographical studies of pioneering youth librarians), enabling her to understand and promote varied faculty research. Through service to URI and to New England professional organizations, she has broad knowledge of the field and the academic environment. She was originally appointed to a three-year term from July 2006 through June 2009, and has been reappointed to a second three-year term, to expire in June 2012. The reappointment by Provost DeHayes was made on Dean Winifred
Brownell’s recommendation, after she and Associate Dean Wilfred Dvorak met with the GSLIS faculty on April 8, 2009.

The Director has compiled and updated a faculty handbook, accessible at GSLIS Faculty Stuff, for ready reference and routine support; she has organized faculty workshops on teaching platforms (WebCT, Sakai); and she has supported faculty travel and technology. She represents the School on the Karla Harry Commission on Libraries in Rhode Island, working with the RI State Legislature for the advancement of all the state’s libraries, and on the RI Coalition for Library Advocates, a volunteer organization; both are valuable sources of current information relevant to the professional community. To promote and encourage the socialization of students into the field, she is working with professional associations and organizations in Rhode Island and New England to develop an accessible database of willing mentors.

**Standard 5.4.** The school’s administrative and other staff are adequate to support the executive officer and faculty in the performance of their responsibilities. The staff contributes to the fulfillment of the school’s mission and program goals and objectives. Within its institutional framework the school uses effective decision-making processes that are determined mutually by the executive officer and the faculty, who regularly evaluate these processes and use the results.

**Staff:** The school is supported by two (1.4 FTE) staff members. Donna Hayden, Senior Word-Processing Typist, was hired in summer 2009 to replace secretaries who had retired from two Harrington School units: GSLIS (in June 2008) and Writing and Rhetoric (in December 2008). Mrs. Hayden supports the executive officer and faculty by handling financial paperwork (e.g., purchase orders, travel authorization requests, expense vouchers, hiring students) and by maintaining accessible records; she also assists with scheduling, event planning, and other areas (see job description in Standard Five, Appendix 1). Mrs. Hayden is quick to identify needed tasks and find efficient ways of doing them; she brings a cheerful energy to the front office on Wednesdays and Thursdays, and is already developing loyalty to the school’s mission and constituents.

For a year after her predecessor’s retirement, GSLIS fiscal matters were ably handled by Ayn Plant, Assistant Business Manager in the College of Arts and Sciences, who has continued to assist us by closing out the FY 2009 accounts and by training and mentoring Mrs. Hayden.

GSLIS is also fortunate to have Janice Hromi, Senior Word-Processing Typist, as our student affairs officer. Mrs. Hromi manages our admissions process, maintains student records, notifies advisors and students of academic deadlines, and verifies that students have met graduation requirements (see job description in Standard Five, Appendix 1). She is calm and diplomatic in her dealings with students as they cope with routine paperwork and life crises; she works well with contacts in the Graduate School and Enrollment Services; and her commitment to students leads her to work for improvements in everything from the School’s communications (in form letters and online) to the student lounge.

**Faculty participation:** To ensure faculty participation in the School’s governance, the Director convenes meetings of the full-time faculty approximately every two weeks during fall and spring semester, and Saturday meetings of the full-time with the per-course faculty once each semester. To support faculty’s ability to advance program objectives, she disseminates current information about University policies and resources through faculty meetings, listservs (LSCFAC@pete.uri.edu; ADJFAC@pete.uri.edu), and Sakai sites (GSLIS Faculty Stuff; GSLIS Self Study).

Much of the work of running the School, as well as the decision-making, is done by faculty members in committee. GSLIS has standing committees on Evaluation and Assessment, Curriculum, Faculty Development,
Student Recruitment and Support, Facilities, and Outreach. The work of each committee is linked to one of the six GSLIS goals, and each committee is chaired by a member of the faculty. (The 2009-2010 committee list, with chairs, faculty members, and committee charges, is appended to this document.)

**FINANCIAL SUPPORT**

**Standard 5.5.** The parent institution provides continuing financial support sufficient to develop and maintain library and information studies education in accordance with the general principles set forth in these Standards. The level of support provides a reasonable expectation of financial viability and is related to the number of faculty, administrative and support staff, instructional resources, and facilities needed to carry out the school's program of teaching, research, and service.

According to our fall 2009 ALISE report, the School’s expenditures in FY 2009 totaled $1,166,268. We received $1,129,740 from our parent institution, the University of Rhode Island, and $36,528 from gifts and endowments, including $17,183 as an in-kind donation from Dialog.

We paid $1,094,251 in salary and fringe benefits to full-time faculty, per-course faculty, administrative assistants, and graduate assistants; $22,135 for equipment costs; $10,732 for travel; $3,155 for other operating costs; and $19,345 for scholarships to students.

Significant institutional support not reflected in the School’s budget includes maintenance of the physical plant; the licensing of academic support programs such as Sakai, IDEA-SRI, and TrueOutcomes; and the provision of administrative, fiscal, and student support services.

**Standard 5.6.** Compensation for a program's executive officer, faculty, and other staff is equitably established according to their education, experience, responsibilities, and accomplishments and is sufficient to attract, support, and retain personnel needed to attain program goals and objectives.

Compensation for GSLIS faculty, staff, and graduate assistants is established by negotiation between their respective bargaining units and the Rhode Island Board of Governors for Higher Education, and is consistent with comparable units on campus. The AAUP agreement, for instance, places GSLIS and its fellow Harrington School units in Group B of the salary structure.

**Standard 5.7.** Institutional funds for research projects, professional development, travel, and leaves with pay are available on the same basis as in comparable units of the institution. Student financial aid from the parent institution is available on the same basis as in comparable units of the institution.

Research projects: URI provides assistance in writing and proposal development for external grants through the Division of Research and Economic Development. Faculty may apply for internal assistance through the Provost’s Office, the College of Arts and Sciences, and the URI Center for the Humanities (which in 2005 awarded Gale Eaton a James Duffy Research Grant for preliminary work on a biography of Alice M. Jordan). We anticipate that competitive awards will spur interdisciplinary projects within the Harrington School of Communication and Media.

Research tools are available on campus. For instance, the URI Information Technology Services unit provides faculty with databases (such as Compustat and Tiger Mapping Service) and site licenses for SAS and SPSS.

Professional development: URI supports teaching and professional development through a number of specialized units. For instance:
• The Instructional Development Program offers workshops, individual consultations, and a year-long fellowship program.

• The Office of Student Learning and Outcomes Assessment helps academic programs and individual faculty respond to RIOHE accountability initiatives, using such tools as the TrueOutcomes electronic portfolio system.

• Information Technology Services supports the effective use of instructional technology in many ways, from scheduling Sakai workshops to maintaining a Digital Production Resource Center.

Faculty who are not teaching during the summer are eligible to apply through the Provost’s office for minigrants offered in support of professional development and innovation in teaching.

Travel: Faculty travel for research and professional development is supported through several channels. The College of Arts and Sciences allocates faculty development funds to each department annually, and faculty members may also apply for support from the Beaupré Hope and Heritage Foundation. International travelers may also apply to the Provost for additional support. GSLIS policy is to contribute up to $1,000 from the Director’s Fund in each fiscal year toward travel for research and professional development, and to allow unexpended amounts to accrue for a second fiscal year.

Faculty travel for teaching and administrative purposes is reimbursed by the Special Programs Office of the Feinstein College of Continuing Education (from income generated by courses taught at Worcester State College and UNH/Durham) and by the GSLIS Director’s Fund.

Leaves with pay: The policies and regulations concerning faculty leaves are detailed in the Agreement Between Rhode Island Board of Governors and University of Rhode Island Chapter, American Association of University Professors, 2007-2010, Article XXI (pages 26-33). Sabbatical leave criteria and guidelines are competitive, and final decisions are made by the Provost; the Provost’s site explains the process. With support from the Deans of the College of Arts and Sciences, GSLIS faculty have applied for it successfully over the years. Most recently, Dr. Eaton was granted sabbatical in fall 2008 and Dr. McCarthy in fall 2009; Dr. Caldwell is scheduled for a sabbatical in fall 2010. Leave may also be granted for other reasons; Dr. Ma was allowed parental leave for the adoption of a child in spring 2009.

Student financial aid: Horace J. Amaral, Jr., Director of Enrollment Services, reports that in 2008/09, 99 GSLIS students received a total of $1,413,177 in financial aid; the great majority of these funds were through the Federal Direct Loan program, but the amount includes:

• Four full-time graduate assistantships within GSLIS, funded by the College of Arts and Sciences.

• Assistantships elsewhere on campus: for instance, GSLIS students have served as GAs in the Office for Student Learning Outcomes Assessment and Accreditation, in CCE’s Office for Distance Learning Programs, and with the University Computing Systems manager of Internet Technology.

• Scholarships given from GSLIS endowments and operating funds, including the gift of the H. W. Wilson Foundation.

Standard 5.8. The school’s planning and evaluation process includes review of both its administrative policies and its fiscal policies and financial support. Within applicable institutional policies, faculty, staff, students, and others...
are involved in the evaluation process. Evaluation is used for ongoing appraisal to make improvements and to plan for the future.

The School’s administrative policies are determined by University policy and by agreements between the Rhode Island Board of Governors for Higher Education and the unions, including the URI chapter of the American Association of University Professors. GSLIS faculty are involved in the evaluation of the executive, under the guidance of the Dean of Arts and Sciences.

Major financial support is determined by state and university policies. Endowments and alumni donations are administered by the URI Foundation in accordance with the purposes for which they were given.

**Planning for the Future**

The new URI administration has taken steps to make financial planning both more strategic and more transparent. In Fall 2009, several key documents defining the planning process were published by the Provost’s Office: a set of budget principles, resource allocation guidelines, and a timeline for the 2011 budget process. On January 22, 2010, President Dooley announced the establishment of a Strategic Budget and Planning Committee, to be chaired by Provost DeHayes.

The new budget process will be “relatively simple (i.e., based on just a few understandable metrics), consistent, and transparent and should ensure an open mechanism of communication between the responsible unit (e.g., colleges), budget managers, and departments and faculty within units.” Thus, GSLIS is responsible for developing budget requests that reflect the priorities of the School, the College, and the University, and for providing straightforward assessment data and clear rationales to facilitate strategic decision making at the College and University level.

GSLIS will continue to be involved in academic planning at many levels. The Office of the Provost is establishing task forces to help formulate recommendations to advance the goals and actions in the Academic Strategic Plan; GSLIS will be represented. We will remain active in the development of the Harrington School of Communication and Media. And scaffolded by clear, positive new directions at the University and College level, we will launch our own new planning cycle with a spring 2010 forum to collect input on the GSLIS Mission, Goals, and Objectives from all GSLIS constituents – including students, graduates, employers, and other practitioners; we will establish a wiki to allow participation by those unable to attend. Our revised statements of Mission, Goals, and Objectives and Educational Outcomes will guide further curriculum review and program development.
APPENDIX 5.1

THREE-YEAR PLAN FOR HARRINGTON SCHOOL OF COMMUNICATION AND MEDIA

We will formally launch The Harrington School of Communication and Media at the University of Rhode Island that integrates programs in Communication Studies, Film Media, Journalism, Library and Information Studies, and Writing and Rhetoric.

Vision

We will develop a school of national distinction that builds on the synergies of the founding units and creates new tracks and programs in communication and media.

Mission

The Harrington School of Communication and Media prepares graduates to meet workforce development needs of the future and produces scholars who can address the rapidly changing influence of technology on the ways we receive, store, mediate, archive, and transmit information to work, learn, spend leisure time, and build communities. The Harrington School serves majors enrolled in its programs and students throughout the University through its courses and special initiatives.

2009-2010:

• Begin planning for renovation of Ranger Hall, particularly instructional and studio space.
• Form Advisory Council for the School composed of alumni and communication and media leaders.
• Determine timing, nature, and funding for search for School Director
• Plan for shared resources and classes.
• Begin strategic fundraising for School to include student, faculty, programmatic, and equipment support.
• Create new, dynamic website, and new URI branding, for the School.
• Extend brand to recruitment materials.
• Offer 1st round of Harrington Fellows competition for students and select awardees in fall.
• Present results of the Harrington Fellows projects in spring poster sessions.
• Present awards to top three projects.
• Include top Harrington Fellows results on website.

2010-2011:

• Begin A & E for renovation of Ranger Hall.
• Centralize programmatic efforts, including a strategic hiring plan.
• Draw on the considerable integrated strengths of the academic units forming the School to enhance the quality of our teaching, research, service and outreach.
• Implement new academic learning tracks and courses related to new forms of media and communication.
• Invite professionals from the communication and media professions to deliver presentations and offer special topic courses on cutting edge trends.
• Increase the regional, national and international visibility of the academic programs to prospective students and faculty, employers, and funding partners.
• Attract investments from alumni donors and friends, as well as corporate and foundation support, for the students, faculty, programs, and special initiatives of the School.
• Offer students more experiential learning opportunities.
• The Advisory Council will meet to assess progress in light of plans, suggest changes, and promote new initiatives.

2011-2012:
• Begin renovation of Ranger Hall. Addition to begin in 2012.
• Continue and enhance initiatives listed above.
• Oversee growth of programs within School.
• Develop innovative student internships and work opportunities.
• Integrate with private sector to provide learning and job opportunities and to prepare students to meet workforce development needs in Rhode Island and the global marketplace.
• Facilitate recruitment of nationally recognized faculty and outstanding students.
• Assess results of first three years of operations and develop the next three-year plan to build on strengths and addresses concerns.
• The Advisory Council will meet to assess progress in light of plans, suggest changes, and promote new initiatives.
APPENDIX 5.2

UNIVERSITY OF RHODE ISLAND
GRADUATE SCHOOL OF LIBRARY AND INFORMATION STUDIES

Standing Committees, 2009-2010

Planning and Evaluation Committee (COA Standard I): Gale Eaton, chair; Suellen Adams.

Charge: to support a strong planning and evaluation structure that includes regular input from students, graduates, practitioners, and other stakeholders; to measure and document achievement of GSLIS mission, goals, and objectives. Will work with Advisory Subcommittee on Outcomes Assessment (Robert Maier, Massachusetts Board of Library Commissioners; Howard Boksenbaum, Rhode Island Office of Library and Information Service; Ruth Sullivan, Community College of Rhode Island; Gale Eaton, GSLIS). Tasks include:

1. Help implement True Outcomes electronic portfolio assessment for GSLIS.
2. Design, administer, and analyze surveys of students, graduates, employers, and other constituent groups as needed.
3. Create and arrange for administration of GSLIS SETs.
4. Identify and meet other data needs.

Curriculum Committee (COA Standard II): Cheryl A. McCarthy, chair; Gale Eaton, chair pro tem., fall 2009; Yan Ma, and Naomi Caldwell.

Charge: to oversee routine development and periodic review of a curriculum that enables graduates to meet the School’s stated educational outcomes, preparing students for leadership roles in LIS. Will work with Advisory Subcommittee on Curriculum Review (Susan Cirillo, Salem State College; Susan Reed, Pawtucket Public Library; Alice Campbell, GSLIS student; Cheryl A. McCarthy). Tasks include:

1. Create three comprehensive examinations a year, plus extras for students with special scheduling needs.
2. Process all GSLIS curriculum proposals (new courses, changes to existing courses, course deletions, changes to degree requirements, new certificates, etc.).
3. Compile ALISE statistics on curriculum.
4. Review coverage of Educational Outcomes in core and elective courses (I/E/R template).
5. Lead review and revision of curriculum.

Faculty Development Committee (COA Standard III): Yan Ma, chair; Donna L. Gilton.

Charge: to help support a dedicated, talented, and diverse faculty who contribute to the profession, the academic community, and society through teaching, research, and service. Tasks include:

1. Propose policies for faculty assistance.
2. Help create, coordinate, and publicize resources for full-time and part-time faculty support.
3. Document faculty achievements.

4. Compile ALISE statistics on faculty.

Student Recruitment and Support Committee (COA Standard IV): C. Herbert Carson, chair; Naomi Caldwell, Gale Eaton.

Charge: to help attract and retain highly motivated and academically qualified students from a wide variety of backgrounds, and to support them in their professional development. Will work with Advisory Subcommittee on Recruitment and Mentoring (Cindy Lunghofer, East Providence PL; Peter Deekle, Roger Williams; Ida McGhee, Cornucopia; Ruth Sullivan, CCRI; Gale Eaton, GSLIS). Tasks include:

1. Process applications (recommend acceptance, rejection, or promising student letters; assign initial academic advisors).

2. Recommend students for GA-ships & GSLIS scholarships.

3. Review admissions and recruitment procedures when necessary.

4. Assist Director & Assistant Director with Information/Orientation Sessions in RI, MA, NH.

5. Schedule & implement periodic face-to-face opportunities for advisement & recruitment.

6. Compile ALISE statistics on students.

Facilities Committee (COA Standard VI): Suellen Adams, chair; C. Herbert Carson.

Charge: to help ensure access to physical and virtual resources and facilities sufficient to the accomplishment of GSLIS objectives. Will work with Assistant Director and Coordinator for Distance Learning. Tasks include:

1. Review GSLIS facility needs and recommends purchases.

2. Oversee development and maintenance of the GSLIS website.

Outreach Committee (starting budget: $1,000 for programming; as needed for Annual Gathering and for at least one bulk mailing of postcards to alumni mailing list; COA conclusions section): Donna L. Gilton, chair; Naomi Caldwell.

Charge: to foster a culture that encourages mutual respect and collaboration in learning, research, and service; and to create an environment that values contributions to the profession and society. Tasks include:

1. Organize, promote, and manage Annual Gathering.

2. Create alumni newsletter (online; postcards will be mailed to alumni).

3. Work with library associations (RILA, RIEMA, SLA) on co-sponsored events.

4. Work with student association.

5. Organize, promote, and manage any GSLIS continuing professional development events.
APPENDIX 5.3

Principles for a Strategic and Sustainable Budget Process
Division of Academic Affairs at The University of Rhode Island

The principles outlined below apply to the management, allocation, and investment of general revenue funds generated through the state, including funds derived from tuition and fees. These principles apply to budget increments and decrements. While there may be occasional justifiable exceptions relative to the management, allocation, and investment of non-general fund revenues, these principles should also apply to all university and unit budgeting and fund allocations.

Fundamental Budget Principles

1. For a budgeting process to be strategic, institutional strategic priorities must influence resource allocation and resource allocations must represent investments in priorities and essential programs. As such, the budget becomes a visible manifestation of academic priorities and strategic plan.

2. For budgets to be sustainable, revenue potential and costs over time must coincide and mechanisms are needed to insure budget stability, despite annual increases in costs associated with salaries and benefits of personnel. That is, centralized budget recovery mechanisms need to be established to adjust budgets and create potential for reallocation. Capturing funds associated with vacated positions is one such mechanism and is preferable to annual budget recovery (usually 1, 3, or 5% recovery) approaches.

3. Funds and lines associated with vacated positions (retirements and departures) will be recaptured centrally and strategically allocated, in most cases, at entry-level salaries. Lines vacated because of denied tenure decisions will remain in the college/unit, but should be used to fill priority needs in concert with the strategic plan of the college.

4. Investments in new initiatives within units should include non-central resources from the units or internal reallocations. Central co-investment reflects mutual support of programs.

5. Resource allocations, including new and replacement positions and both increments and decrements, will be guided by unit performance, which will consider unit productivity, cost-effectiveness, and innovation as well as strategic priority and the specific role of the position. Across-the-board budget alterations will usually be avoided. Indicator metrics for these variables will be defined and unit targets may need to be established because different units may have different productivity measures.

6. The budget process needs to be relatively simple (i.e., based on just a few understandable metrics), consistent, and transparent and should ensure an open mechanism of communication between the responsible unit (e.g., colleges), budget managers, and departments and faculty within units.

7. An effective budget process encourages innovation and efficiency, and aligns incentives for behavior in support of strategic priorities, productivity, and cost effectiveness.

8. A formalized budget process, including annual submission of a budget document and a budget hearing, will ensure that budget needs and requests from all units reflect unit priorities broadly, are considered at the same time, and reflect a multi-year budget planning horizon within units.
9. Once allocations are made, units are expected to operate within the framework and constraints of their annual budget, unless emergency situations (e.g., mid year state appropriations reductions, sudden dramatic enrollment shifts, etc.) occur during the year.

10. If possible within financial constraints, the Provost should maintain a contingency fund to be used for budget protection and/or for short-term strategic investment.
APPENDIX 5.4

Guidelines for the Allocation of Resources
Division of Academic Affairs
The University of Rhode Island

Resource allocation within the Division of Academic Affairs will not be done by formula, but rather by a reasoned, balanced, and subjective analysis of unit performance. Such analyses will be guided by the Academic Plan and institutional strategic priorities as well as by unit productivity, cost effectiveness, and efforts to promote innovation and quality with careful consideration of the context of the discipline and mission of each unit. Ultimately, the potential of units to most effectively deliver the curriculum and programs of research and scholarship congruent with our academic plan will be an important aspect.

To ensure transparency, unit leaders should develop appropriate mechanisms to share college and departmental data and gather input on resource needs and strategic directions from departments and/or faculty. Further, it is the unit/college’s responsibility to ensure that internal budget resource allocations are continually re-examined and shifted to best meet changing demands in accordance with strategic priorities and unit performance. Student learning outcomes are an essential aspect of measuring the quality and effectiveness of the learning experience that units should consider in their budgeting process.

Guidelines emerge from fundamental institutional premises:

- Effective academic units make excellent use of and fully engage the faculty resource in support of student learning through vibrant courses, experiences, and majors, active programs of faculty scholarship, and service contributions vital to the institution, community, and professions.
- The university values multiple forms of faculty pedagogy and scholarship and recognizes that there are different modes of scholarly pursuit across disciplines, departments, and colleges.
- Extramural funding is also important to the university; however, the expectation for success in this arena depends heavily on discipline and the differential availability of external funding by program area.

Guidelines considered for the allocation of resources:

Institutional Strategic Priority – cross-cutting institutional priorities include enhancing interdisciplinary learning and discovery, global perspectives, sustaining coastal ecosystems and communities, and develop meaningful partnerships within and outside the university. Furthermore, the University community recognizes opportunities for the institution in the following broad areas: liberal learning and scholarship, health, environment, and science and technology.
Productivity – considers the balance of the academic unit’s critical contributions to educational delivery and the active and successful pursuit of extramural funds, while being mindful of educational quality and distinctive aspects of unit mission, pedagogy, and opportunity for external funding.

Cost Effectiveness – addresses the efficiency of resource utilization by academic units and the effectiveness of the unit in generating resources by attracting students, teaching, and generating external funding in comparison to the level of institutional investment and in recognition of differential learning goals.

Innovation and Quality – the institution encourages creative new approaches that promote learning and discovery and an interdisciplinary context, enhance the first-year student experience, and establish effective partnerships that can advance the university; meritorious innovative ideas and approaches that further productivity, quality, and cost effectiveness will be seriously considered for support.
APPENDIX 5.5

Unit Budget Planning and Allocation Process
Division of Academic Affairs
The University of Rhode Island

Budget Planning and Allocation Process

The development of general revenue budgets and resource allocations for all major units within the Division of Academic Affairs will be consistent with the attached budget principles (entitled Principles for a Strategic and Sustainable Budget Process) and will be derived from an annual Budget Planning and Allocation Process. The process will include annual budget planning that is reflected in each unit’s budget narrative, public presentation, and budget hearing. The overall goal is to provide an understandable and defensible budget allocation to each unit that reflects the unit’s goals in the context of the university's strategic priorities. The process will shape the budget allocation for the subsequent year (e.g., FY2010 budget hearing for the FY2011 budget allocation). An approximate budget planning projection extending two additional years will also be produced by each unit to ensure a multi-year budget horizon for both the unit and institution.

Resource allocation decisions within the Division will be made by the Provost with input from the Budget & Financial Planning Office, Vice Provosts, and Vice President for Research and Economic Development, and will be guided by strategic priorities and an analysis of unit productivity, cost effectiveness, and innovation. Indicators for assessing productivity and cost effectiveness will be described in a separate attachment. Data to be considered in the process will be gathered and analyzed by the Office of Institutional Research and provided to the units and the Provost Office. Annual budget increments or decrements will depend on resource availability, the Provost Office analysis and synthesis of each unit’s performance, and additional unit planning information provided in their budget narrative. Resource allocation will not be done by formula, but rather by a reasoned and subjective assessment of unit performance information. To ensure transparency within units, Deans and Directors should develop appropriate mechanisms to gather input on resource needs and strategic directions from departments and/or faculty.

The overall Academic Affairs budget process will follow a timetable coordinated with the Budget & Financial Planning Office annual process and ensure that decisions on unit allocations are tied to overall institutional budgeting across all Divisions. The approximate FY2011 budgeting timeline is attached for illustrative purposes.

Budget Narrative

The budget narrative is first and foremost a planning document for each unit. The budget narrative should not exceed five single spaced pages and should briefly address the following items:
• A brief statement of unit mission.
• Description of interconnection between unit plans and priorities, and the academic vision and academic plan.
• Briefly describe the progress made in your unit over the last 12-15 months in addressing the quality, efficiency and/or effectiveness initiatives critical to the University such as movement towards a 4 credit curriculum, consolidation of low enrollment majors, enhancing the first year experience and increasing student success and retention.
• A discussion of “quality” and “diversity” initiatives and accomplishments that augment other performance measures.
• A description and justification of highest priority new resource needs for the unit for FY11, including a clear indication of whether the request is for base or variable funds.
• A brief synopsis of anticipatory budgetary needs built upon unit performance and possible new initiatives for FY12 and FY13.
• Completion of the attached template Budget Request Spreadsheet that outlines financial requests for FY11 for permanent and one-time only funds including salary and fringe benefit calculations if appropriate. Similarly, anticipatory requests for FY12 and FY13 should also be completed in the appropriate section of the template Budget Request Spreadsheet. (Please note that the template spreadsheet includes a fringe benefit calculator for FY10. Given that we do not have information on future fringe benefit premiums at this time, fringe benefit costs will ultimately have to be adjusted for FY11, FY12 and FY13.)

We anticipate requests for major capital investments, such as major renovations or proposed new construction, will be addressed in a separate addendum to the budget narrative in future cycles. Plans and priorities for capital projects are determined by the President with input as needed and/or desired from the Vice President of Administration and other senior administrators. A set of factors to be considered in reviewing and prioritizing potential capital projects will be developed and distributed.

Council of Deans Presentation

Each unit head (Dean, Vice Provost, Director, etc.) will be expected to make a presentation at the Council of Deans that highlights the unit’s mission, relationship between its plan and overall university priorities, and summarizes unit performance information. The 15 minute presentation may include a general summary of unit needs and overall directions, but need not include detailed budget or personnel information. The purpose of the presentation at the Council of Deans phase of the process is to insure transparency across units and to provide an informational basis that might encourage cross-unit collaboration in education, research, outreach, or administrative functions.

Budget Hearing

The budget hearing is a closed meeting involving the Dean (or Vice Provost or Director) and one or two others from the unit (usually the Financial Manager) and the Provost, Director of Budget & Financial Planning, Vice Provosts, Vice President for Research and Economic Development, and other senior leaders. These meetings, which will typically last approximately 60 minutes, are designed to explore issues related to budget in further detail and for follow up questions. The budget hearing may also provide an opportunity for discussion of unique challenges or opportunities confronting the university and/or the specific unit.
## FY2011 Budget Process and Allocation Timeline

**October 26**  
Provost notifies Deans to prepare budget narrative as specified on page 2 of this document for the following year(s). Budget principles and budget template spreadsheet are attached to the memorandum.

**December 15**  
Deans return budget narrative to the Office of the Provost.

**December-January**  
2010 budget reconciled by college/unit and Budget Office at mid-year.

**January 13**  
Deans make presentation at the Council of Deans based on submitted budget narrative.

**January 27**  
Academic Affairs budget hearings commence for each college/unit with the Office of the Provost and Vice President for Academic Affairs, Office of Budget and Financial Planning, and the Office of Research and Economic Development.

**February 2-18**  
Budget Office solicits allocation revenue/expense information.

**February 9-27**  
Budget Office review of revenues and expenses to determine tentative amounts for upcoming year (these dates are dependent upon the date that the Governors recommendation is released and upon information from Andrea Hopkins about Legislative intent).

**February 27**  
Information due back to Budget Office.

**March-April**  
Academic Affairs identify retirement/resignations for potential re-investment.

**May 13**  
Presentation to Senior Management Team (SMT) regarding estimated revenues and expenses for the upcoming year with recommended division expenditure budgets.

**May 14-19**  
If required, SMT meetings held to further discuss tentative allocation.

**May 20**  
College/unit budgets for Allocation announced. Division Heads working with Budget Office provide college/area bottom lines.

**June 2**  
Budget Office distributes guidelines and worksheets for completion by department (Chartfield String) and account code.

**June 17**  
Department returns due in the Budget Office.

**June 17-24**  
Returns reviewed by Budget Office.

**June 25-26**  
Allocation prepared for upload to Financial System.
June 29-30  Allocation budget loaded into Financial System – possible only if all returns are returned in accordance with instructions and by the deadline.
Date: January 22, 2010

To: Members of the University Community

From: David M. Dooley, Ph.D.
President

Re: Strategic Budget and Planning Council (SBPC)

In the fall of 2009, I asked the senior leadership of the University to develop concepts for a new President's Advisory Council -- the Strategic Budget and Planning Council (SBPC) at the University of Rhode Island. The members of the Council would represent different constituent groups and would serve in an advisory capacity to me about strategic planning and budget issues. Over the fall of 2009, we have discussed this concept across the campus and consulted broadly. I write to you now to announce the formation of the Council. I will charge this group with ensuring that the University's Academic and Master Plans and our mission guide resource allocation and investments. Members of the Council shall bring expertise representing various aspects of the university community but shall make decisions based on the best interests of the university as a whole.

The Council’s guiding principles shall be that: a) an open, understandable, transparent system is important to the process of defining strategic priorities and allocating the resources of the University; b) a strong linkage must exist between the budget and the strategic priorities of URI; c) budget recommendations shall be guided by the university's mission and strategic planning and shall connect financial investments, strategic priorities, and expected outcomes; d) shared governance entails shared responsibility for the health and vitality of the institution; e) members operate from a university-wide perspective and must have the capacity and inclination to both inform analyses and understand implications of the Council's recommendations; and f) annual evaluation of plans and budgeting allocations is an important component of the planning and budgeting process.

The Provost and Vice President for Academic Affairs will serve as Chair and the Vice President for Administration and Finance as Vice Chair. The full membership of the Council is listed below:

Donald DeHayes, chair; Robert Weygand, vice chair; Peter Alfonso; Tom Dougan; Robert Beagle; Thorr Bjorn; Winnie Brownell; Ray Wright; Ron Jordan; Abu Bakr; Patricia Morokoff; Faye Boudreaux-Bartels; Cheryl Foster; Stephen D’Hondt; Stephen Swallow; Jeff Johnson; Patricia Casey; Jack Szczepanski; Dave Bedard and Ken Kermes.

Ann Morrissey and Linda Barrett will provide staff support services to the Council. Other members of the university community may be asked to meet on a regular or as-needed basis with the Council.
On behalf of Provost Donald DeHayes, the chair, and Vice President Robert Weygand, vice chair, I look forward to successful outcomes of this new Council.

Sincerely,

[Signature]

David M. Dooley, Ph.D.
President
LINKS FOR STANDARD 5

URI President David M. Dooley <http://www.uri.edu/president/>

URI Provost and Vice President for Academic Affairs <http://www.uri.edu/provost/>

URI College of Arts and Sciences <http://www.uri.edu/artsci/>

“Just the Facts” campus highlights <http://www.uri.edu/ir/pdf/factsheet08.pdf>

Proposal for School of Communication <http://www.uri.edu/facsen/455.pdf>

URI Graduate School <http://www.uri.edu/gsadmis/>

Feinstein College of Continuing Education <http://www.uri.edu/gsadmis/>

URI School of Education <http://www.uri.edu/hss/education/>

Chapter five of the University Manual <http://www.uri.edu/facsen/CHAPTER_509.html>

Agreement between Rhode Island Board of Governors and University of Rhode Island Chapter <http://www.ele.uri.edu/aaup/facultycontract2007-2010.pdf>

Agreement between Rhode Island Board of Governors and University of Rhode Island Chapter American Association of University Professors <http://www.ele.uri.edu/aaup/facultycontract2007-2010.pdf>

URI University Manual <http://www.uri.edu/facsen/MANUAL_09.html>

Office of Teacher Education <http://www.uri.edu/hss/education/index_ote.html>

NCATE and RIDE Accreditation <http://www.uri.edu/hss/education/about/accred.html>

Confucius Institute <http://www.uri.edu/confucius/about.html>


Promotion and Tenure Format <http://www.uri.edu/provost/promotion/>

Graduate School <http://www.uri.edu/gsadmis/gs_apply.html> How to apply to become a graduate student at URI

American Association of University Professors <http://www.ele.uri.edu/aaup/>

URI Unions <http://www.uri.edu/hr/unions.html>

Graduation Student Association <http://www.uri.edu/studentorg/orginfo.php?orgnum=120>

Graduation Council <http://www.uri.edu/gsadmis/gradCouncil.html>

Graduate Assistants United <http://www.uri.edu/union/gau/>
School Library Media Specialist Program <http://www.uri.edu/artsci/lsc/Academics/SLM.html>

School of Education Unit Assessment System <http://www.uri.edu/hss/education/trueoutcomes.html>


Salary Structure <http://www.ele.uri.edu/aaup/planA.htm>

GSLIS Faculty Stuff <https://sakai.uri.edu/portal/site/8c80d10f-90cd-4dbe-8374-577af13812d2>


Rhode Island Coalition for Library Advocates <http://www.bodees.com/COLA/COLA.htm>

Sakai <http://sakaproject.org/>

Individuation Development and Educational Assessment <http://www.theideacenter.org/>

TrueOutcomes <https://trueoutcomes.uri.edu/uri/>

Division of Research and Economic Development <http://www.uri.edu/research/tro/>

URI Center for the Humanities <http://www.uri.edu/artsci/cfh/index.html>

Information Technology Services <http://www.uri.edu/its/hardware_and_software/researchtools.html>

Instructional Development Program <http://www.uri.edu/idp/>

Office of Student Learning, Outcomes Assessment, and Accreditation <http://www.uri.edu/assessment/>

Digital Production Resource Center <http://www.uri.edu/its/dprc/>

Sabbatical Criteria <http://www.uri.edu/provost/sabbatical.html>

URI Foundation <http://www.urifoundation.org/>
**UNIVERSITY OF RHODE ISLAND**
**GRADUATE SCHOOL OF LIBRARY AND INFORMATION STUDIES**
**PROGRAM PRESENTATION FOR ACCREDITATION BY THE**
**AMERICAN LIBRARY ASSOCIATION**

**STANDARD SIX: PHYSICAL RESOURCES AND FACILITIES**

## CONTENTS

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CONTEXTS:

From the beginning, the URI Graduate School of Library and Information Studies was concerned with producing professional librarians for the entire New England region. As a result the school maintains a regional program, with teaching centers at Worcester State College in Worcester, Massachusetts and the University of New Hampshire in Durham, New Hampshire, as well as both the Kingston and Providence campuses of the University of Rhode Island. Further, many courses are taught, in whole or in part, online via the Sakai course management system.

Therefore the School’s headquarters on the University’s traditional Kingston campus represents only a fraction of its physical resources. Rodman Hall houses GSLIS full-time faculty and administrative staff and many, but not all, GSLIS classes; some students’ experience of the MLIS program is largely centered on remote campuses and dependent on the School’s online presence. The University provides the School’s physical plant and a robust communications network, and contracts for off-campus space. GSLIS draws on all these resources to provide an environment—physical and virtual—for professional learning.

GSLIS MISSION, GOALS, AND OBJECTIVES RELATING TO STANDARD SIX

The GSLIS statement of mission, goals, and objectives addresses the School’s physical and technological resources and its website in Goal Five, which concerns culture and environment. Objectives 5.4 and 5.5 are most relevant.
CULTURE AND ENVIRONMENT (GOAL FIVE):

To provide a culture that encourages mutual respect and collaboration in learning, research, and service; and to create an environment that values contributions to the profession and society.

5.4 Provide appropriate physical facilities and technological support for a productive learning and teaching environment for students and faculty.

- Enhance student facilities.
  
  **Responsibility:** Director, Facilities Committee, with University support.
  
  **Status:** GSLIS has access to instructional spaces ranging from adequate (in Rodman Hall) to excellent (in other URI buildings, and in Massachusetts and New Hampshire). Lab facilities are available. In 2009, new tile replaced the carpet in Rodman Hall’s main corridor; classrooms and offices were repainted; stonework around the front of the building was repointed; and the area around the building was landscaped. Also, as part of URI’s asset protection initiative, overhead lights in Rodman Hall were replaced and equipped with energy-saving motion sensors, and steam fittings were replaced.

- Maintain and update the GSLIS website.
  
  **Responsibility:** Assistant Director, Facilities Committee, Student Affairs staff.
  
  **Status:** The current GSLIS website, launched in spring 2007, functions well as the most frequently used source of advisement for GSLIS students (Spring 2009 survey) and information about the program for potential students (entrance surveys); maintenance and revision are ongoing.

- Review, revise, and maintain rotation schedule for upgrading faculty and staff computer equipment.
  
  **Responsibility:** Director, Facilities Committee.
  
  **Status:** Ongoing. All faculty and staff office computers are less than three years old.

- Develop cooperative plan for instructional technology in collaboration with other units in the Harrington School.
  
  **Responsibility:** Director, Facilities Committee, and Harrington School liaison.
  
  **Status:** GSLIS classroom equipment has been upgraded with the provision of a Symposion and light-weight projectors for use as needed in Rodman or elsewhere; new computers in the student lounge are equipped with software to support LSC 528, 529, and 557.

5.5 Provide a supportive environment for students from diverse backgrounds at all delivery locations.

- Identify the support needs of all students, especially regional and other distance students.
  
  **Responsibility:** Director, Assistant Director/Coordinator for Distance Learning.
  
  **Status:** Classroom facilities and administrative support at UNH and Worcester State College have been excellent.

- Work with Regional Counselors at UNH and WSC.
  
  **Responsibility:** Director, Assistant Director/Coordinator for Distance Learning.
  
  **Status:** Ongoing. Adjunct faculty members Barry Hennessey (Dimond Library, University of New Hampshire) and Betsey Brenneman (Worcester State College Library) serve as Regional Counselors. Both current and prospective students contact them with questions about the GSLIS program; they respond by telephone, e-mail, or in face-to-face meetings, and refer questions to administrative personnel at Kingston as needed. Professors Brenneman and
Hennessey also serve as liaisons, advising GSLIS of administrative needs at the remote campuses and helping to inform both faculty and students about available support services and amenities.

**CURRENT CONDITIONS**

GSLIS is headquartered on URI’s Kingston campus, taking up most of the first floor of Rodman Hall. The Department of Landscape Architecture occupies the second floor, and was responsible for landscaping the front of the building in 2009. Network technicians from the department of Media and Technology Services operate URI’s wireless services from the basement. At the back of the first floor, space is allocated to custodial staff and to lecturers from the Department of Philosophy.

In Rodman Hall, GSLIS occupies eight faculty offices, three administrative offices, a conference room, a student lounge/resource and study center, two small offices for graduate assistants and part-time faculty members, and a technology storage room. The two first-floor classrooms are designated for general use and are usually assigned to GSLIS classes in the late afternoons and evenings—the most accessible times for GSLIS students, according to surveys in 2004 and 2009. GSLIS classes are also assigned space in several other buildings on the Kingston campus; at the Providence campus of URI; and at the University of New Hampshire in Durham, NH and Worcester State College in Worcester, MA.

*Online support:* The University of Rhode Island provides essential online support for classroom management, evaluation, and administration, including:

- **Sakai:** [https://sakai.uri.edu/portal/](https://sakai.uri.edu/portal/). We made the transition from WebCT to this open-source course software in summer 2009. Most GSLIS courses, even face-to-face sections, use Sakai for class communications. The GSLIS administration has also established Sakai project sites for faculty, for students preparing to take comprehensive examinations—and for ALA accreditation.

- **TrueOutcomes:** [https://trueoutcomes.uri.edu/uri/](https://trueoutcomes.uri.edu/uri/). As noted in earlier sections, the URI Office of Student Learning Assessment and Accreditation supports this online portfolio assessment tool.

- **IDEA Student Ratings of Instruction:** [http://www.theideacenter.org/node/5](http://www.theideacenter.org/node/5). This instrument for faculty assessment was introduced at URI in spring 2009. It offers national validation, allows faculty members to prioritize course objectives, and can easily be administered online. As of spring 2010, three GSLIS faculty members are participating in a trial of best practices designed to increase online response rates for evaluation of face-to-face courses.

- **E-Campus:** [http://www.uri.edu/peoplesoft/newsletter.html](http://www.uri.edu/peoplesoft/newsletter.html). In 2002, URI adopted PeopeSoft as an integrated administrative platform. Implemented over a three-year period, it now handles human resources, admissions, student academic records, and financial records of all sorts.
Analysis of Compliance

Standard 6.1. A program has access to physical resources and facilities that are sufficient to the accomplishment of its objectives.

With the help of its parent institution, GSLIS is able to provide appropriate physical facilities and technological support for a productive learning and teaching environment on four campuses (Objective 5.4).

URI—Kingston Campus

The physical facilities of GSLIS occupy approximately 6,300 square feet. The facility has recently received new flooring in the common areas and significant work on the steam heating system to make it a more comfortable and usable space. That space includes, among other things, two classrooms. Enrollment Services schedules GSLIS classes in the two classrooms whenever possible, though they are listed for general assignment. Since the installation of an elevator in 2004, along with a ramp that allows access to the basement level on the parking lot side, Rodman has been accessible to persons with disabilities.

All classrooms have projection screens, blackboards and overhead projectors. Classroom 109 is outfitted with an Epson PowerLite 7600p LCD projector and a media cabinet consisting of audio receiver, DVD player, VCR and connections for computers. The room is also equipped with a speaker system. GSLIS has two carts set up with instructional equipment to wheel into a classroom: one holds an Epson PowerLite 1735W projector and Dell ATG E6400 laptop, and the other a Smart Board Sympodium with a Dell SX280 and speaker system. All classrooms and offices in Rodman are also connected to the Ethernet backbone, and wireless access is available throughout the building, as well.

IT personnel deliver and help set up instructional equipment all over campus, but portable GSLIS-owned classroom equipment supplements IT for conferences and other special events.

GSLIS classes can be scheduled in other Kingston Campus buildings, including Ballentine, Chafee, Crawford, Quinn, Swan and Woodward. Classrooms in Ballentine, Chafee, Swan and Quinn (as well as Rodman 109) are equipped with technical resources, primarily ceiling-mounted LCD projectors and video playback devices. Ballentine also has the availability of document cameras. The school has scheduled special class sessions and other events in the library, making use of facilities in Galanti Lounge (which offers not only built-in audiovisual equipment, but also flexible seating for small lectures, seminars, or poster sessions, with a convenient kitchenette) and the Curriculum Materials Library (which has a Smart Board interactive whiteboard and linked laptops). GSLIS owns portable instructional technology, including a light-weight LCD projector and a Sympodium, for use in buildings and classrooms not so equipped; and additional technology can be reserved through URI’s Instructional Technology and Media Services.

Rodman Hall affords each full-time faculty member a private office and workstation. Individual workstations are also provided for administrative staff, and the small offices set aside for Graduate Assistants and part-time faculty members offer shared facilities. All offices are wired to the

Standard Six: Facilities

Page 322
University’s Ethernet backbone and have wireless access as well. Faculty and staff workstations have been updated on a three-year rotation, as needed; full-time faculty members may choose either desktop or laptop PCs or Macs.

The GSLIS Resource Center provides students with comfortable space to meet, study and use class-related resources. The Center provides access to a selective collection of current professional and technology-related periodicals as well as a collection of cataloging tools. There are five workstations divided into two groups: Apple multimedia workstations, and workstations for everyday coursework. The latter group is made up of two Dell Optiplex 960s and an iMac G5. Both PCs are equipped with nVivo 8. The iMac is equipped with SPSS.

There are two Apple Mac Pros which were specifically designed to handle complex multimedia projects. Currently they are equipped with 6 GB of memory each, 2 TB hard drives RAID configured, and video cards sufficient to work with high bit rate video (such as AVCHD and high definition). They are also equipped with the latest versions of Adobe’s production software (Master Collection). This includes Photoshop CS4, Premiere CS4, After Effects CS4, Dreamweaver, Flash, Illustrator, InDesign, Fireworks, Contribute, Soundbooth, Encore, etc.

To complement the multimedia desktops, GSLIS purchased two Canon SD880 IS digital cameras. The department also currently has two other digital cameras, a Canon A470 and a Kodak DC200.

For video production, GSLIS purchased two Canon Vixia HV30 high definition video cameras for student projects. Each camera also comes complete with tripod, shotgun microphone, wide angle lens with a variety of filters and SD cards for the capture of still images. The department also has a Canon ZR950 SD camera for additional student use.

URI provides students with a number of computing facilities on the Kingston and Providence campuses. These include 3 standard student computing labs, 3 multimedia labs and 5 labs which may be reserved for teaching and learning purposes. GSLIS students (and faculty) may take computer short courses offered by Information Technology Services and use campus computer labs at no cost. Faculty members can reserve the open access labs via the Web online reserve system.

**URI – Feinstein Providence Campus**

Some GSLIS classes are offered at URI’s Feinstein College of Continuing Education in downtown Providence. The University offers classroom technology support on this campus as well. Classrooms are equipped with projection screens and projectors can be reserved from the IT center on this campus. The facilities include computer labs for teaching and general purpose use; teaching labs can be reserved for individual class sessions, and GSLIS has also frequently reserved them for faculty workshops. The FCCE Library gives access to the HELIN consortium, and the cafeteria (like the comfortable seating areas in upstairs corridors) affords space for students to meet with faculty or with project groups. The surrounding neighborhood offers rich...
instructional resources. Providence has forty libraries, including the professional library of the Rhode Island Office of Library and Information Services (which always welcomes GSLIS students), the libraries of Brown University and Providence College (fellow members of HELIN), and, just four blocks down Washington Street at the corner of Empire, the Providence Public Library. URI students and faculty park for free at the RI Civic Center, three blocks from campus.

**Worcester State College**

**Instructional facilities:** All face-to-face URI classes are held in the Sullivan Academic Center. Faculty (or students giving presentations) can log into the campus network and use the classroom “podium.” The podium consists of a networked PC with unrestricted Internet connections, the MS Office as well as Open Office suite of programs, a laptop connector if an instructor chooses to use a personal laptop, an LCD projector, and a VCR/DVD combination player. There are also pull down screens, ceiling speakers for ample audio projection, and two large whiteboards in every classroom. The setup of most classrooms is comprised of tables in rows to accommodate 4 students at two side by side tables in each row – great for students’ collaboration on projects. Sullivan (like the entire WSC campus) has Wi-Fi connectivity and good cell phone reception. The building is newly refurbished and up to ADA code for accessibility. For class breaks and break-out groups, a Commons Room on each floor offers vending machines and comfortable seating.

**Amenities:** The Worcester State College [Department of Continuing Education](#) works with the URI Director of Special Programs and the GSLIS Assistant Director/Coordinator of Distance Learning to ensure that GSLIS faculty and students have access to parking, libraries, and other needed support. Each semester, GSLIS faculty and students are given a group network user name and password for access to the campus wireless network, the podium multimedia unit in each classroom, networked resources in the open computer lab, and any of the subscription databases licensed by WSC, including remote access by proxy server. Faculty and students are also issued the WSC OneCard ID for access to any machine or service on campus: vending, dining rooms, Library photocopiers and any computer lab for printing. It also serves as the campus Library card.

**University of New Hampshire**

**Instructional facilities:** New Hampshire face-to-face classes are conducted on the campus of the University of New Hampshire in Durham. Classes have been held in Horton, Murkland and the Dimond Library. Classrooms in Murkland and Horton are equipped with media boxes which allow for projection from a laptop, as well as video playback and projection. The media stations are also equipped with Ethernet capabilities for stable Internet connection. Wi-Fi is available on the campus as well, and faculty and students are able to sign up for free guest log-ins. Portable projection equipment and Wi-Fi connections are
also available in the library in those classrooms that are not otherwise equipped.

**Amenities:** The Director of the Dimond Library and her staff work with the URI Director of Special Programs and the GSLIS Assistant Director/Coordinator of Distance Learning to schedule GSLIS classes and ensure access to support services.

Various options for food and lounging are available in the Student Union, which is an easy walk from any of the buildings used by GSLIS. Snacks and drinks are also available in the Dimond library. Students and faculty can either purchase parking passes from the Visitor Center or park in any of a number of metered parking areas. Parking passes (or paying meters) are not required in many places after 6 p.m. and on Saturday.

All four locations afford instructional spaces, instructional technology, and library access sufficient to support a productive learning and teaching environment for students and faculty (Objective 5.4), and the amenities at each location provide a supportive environment for students from diverse backgrounds at all delivery locations.

**Standard 6.2.** Physical facilities provide a functional learning environment for students and faculty; enhance the opportunities for research, teaching, service, consultation, and communication; and promote efficient and effective administration of the school’s program, regardless of the forms or locations of delivery.

GSLIS has access to good instructional spaces on four campuses; the physical facilities to support a functional learning environment for students are in place. For faculty members, the provision of individual offices and work stations supports research, teaching, and consultation. The School provides each full-time faculty member either a desk-top or a laptop computer; the faculty member may choose to work in a PC or a Mac environment, and may request peripherals and software in support of specialized research, teaching, and service needs. List of Faculty and Staff computers and year of purchase:

- Adams – Dell Dimension 9200 – 2008
- Caldwell – Apple iMac – 2009
- Carson – Apple iMac – 2008
- Gilton – Dell OptiPlex 760 – 2009
- Hromi – OptiPlex SX280 – 2004
- Ma – Dell Latitude D430 laptop – 2008
Additional space for service and consultation is available not only in the GSLIS conference room, but in a number of pleasant facilities which may be reserved at any of the four campuses where GSLIS courses are taught:

- **Kingston:** The URI University Club, the Alumni House, the Memorial Union, and the Library’s Galanti Lounge offer convenient spaces for committee meetings and special events, including twice-yearly meetings of the GSLIS Advisory Committee, the GSLIS Annual Gathering, and mentoring events co-sponsored by state library associations. Teleconferencing is also available at several campus locations, including the Alumni House and Chafee Hall.

- **Providence:** The Feinstein College of Continuing Education campus is more centrally located for meetings with the GSLIS part-time faculty, many of whom travel from New Hampshire and Massachusetts. Facilities include not only the teaching lab, but also the President’s Room (where a long seminar table, easily reserved projection equipment, and outside catering support productive meetings) and the three-tier auditorium.

- **Worcester State College and the University of New Hampshire:** In addition to our regular classes, we have been able to book space for student orientations and other small events at both out-of-state campuses. Both facilities and cooperation are available to support service and consultation activities as appropriate.

Administrative space is also more than adequate. The director’s office (Rodman 101A) is separated from the front hall by a smaller office for an administrative assistant who maintains the School's financial, personnel, and general records (Rodman 101). Across the hall the copy room also contains supply cabinets, and there is a kitchenette behind it for faculty and staff use. A separate student affairs office (Rodman 103) contains student records and the School’s Fax machine.

More significant in some ways than these physical rooms is the University’s virtual space. As noted above, GSLIS has full access to the integrated e-Campus (PeopleSoft) system for maintenance of student, personnel, and financial records. The University and its various academic and support departments also maintain comprehensive websites. Most student questions can be answered by reference to e-Campus combined with sites maintained by Enrollment Services, the Graduate School, and GSLIS itself; many faculty questions can be answered by reference to e-Campus combined with sites maintained by the Controller’s and Provost’s offices.

**Standard 6.3.** Instructional and research facilities and services for meeting the needs of students and faculty include access to library and multimedia resources and services, computer and other information technologies, accommodations for independent study, and media production facilities.

At all four campuses, GSLIS students and faculty have access to library resources and services, multimedia resources and services, computer and other information technologies. The print and online resources of the URI Libraries are supplemented by access to the HELIN Consortium, the UNH and Worcester State College libraries, the professional collection of the Rhode Island Office for Library and Information Services, and GSLIS resources.

Access to library resources and services begins with GSLIS itself. Through the generosity of vendors (including H. W. Wilson Company, EBSCO, Dialog, and Thomson Reuters), GSLIS provides some password-
protected resources free to all faculty and students and others to students in specific courses. The School has access to OCLC through its membership in Lyrasis (formerly NELINET), contracts annually with the Library of Congress to provide Cataloger’s Desktop to students in LSC 505 and LSC 550, and has recently added Visual Thesaurus Online from Thinkmap. According to our most recent student survey, 76% of the 54 respondents use EBSCO and 65% use WilsonWeb at least every two or three weeks during the 2008-2009 academic year; more specialized resource were used by fewer students.

GSLIS students and faculty have full access to the University of Rhode Island Libraries, including onsite holdings, a wide array of databases, and borrowing privileges at the eleven academic libraries and fifteen hospital libraries comprising the HELIN consortium. Additional resources are available through the RI Office for Library and Information Services, and through contractual arrangements with Worcester State College and the University of New Hampshire in Durham. Sources favored by respondents to the 2009 survey tended to be convenient and general: databases, reference sources and LIS journals were used at least every two or three weeks by 81% of respondents and books on LIS by 74%, while books and journals on other topics, government publications, audio-visual resources and archives were used less frequently or not at all.

Convenience and proximity were probably determining factors in many students’ choice of resource providers as well. Asked to rate the availability of print resources, 88% of those who used them reported good to excellent access from URI, HELIN, UNH, or WSC. For online resources there were fewer “N/A” responses; 85% reported good to excellent access to electronic books and journals from URI or HELIN, and 100% from UNH or WSC. But 91% used online resources at least weekly, with 66% using online resources provided by URI and the HELIN consortium that often. By contrast, physical libraries were more apt to be used every two or three weeks, and in that time frame more respondents used their local public libraries (49%) than the libraries at campuses where they took GSLIS courses (36%).

These choices are understandable, considering not only the geographic dispersion of our student body but also the variety of obligations that vie for their time. Excellent online resources are essential.

**URI Libraries and Collection Resources**

The University of Rhode Island, University Libraries is an active partner in providing information resources and services in support of the GSLIS program. The library system consists of the Robert L. Carothers Library and Learning Commons, the College of Continuing Education Library at URI’s Providence Campus and the Pell Marine Science Library at the Narragansett Bay Campus. The Carothers Library includes the Curriculum Materials Library, Media Resource Center, and the Special Collections Unit, which all work to support the research needs of GSLIS students. The University Libraries annual collections budget for the 2008-2009 fiscal year was $3,177,191.59. The University of Rhode Island, University Libraries collection consists of about 1,385,958 volumes and about 38,500 journals and serials.

**Library Resources for Teaching and Learning:** The Robert L. Carothers Library and Learning Commons is located on the main campus of the University of Rhode Island in Kingston and sits in the center of campus a short distance from the northwest corner of the Quadrangle. The Library was founded in 1892 and occupied all
or part of seven buildings on the campus (including Rodman Hall) before moving to its present location in 1964. In 1976, a two-floor addition was constructed, and in 1993 the present structure was completed, with shelf space for 1.4 million volumes and seating for 1300 readers. In 2000, a Mezzanine storage facility was created on Level 3 to house archival materials and lesser-used serial volumes, alleviating crowded conditions in the Lower Level stacks.

The library spends approximately $41,000.00 annually to acquire information studies resources: $12,550.00 for monographs and serial subscriptions, and $28,450.00 for online databases. A recent search of the URI Libraries’ holdings in the HELIN catalog retrieved a list of approximately 5,000 monographic volumes in library and information studies published from 2000 to 2009. (The LC subject headings used included: library science, library planning, library education, library administration, library orientation, library information networks, library material, library resources, library catalogs, library finances, library cooperation, library statistics, library surveys, library architecture, library personnel management, library legislation and library use.) A more complete search of all years by broad LC subject-headings created a list of 243 LC subjects. The Libraries’ serial subscriptions overall, number approximately 19,000 (print and electronic). A search by LC subject of “library science—periodicals” returns 237 entries, while a search of our e-journal collection (based on Ulrich’s) results in 359 electronic library science journals. The library subscribes to approximately one-hundred periodical databases, a number of which specifically support research in library and information studies, including Library, Information Science & Technology Abstracts; Inspec, Education Full Text, Education Index Retrospective, Educational Resources Information Center (ERIC), and electronic resources such as Choice Reviews Online and Guide to Reference online. Resources are acquired in electronic form whenever possible to ensure that resources are readily accessible equally to on-campus and distance students.

The University of Rhode Island, University Libraries is a member of the Higher Education Library Information Network (HELIN) Consortium, which includes eleven academic and fifteen hospital libraries. Most of the universities and colleges in Rhode Island, including Brown University, are members, and so is Wheaton College in Norton, Massachusetts. URI GSLIS students have borrowing privileges at all HELIN libraries and may borrow materials either online or in-person from each of the libraries.

Library and Information Studies Collection/URI Libraries, GSLIS Subject Liaison Librarian: As part of general library collections and resources, Carothers Library provides specific library services to the GSLIS program. Associate Professor Mary MacDonald, the Information Literacy librarian and Head of Instructional Services for the University Libraries, nationally recognized for her research and publications in the area of information literacy, is the subject liaison for the URI GSLIS. She develops and maintains the collection to meet the needs of the students and faculty of the GSLIS. Professor MacDonald works closely with GSLIS faculty members and students to ensure that the library’s collection-development activities continue to meet their needs.

Professor MacDonald offers library research orientations and library tours for GSLIS students at the beginning of each new semester. GSLIS students may schedule appointments with her for in-depth research or orientation assistance. She is also available by phone, email or instant messenger. GSLIS faculty members arrange to have the reference and subject librarian present specialized training.
sessions tailored to the needs of a particular course or assignment. Professor MacDonald keeps informed about the GSLIS program by meeting with faculty and students on a regular basis. She is also an adjunct faculty member of GSLIS and teaches credit-bearing courses approximately once a year.

As GSLIS liaison, Professor MacDonald works closely with the school to plan and deliver library services to both face-to-face and distance students. Each semester arrangements are made to ensure that distance education students have remote access to the University Libraries databases and online resources as soon as enrollments are verified. The library's HELIN catalog is accessible via the web, and licensed electronic resources are available through a proxy server. The Reference Department offers web-based reference services via email and virtual reference via Instant Messenger. Most periodical articles requested through Interlibrary Loan will be delivered electronically directly to patrons' desktops through the ARIEL Document Delivery System. The Reserves Unit offers faculty and students online reserves system using the HELIN catalog for easy access.

**GSLIS Students and the University Libraries:** The library provides both Professional Field Experience (LSC 595) internship opportunities and actual employment for GSLIS students on a regular basis. In the last three years over fifty GSLIS students have either worked for compensation or completed Professional Field Experiences (for credit) in the University Libraries. Examples of recent internships include providing reference services, teaching and managing information literacy instruction sessions, learning/performing original cataloging, special collections, working on supervised collection development projects, web design, circulation, shelving, technology updating and specialized reference work. Currently students are working on collection development projects and projects to plan, market, and assess a variety of library services, including virtual reference service, art exhibition space in the library, and consolidation of public service desks. Areas in the library that employ and/or mentor GSLIS students include Reference, Instruction, Curriculum Materials Library, Special Collections, Access Services, Cataloging, Acquisitions and the Media Resource Center. Librarians also work with MSLIS faculty members to provide hands-on experience in the library that supports coursework and assignments.

**Access to Library Facilities at Worcester State College**

The Worcester State College Library (officially the Learning Resource Center) states, “The only reason that this Library exists is to help the students, faculty, and staff of Worcester State College find the information they need to function successfully as a learning community. You may be accessing us from within the Library, your residence hall, or connecting remotely from home or office. And you’ll find that through this website many of the Library's resources are available to you online 24/7.”

URI students are privileged to use the WSC Library to check out books, reserve items or videos/DVDs, and are also eligible to use the Interlibrary Loan service. GSLIS students (and faculty) are eligible to obtain a WSC campus “OneCard” ID. The library barcode is automatically imprinted on the lower front of the ID. This barcode is necessary to check out library items, including reserves and to submit Interlibrary Loan requests.
URI/GSLIS users have access to the same Library resources and services as WSC users:

- GSLIS faculty can put items on Reserve.
- GSLIS users can check out circulating material from the WSC Library (reserves, books, media) using their WSC OneCard ID or a current URI ID.
- Students can use the Interlibrary Loan service using the barcode from the OneCard ID. There are online ILL forms available on the Library Website.
- GSLIS users can access Library subscription databases remotely using the semester assigned URI group user name and password.
- Printing from Library resources is free when done from any Public Access PC within the Library.

Betsey Brenneman, who is a librarian at Worcester State College and an adjunct faculty member for GSLIS, also serves as a Counselor to GSLIS students in the regional program.

**Access to Library Facilities at University of New Hampshire**

The University of New Hampshire’s Dimond Library “supports the educational and research activities of the students, faculty, and staff of the University of New Hampshire while serving New Hampshire residents as a research-level library and depository for US and NH government publications,” and has been a center for GSLIS students from New Hampshire and southern Maine for over twenty years. Home to the Dimond Academic Commons, the Douglas and Helena Milne Special Collections and Archives, and the University Museum, it has approximately 2 million print and electronic volumes and over 36,000 print and electronic serial subscriptions. Library locations offer wired and wireless Internet access, computer workstations, individual study and collaborative group workspaces, and experienced reference assistance. As part of a public university, the UNH libraries are open to all.

- GSLIS students at UNH may access the Dimond Library onsite, but because of UNH licensing agreements, they are no longer eligible to access its databases remotely.
- GSLIS students may borrow items from the Dimond collections, but do not have access through UNH to the Boston Library Consortium or to interlibrary loan services.
- Students have access to computer banks and study room; these computers are Internet capable.
- GSLIS students have access to other resources of the Dimond Library, including the media lab and its photo and film editing equipment.

**Standard 6.4.** The staff and the services provided for a program by libraries, media centers, and information technology facilities, as well as all other support facilities, are sufficient for the level of use
required and specialized to the degree needed. These facilities are appropriately staffed, convenient, accessible to the disabled, and available when needed, regardless of forms or locations of delivery of the school’s program.

The University of Rhode Island Libraries under Dean David Maslyn has 47 faculty members, librarians, and staff members at the Robert L. Carothers Library and Learning Commons, the College of Continuing Education Library, and the Pell Marine Resources Library. They provide Access Services, Acquisitions, Circulation and Reserves, a Curriculum Materials Library, Government Publications, Instructional Services, Interlibrary Loan, Media Resources Center and Microforms, a National Sea Grant Library, Reference, Special Collections, and Technical Services. **Hours:** The Carothers Library and Learning Commons is next door to Rodman Hall, and is open 105 hours a week in spring 2010, with a 24-hour room open every night; GSLIS students attending have physical access to it before and after classes. The CCE Library, in down-town Providence, is open 62.5 hours a week in spring 2010. The great majority of respondents to the GSLIS student survey in spring 2009 reported good to excellent access. The libraries’ substantial databases, e-journals, reference guides, and other online services are available 24/7 to our mostly non-residential student body.

Libraries at remote campuses are close to the classroom buildings assigned to our students and, more importantly, are staffed by collegial and professionally engaged librarians. The University of New Hampshire’s Dimond Library under Dean Sherry Vellucci lists 78 librarians and staff members, and has a full range of services and branch libraries. The main library is open 111.5 hours a week in spring 2010. The Worcester State College Library and Learning Resource Center, directed by Dr. Donald Hochstetler, lists a staff of 15, and is open 85 hours a week in spring 2010.

Instructional technology services and classroom media assistance are also readily available at all four campuses:

- **Kingston:** Instructional Technology and Media Support includes facilities and equipment that can be booked in advance for classroom use, video production, Sakai support, and short courses and workshops.

- **Providence:** The Media and Technology Services group manages classroom equipment and instructional computer laboratories. There are overhead projectors and screens in all classrooms as well as mounted VCRs and monitors in several of the rooms; an online A/V order form ensures that the VCR connection is checked before class meeting time. Additional equipment available to instructors includes VCRs and monitors, slide projectors, cassette and CD players, a camcorder, and LCD projectors with MAC or PC laptops, and should be reserved at least 48 hours in advance.

- **Durham:** The University of New Hampshire schedules GSLIS classes in rooms equipped with projectors and screens; additional equipment can be ordered in advance from the Information Technology unit.

- **Worcester:** Worcester State College schedules GSLIS classes in well-equipped rooms in Sullivan Hall, and allows GSLIS faculty and students generous access to academic support services.
Standard 6.5. The school’s planning and evaluation process includes review of the adequacy of access to physical resources and facilities for the delivery of a program. Within applicable institutional policies, faculty, staff, students, and others are involved in the evaluation process.

The 2009 student survey asked directly about online and library resources as outlined above. However, other insights came from the students’ comments to questions in several areas. In particular, there were a number of references to a need to update technologically. As a result there have been a number of important technology purchases.

There is a departmental facilities committee; the current membership includes Dr. Suellen Adams (chair), Assistant Director Dr. Herb Carson and student Peter McGovern. Facilities are also a concern of the GSLIS Advisory Committee, which consists of alumni and other members of the library community, as well as faculty and student representatives.

Recommendations of the Facilities Committee, the Advisory Committee and the faculty as well as the results of student surveys have resulted in the purchase of a Sympodium for classroom use, 2 Mac Pro computers with 24-inch monitors, 2 Cannon digital still cameras, 2 Cannon video cameras. A number of software titles have also been purchased and are available for teaching, learning and research purposes. These include Adobe CS4 Master Collection, Adobe CS4 Production Suite, SPSS, nVivo 8, Mac OSX Leopard and Filemaker Pro 10.

In addition to technology acquisition, the Facilities Committee with the input of students, faculty and other advisors is also in the process of replacing furniture in the Resource Room.

planning for the future

The School has a standing committee specifically charged with overseeing issues of physical resources and facilities. Currently the committee is dealing with issues regarding the appropriate technology and has been steadily updating hardware and software to support teaching and learning, as well as research.

Current identified needs beyond those related to technology are updated furniture in the Resource Room and better climate control. The steam heating system underwent considerable repair over the summer and is prepared for winter. However, most of Rodman has no air conditioning, and this is a situation that has implications for the resources and equipment, as well as for the comfort of the students. The committee is considering the implications for both the long term and the short term future.

In the short to medium term there will be a shift in facilities and resources with the formation of the newly founded Harrington School of Communication and Media, of which GSLIS is a part. Chair of the GSLIS facilities committee, Dr. Suellen Adams, will serve on the planning of facilities for the new school. In the somewhat longer term, it is expected that GSLIS will move to Ranger Hall into space that is to be renovated for the Harrington School.
APPENDICES FOR STANDARD 6

APPENDIX 6.1:
EXCERPTS FROM MAY 2009 STUDENT SURVEY: STUDENT USE OF FACILITIES

The 2009 Student Survey was launched May 5 on SurveyMonkey. Fifty-four students responded, of whom 53 completed the demographic portion of the survey: 52 had matriculated into the MLIS program between 2004 and 2009, and one was non-matriculated. Respondents expected to graduate between 2009 and 2012; thirteen were completing their coursework in spring 2009, while seven were completing only their first, second, and/or third courses. Seventy percent reported having approved programs of study, and 30 percent had changed their programs of study. Thirty were taking courses based at URI/Kingston, six at URI/Providence, four at Worcester State, and three at UNH/Durham; twenty-eight were in online sections.

The response rate was just over 25%. In Spring 2009, GSLIS had 213 matriculated students, of whom 69 (31.5%) were in the school library media certification program. There were six enrollments in LSC 593 (Independent Work), fourteen in LSC 595 (Professional Field Experience), and twenty-seven in LSC 596 (the nine-credit School Library Media Practicum and Seminar). Excluding these directed studies and practicum courses, there were 340 enrollments: 256 in Rhode Island based courses (including 51 in three Providence sections); 51 in three Worcester sections; and 33 in three UNH/Durham sections. Ten of these sections met face-to-face (145 enrollments); six were online with no more than one or two face-to-face sessions (94 enrollments); and six were hybrids, with four or more face-to-face sections (101 enrollments). It appears that the respondents did represent, proportionally, GSLIS course locations and delivery platforms.

WHERE STUDENTS TAKE THEIR COURSES: SCHEDULING FACILITIES

![Figure 1: Geographic Representation in Sample](image-url)
**What scheduling options work best for students?** As in the past, there is little agreement on the best locations, times, or course platforms. Providence was the most desired location, followed by Kingston; UNH/Durham was impossible for the largest number. For most locations, “Possible” was a likelier response than first or second choice.

![Preferred and Possible Course Locations](image1)

**FIGURE 3: PREFERRED AND POSSIBLE COURSE LOCATIONS**

Time of day for face-to-face classes is even more a matter of compromise. The scheduling of GSLIS classes is affected by the availability of space; at Kingston, evening classes are easier to schedule, while at the Providence campus, which serves an urban population of working students, space for evening classes is at a premium. (Because of budgetary considerations, Friday and Saturday scheduling at the Providence campus is discouraged for 2009-2010.) Another consideration is the availability of instructors: the College of Continuing Education pays GSLIS per-course faculty and cannot pay for instruction at the Kingston campus earlier than 4 p.m. The bias toward evening classes has suited our traditional part-time thirty-something students, but is less appealing to the full-time students.

![Preferred and Possible Times of Day](image2)

**FIGURE 2: PREFERRED AND POSSIBLE TIMES OF DAY**
The geographic dispersion of students and their complex schedules create a strong demand for online course delivery – even from some students who chose URI in part because not all the courses are delivered online. As one respondent put it, “It is too hard to attend campus classes when you are an adult and work. Online classes are the best option, and I still learn so much.” With a mixture of face-to-face, online, and hybrid course offerings, we work toward a balance. A robust, reliable course delivery platform like Sakai is as essential as well-appointed classrooms to the successful delivery of the program.

Where Students Look for Library Resources

Where do students obtain resources for their classes? They turn to online resources first, and then look for providers close to home. More than nine in ten use the World Wide Web every week; two thirds use the online resources of the URI libraries and HELIN consortium every week; and local public libraries were used more frequently than campus libraries.
access to SPSS, nVivo8, and production software, it is a valuable resource for independent study and specific course assignments.

**How often do students use GSLIS-provided Internet resources?** Through special arrangements with vendors, GSLIS provides some password-protected resources free to all students; others are limited to students in specific courses. The School also has access to OCLC through its membership in Lyrasis (formerly NELINET), and contracts annually with the Library of Congress to provide Cataloger’s Desktop to students in LSC 505 and LSC 550.

![Graph of Most Frequently Used GSLIS-Provided Resources](image1)

**FIGURE 5: MOST FREQUENTLY USED GSLIS-PROVIDED RESOURCES**

![Graph of Most Frequently Used Library Resources](image2)

**FIGURE 6: MOST FREQUENTLY USED LIBRARY RESOURCES**

**How often do students use the various types of library resources?** We asked this and the following question at the request of colleagues in the URI Libraries. Again, students say that what they use depends on which courses they’re taking. Accessibility must also play a key role. The most frequently used
resources are databases (available from home at any hour of the day or night), and the least frequently used are archives and special collections (which typically have restricted access and limited hours).

Asked about their level of satisfaction with access to needed resources, most students rated the availability of print and electronic resources good or excellent. The highest levels of dissatisfaction were with the websites of the GSLIS and URI Libraries:

![Table 4: Satisfaction with Library Resources](image)

Students also reported strong satisfaction with their access to the Internet from home and work, and moderately strong satisfaction with access in classrooms and elsewhere on campus.

![Table 5: Satisfaction with Internet Access](image)
LINKS FOR STANDARD 6

Galanti Lounge <http://www.uri.edu/library/galanti/index.html>


Instructional Technology and Media Services <http://www.uri.edu/its/teaching/itms.html>

ITS Short Courses <https://sakai.uri.edu/access/content/group/b36bf01a-c621-420e-933e-947e4464ab7f/ITS-Short-Course.html>

Feinstein College of Continuing Education <http://www.uri.edu/prov/index.html>

Computer Labs <http://www.uri.edu/prov/aboutcampus/facilities/computerlabs.html>

FCCE Library <http://www.uri.edu/prov/aboutcampus/facilities/library.html>

Office of Library and Information Services <http://www.olis.ri.gov/>


Providence College Library <http://www.providence.edu/Academics/Phillips+Memorial+Library/>

Providence Public Library <http://www.provlib.org/>

Worcester State College Department of Continuing Education <http://dgce.worcester.edu/>

URI Libraries <http://www.uri.edu/library/about.html>

HELIN <http://131.128.70.2/screens/helininfo504.html> Library consortium of 11 academic libraries and 15 health science libraries

University of New Hampshire Library <http://www.library.unh.edu/>

Feinstein Providence Campus Classroom Media Assistance Request Form <http://www.uri.edu/prov/facultystaff/forms/cma.php>

URI Feinstein Campus Parking <http://www.uri.edu/home/visitors/Map/ProvidenceCampus.pdf>
SYNTHESIS AND OVERVIEW

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UNIVERSITY OF RHODE ISLAND
GRADUATE SCHOOL OF LIBRARY AND INFORMATION STUDIES
PROGRAM PRESENTATION FOR ACCREDITATION BY THE
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SYNTHESIS AND OVERVIEW

THE CHARACTER OF THE SCHOOL

The Graduate School of Library and Information Studies (GSLIS) at the University of Rhode Island (URI) is part of a public research institution committed to inquiry, innovation, interdisciplinary learning, community stewardship, and inclusion. In keeping with URI’s urban grant mission and with the library profession’s traditional commitment to information service as a public good, the GSLIS core values are service and social responsibility; diversity; ethics and intellectual freedom; equitable access to information; literacy and learning; support of emerging and advanced technology; collegiality and professionalism; and research and leadership.

With an average of 67.3 graduates a year over the past three years, GSLIS is one of the largest graduate programs at URI, but is smaller than the average library school; the 2006 ALISE Statistical report (the most recent available at time of writing) reports an average of 116.1 graduates from ALA-accredited master’s programs in 2004-2005. As of fall 2009, two hundred students were enrolled for 401 spaces in 25 GSLIS class sections in Kingston, Providence, Worcester, and Durham; the mean class size was sixteen, and taking 15 credit hours as a full-time load, there were eighty FTE students. With seven full-time and thirty-three part-time faculty members (three FTE in fall of 2009), our official faculty/student ratio is approximately one to eight, and the average number of advisees per full-time faculty member is approximately 29. We are small enough to know our students well, and we maintain active contacts with alumni, especially in the New England region, where we have also nurtured collegial relationships with practitioners. A recent example: the Confucius Institute’s gift of more than 1100 books and DVDs in English and Mandarin to the public library of Cranston, RI, a city with a growing Chinese American population and a Chinese mayor. Cranston PL Information Access Librarian Ed Garcia is a 2008 graduate of GSLIS and one of the Prism Fellows for whom Dr. Ma, as co-PI, was a mentor.

The School provides a general MLIS program, with special strengths in school library media, youth services, and information literacy instruction. We are also committed to diversity. Three of our seven full-time faculty members are women of color, and a fourth identifies as lesbian; all have addressed diversity issues in their research and scholarship. Multicultural concerns are addressed throughout the curriculum, but three specialized courses – LSC 518 (International Librarianship), LSC 525 (Multiculturalism in Libraries), and LSC 590 (Introduction to Chinese Information Services) – highlight the issues.

GSLIS STRENGTHS

Over the past three years, GSLIS has made progress in several key areas.

- Planning and Assessment: Highlights over the past three years have included NEASC and NCATE accreditation, the RI Office for Higher Education’s requirement for the assessment of student learning
outcomes, and GSLIS participation in the Workforce Initiatives in Library and Information Science 2 (WILIS 2) pilot survey of recent alumni, an IMLS-funded grant project headquartered at UNC/Chapel Hill.

- In 2007-2008, Dr. Cheryl McCarthy worked with the School of Education to assess our School Library Media program; her report won approval by the Rhode Island Department of Education, accreditation by the National Council on Accreditation of Teacher Education, and national recognition by the American Association of School Librarians. She has helped other GSLIS faculty develop assignment rubrics for TrueOutcomes electronic portfolio assessment of our curriculum; having used it for required SLM capstones from 2006/2007 on, and for required courses taught by full-time faculty starting in 2008/2009, we now expect all faculty members to use it for required courses and are beginning to analyze data from the first year.

- In 2008, Dr. Gale Eaton joined the WILIS 2 advisory panel and was involved in the collection of alumni data used in this report; it is hoped that the project will result in a sustainable, ongoing survey which, combined with the annual ALISE statistical survey, will produce professional benchmarks for our field.

Curriculum: Syllabus mapping shows that every core competency listed in the GSLIS Educational Outcomes Statement is introduced in the core curriculum and emphasized by one or more of the required courses, and that every elective in the program emphasizes or reinforces at least core competency. Preliminary TrueOutcomes assessment, based on faculty evaluation of assignments in core courses, shows a high level of achievement in the outcomes; the WILIS 2 survey response shows that alumni felt prepared in the outcome areas. Based on student demographics (younger and less experienced than in the past), student and alumni opinion surveys (citing the value of internships), employer reactions (members of the GSLIS Advisory Committee and Boston Library Consortium prefer to hire experienced applicants), GSLIS made LSC 595 (Professional Field Experience) a requirement for all students not taking LSC 596 (School Library Media Practicum and Seminar). LSC 595 had always been available as an elective; it is now taught as a practicum section, like LSC 596. A new course was added to the curriculum: LSC 590 (Introduction to Chinese Information Services) had been taught twice as a special topics course in China.

Faculty: Dr. Suellen Adams, who first joined our full-time faculty as a lecturer in January 2007, was appointed as an assistant professor in June 2007 and has maintained an active program of research, publication, conference presentations, and teaching; her service to GSLIS and the University notably includes working as a liaison with other units in the newly founded Harrington School of Communication and Media. Other full-time faculty members are also maintaining active research programs:

- Dr. Naomi Caldwell has been awarded a sabbatical for fall 2010. An expert on the portrayal of American Indians in books for youth, she plans to spend time in New Zealand, studying the portrayal of indigenous (Maori) characters in children’s books there.

- Dr. Gale Eaton, whose first book was published by Scarecrow in 2006, has a contract to write them a biography of Alice M. Jordan. She spent her fall 2008 sabbatical at the Boston Public Library, where Jordan served as children’s librarian and supervisor of children’s services from 1902 to 1940, and has placed two articles: one in Children & Librarians, scheduled for spring 2010 publication, and one in Libraries and the Cultural Record, tentatively scheduled for early 2011.

- Dr. Donna L. Gilton, whose first book was published in 2007, is making solid progress on her second, analyzing information literacy instruction in public libraries.
Dr. Yan Ma’s primary efforts since 2006 have been devoted to the establishment of the Confucius Institute at the University of Rhode Island, for which she has raised over $900,000 in grants and donations and developed many programs for the University. Dr. Ma’s research in visual information science continues while establishing her new research area of global information services with a focus on Chinese Information Services. She is currently working with a post-doctoral student from China on another of her areas of expertise, the Chinese-American press, and has submitted a paper on “Media and Race in China” to the *Journal of Visual Information Literacy*.

Dr. Cheryl A. McCarthy returns in January 2010 from a fall sabbatical during which she collaborated with Danuta Nitecki on “The Bass Library as Place for Teaching and Learning at Yale: Assessment of the Impact of Space, Instruction, and Technology in a Learning Commons Environment,” and traveled to observe learning commons in other academic libraries; she is also working on a pilot program to assess information literacy instruction at the University of Rhode Island.

- **Facilities:** Significant repair and upkeep have been done in Rodman Hall, and in addition to the substantial IT support we are given by the University of Rhode Island and our hosts at Worcester State College and the University of New Hampshire, GSLIS has invested in new equipment for teaching, research, administration, and student use.

**GSLIS LIMITATIONS**

GSLIS has worked constructively within its limitations, and we continue to look for new ways to overcome them. Major limitations facing the program include:

- **Finances:** The current economic crisis has begun to affect GSLIS in several ways. No income was available from URI endowments in FY 2009; through the generosity of our alumni, we were able to give an equivalent amount of scholarship aid from operating accounts, and Dr. Ma has pledged Confucius Institute scholarships for students studying in China. Positions have gone unfilled. Within GSLIS, gaps left by the retirements of Professor W. Michael Havener, our former director, and Mrs. Rosemary Northup, our administrative assistant for over thirty years, have been bridged with the help of excellent part-time faculty members, the College of Arts and Sciences business office, and the addition to our staff of Mrs. Donna Hayden two days a week.

- **Space:** Rodman Hall, built in 1928 as an armory, originally housed the Reserved Officers Training Corps (ROTC), and was later adapted as a gymnasium. It affords ample office space for GSLIS, and we have adapted to the instructional space by investing in portable classroom equipment, reserving teaching labs in other buildings, and teaching a significant portion of our program online. Online courses are also more convenient for commuting students.

GSLIS students are widely dispersed: of 199 currently assigned to advisors, 93 have addresses in Rhode Island, 63 in Massachusetts, and 31 in New Hampshire; another ten come from the remaining New England states, one from North Carolina, and one from China. Few live on or near campus.

- **Course delivery:** As of fall 2009, two hundred students were enrolled for 401 spaces in 25 GSLIS class sections in Kingston, Providence, Worcester, and Durham; the mean class size was sixteen. Thirteen
sections were taught by full-time faculty: five face to face, four online, and four as online/face-to-face hybrids. Twelve were taught by part-time faculty: four face to face, seven online, and one as a hybrid.

The variety of course delivery locations and formats evolved in response to student needs, but its costs have now become evident. GSLIS offers 45 separate courses, of which seven are required in the general master’s program and 10 in the school library media (SLM) program. Rashly assuming equal interest in all non-SLM electives, we could predict enrollment of approximately 25 students a year in each. When individual students take courses in multiple formats and at multiple locations, and it is no longer possible to predict demand at a given campus from student surveys and programs of study, and we risk unsustainably low enrollments in individual sections. We need to simplify and clarify the course rotation.

**GSLIS CHALLENGES AND OPPORTUNITIES**

- **Planning in a new environment:** Major alterations in the URI landscape call for a new planning initiative at GSLIS. The new university administration has provided both an academic plan and clear guidelines for financial planning. GSLIS will work with our Advisory Committee and all constituent groups to plan constructively for a creative future within this new framework.
  
  o **Mission, Goals, and Objectives:** As we align our planning process with the new URI priorities and with the mission of the Harrington School, GSLIS Faculty and Advisory Committee will review the American Library Association’s *Core Competences of Librarianship* (2009) and will solicit broad input from students and employers.
  
  o **TrueOutcomes:** Faculty will use the first year’s data to review course assignments and revise any that could better meet the stated GSLIS Educational Outcomes. On the basis of individual TrueOutcomes analysis, Dr. McCarthy has strengthened her teaching of classroom management strategies in LSC 520 (School Library Media Services) and LSC 596 (SLM Practicum and Seminar), and has included more opportunities for placement partnerships with diverse schools and districts so that students will feel more confident in teaching diverse populations. Dr. Adams has seen students in LSC 557 (Research and Evaluation for Library and Information Services) struggling with proposal design; as a result, she plans to share more examples this semester and has added a “research journal” assignment to catch and correct misunderstandings earlier in the semester. In addition to individual improvements, GSLIS full-time and part-time faculty will pool findings at our March 6 meeting and develop strategies for improvement across the curriculum.

- **Renewing curriculum in a multidisciplinary collaboration:** As we approach the revision of our electives, we recognize that it will be a difficult process. Given the School’s size, we cannot support more than the current number of electives; given the likely shift from 3-credit to 4-credit courses as the URI norm, we may soon need to have fewer. Guided by revised Educational Outcomes, by TrueOutcomes data, and by the vision of faculty, Advisory Committee, and GSLIS constituents, we will review both the content and the structure of our electives.

  Fresh academic planning is also stimulated by our membership in the new Harrington School of Communication and Media. The proposal for this multidisciplinary school was ratified in 2006/2007, and major funding was given in 2009. At present, the Harrington School is directed by Winifred Brownell, Dean of the College of Arts and Sciences. A discussion list has been established for all participants. Current status:
A call for research proposals was issued to all instructional personnel on January 25; published guidelines encourage interdisciplinary collaboration, and applications are due by March 12.

Dean Brownell and Dick Harrington are team-teaching a research independent study with undergraduates and graduate students in spring 2010, to continue and update the research on schools across the nation completed in 2005 by Dr. Cheryl A. McCarthy and Ms. Paulina Shadowens in 2005. GSLIS student Kat Billings will participate.

Incoming freshmen will be invited to live in a Harrington School LLC in Fayerweather (to be renovated this summer) along with Psychology and Sociology majors.

A course code, HAR, will be assigned to interdisciplinary courses developed by faculty in the Harrington School of Communication and Media.

As part of an interdisciplinary committee formed at the Harrington School retreat in 2009, Dr. Suellen Adams has helped develop proposal for a minor in video game studies.

Funds are arriving to support the School, including the first all-school scholarship that will support students based on merit and need (established by alumnus Michael Andreozzi).

Alumni and friends have accepted appointments to the Advisory Council.

Faculty from the several units will serve on the building committee that will advise planning for the renovation and addition to Ranger Hall.

While we wait to share physical space with our Harrington School partners, GSLIS faculty members are working to develop intellectual collaborations. As we stand poised to review and streamline our existing elective curriculum, we will draw on the shared theory and practice of the new school. We have much to contribute to the partnership, including our strengths in information literacy instruction and youth services and our experience with online course delivery. Our revised Mission, Goals, and Objectives and Educational Outcomes Statement will ensure that curriculum development continues to serve the professional needs of GSLIS students while enriching their opportunities for multidisciplinary study and development.

**CONCLUSION**

Over the next three years, GSLIS expects creative engagement in a renewed academic planning process. We expect to launch it with a spring 2010 forum for all constituents, with a professional facilitator. We will also gather constituent input through a wiki.

Our assessment activities of the past three years have been concentrated on the gathering and reporting of data; we have gained a solid understanding of the School’s current strengths and limitations and the needs and wants of its students. Looking forward, we are stimulated by the prospect of working within the Harrington School to develop an innovative new curriculum. The Harrington School mission addresses “the workforce development needs of the future.” The current GSLIS foundational documents emphasize the importance of library and information service to communities. In the years ahead, we will equip our students with new tools, both technical and intellectual, to thrive in a rapidly changing workforce and serve the interests of an increasingly diverse public.
APPENDIX 7.1

GSLIS CORE VALUES

The core values of the University of Rhode Island Graduate School of Library and Information Studies are rooted in the ethics and best practices of professional education and of library and information service. Because means affect ends, the same values that shape our goals and educational outcomes also shape our practices.

Service and Social Responsibility: As a profession, librarians and information specialists serve the public good, striving to provide the highest level of service to all. GSLIS faculty and staff model this through our commitment to high quality in our service to students, the profession, and society. This commitment is supported by our use of knowledge gained through systematic learning outcomes assessment to strengthen our programs.

Diversity: As a profession, we value our nation’s diversity and strive to reflect it by providing a full spectrum of resources and services to the individuals and communities we serve. The GSLIS community is multicultural and international, and its members model respect for the dignity of all.

Ethics and Intellectual Freedom: As a profession, we are committed to promoting the free flow and ethical handling of information and to upholding the principles of intellectual freedom. The GSLIS faculty maintains a culture of respect, in which independent inquiry and free speech flourish.

Access: Libraries and information services have archival, educational, and research functions. As a profession, we preserve the symbolic records of human thought and knowledge, organize this heritage for use, and provide equitable access to all. The GSLIS, originally founded to serve New England, makes affordable LIS education widely accessible through a mix of face-to-face courses in three states and online courses.

Literacy and Learning: As a profession, we promote life-long learning by working with a wide range of institutions and organizations. GSLIS prepares students for service in all types of libraries and information services, and maintains significant program strength in information literacy and instructional design.

Emerging and Advanced Technology: As a proactive profession, we use emerging technologies to preserve, organize, and communicate knowledge and information. The GSLIS prepares students with the theoretical knowledge and practical skills needed for leadership roles in a rapidly changing profession.

Collegiality and Professionalism: We are a highly collegial profession. The GSLIS encourages student participation in professional associations. Faculty members model service to the School, the College, the University, and professional associations at the local, state, regional, national, and international levels.

Research and Leadership: Our faculty are committed to providing leadership for our profession through the generation and dissemination of new knowledge, the innovative application of existing knowledge to meet society’s needs, and the articulation of new conceptual frameworks. We involve our students and graduates in our research and service activities to prepare them to become leaders who will move our profession forward.

Approved by the GSLIS faculty on May 4, 2005.
Reviewed, revised, and reaffirmed each academic year.
Last reaffirmed by the GSLIS faculty on August 30, 2006.
APPENDIX 7.2

THE UNIVERSITY OF RHODE ISLAND
Harrington School of Communication and Media

REQUEST FOR PROPOSALS
Deadline: March 12, 2010

HARRINGTON SCHOOL OF COMMUNICATION AND MEDIA
APPLICATION PROCEDURES AND CRITERIA FOR AWARD SELECTION

ELIGIBILITY

1. Faculty members in the following programs may apply for funding from this program: Communication Studies, Film Media, Journalism, Library and Information Studies, Public Relations, and Writing and Rhetoric. Interdisciplinary and collaborative projects are encouraged.

2. Faculty members who receive funding from this program are not eligible for another award until they have submitted a request for funding to an external funding agency.

3. Faculty members who receive funding from this program are not eligible for another award until they have submitted a final report for the previously funded project.

4. Preference will be given to proposals requesting $2,500 or less.

5. Tenured and tenure-track faculty, lecturers, adjunct professors, faculty with joint appointments, and visiting professors in the Harrington School of Communication and Media may apply.

6. Funded projects in this round of awards should be completed no later than June 30, 2011.

APPLICATIONS SHOULD INCLUDE THE FOLLOWING:

I. One-Page Academic Résumé: The résumé should include education, employment history, and relevant accomplishments (e.g., publications, presentations, performances, films and other media, juried exhibitions).

II. Project Narrative

The narrative text should not exceed three single-spaced pages (approximately 1,785 words).

The narrative should clearly convey the ideas, objectives, and methods of the project. Applicants should also communicate the project's substance, potential contribution to the field, overall significance, the intended audience where appropriate, the likely outcome, and ability to carry out the project successfully. Because reviewers may not possess specialized knowledge of the proposed field of study, the project description should be free of jargon.
Applicants may find it helpful to address the following questions where appropriate in their narratives:

A. What are the basic ideas, problems, or questions examined by the study? Explain the planned approach or line of thought. If the area is a new area of research, explain the reasons for working in it, if the area is not a new area describe the significance of the area. If the project is creative activity, describe what you intend to create.

B. If this is part of a multi-stage project, for what part or stage of your project are you seeking support? Provide an overview of the project and describe what part of the study/creative activity you will undertake during the award period. If you will be working with someone else, describe your contributions to the project. If working on a book, provide a tentative chapter outline.

C. What work will be accomplished during the award period? Supply a brief work plan.

D. Will this project be supported by other resources? If so, what is the source and amount, and what portion of the project will the other resources cover?

E. How will the project complement, challenge, or expand relevant work in the field? Explain what makes the project distinctive. What is the project’s overall significance in terms of its potential social, cultural, and/or educational benefits?

F. Where will you conduct the study/create and/or perform the work? What materials will you use? Describe access to archives, collections, performance/studio venues, or institutions with the necessary resources.

G. What is the intended audience for the results of the project?

H. What are the intended results of the project? Indicate plans for articles, conference papers, books, recordings, exhibits, interactive media, films, or other forms of outcomes.

III. One-Page Budget and Justification: The budget must be broken down into individual items with each item justified. The following are unallowable budget items: travel to attend conferences, salary of the principal investigator, or studies or projects already completed. Support for travel to perform, exhibit, visit archives or conduct research or creative work is allowed. Support for travel to workshops to learn new skills or media or to key organizations that hire our graduates is allowed.

IV. One-Page Project bibliography (if appropriate to the proposed work)

The bibliography should not exceed one single-spaced page (4,000 characters, approximately 570 words).

The bibliography should consist of primary and secondary sources that relate directly to the project. Include works that pertain to both the project’s substance and its theoretical or methodological approaches.

CRITERIA FOR AWARD SELECTION

Reviewers are asked to evaluate an application according to the following criteria:
1. The significance of the contribution that the project will make to knowledge in the specific field or to communication and media generally, OR the potential: (a) to impact the artistic and/or cultural heritage of the nation, region, or field, and/or (b) to broaden and/or deepen public understanding and appreciation of and access to communication and media, and/or (c) to have a positive effect on the development of communication and media for university students, children and/or youth;

2. The quality or promise of quality of the applicant's (or the team's) work;

3. The quality of the conception, definition, organization, and description of the project;

4. The likelihood that the applicant will complete the project including the appropriateness of the budget, the quality and clarity of the project goals and design, the resources involved, and the qualifications of the applicant;

5. The likelihood that the successful completion of the project will bring some return to the Harrington School of Communication and Media and the University;

6. Evidence that previous awardees have fulfilled all requirements for their previous award(s).

DEADLINE AND SUBMISSION PROCEDURES

The application, with signatures of the Principal Investigator(s) and Department Chair or Program Director, must be submitted via email to Linda Laurenzo (linda@uri.edu) on or before 4:30 p.m., Wednesday, March 10, 2010.

PROCESS FOR AWARD SELECTION

Applications will be reviewed and ranked by a committee of Harrington School faculty, chosen and chaired by the Dean of Arts and Sciences. Applications from faculty teams/groups including interdisciplinary teams are encouraged.

Award Requirements

1. All recipients of Harrington School grants are required to submit a final report to the Dean of Arts and Sciences within one month of the project’s end date and no later than June 30, 2011. The report should include a brief summary of results of the study, how funds were expended and whether or not the project resulted in publications, external grant proposals/awards, presentations, performances, media, etc.

2. All recipients of Harrington School grants are required to submit a proposal to an external funding agency or foundation within one year of the project’s end date.

3. If an award results in a product such as a book, article, or a DVD or CD, a copy must be provided to the Harrington School. Support from the Harrington School should be acknowledged on all products.
APPENDIX 7.3

LINKS FOR SYNTHESIS AND OVERVIEW


American Library Association Core Competences Statement (2009):
http://www.ala.org/ala/educationcareers/careers/corecomp/corecompetences/finalcorecompstat09.pdf

Library Journal article on Confucius Institute gift to Cranston Public Library:
http://www.libraryjournal.com/article/CA6717882.html