University of Rhode Island
Graduate School of Library and Information Studies
Self-Study, 2010-2017
Master's of Library and Information Studies

Prepared by the Faculty of GSLIS

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Required Information

Unit name: Graduate School of Library and Information Studies
Program/Degree name: Master's of Library and Information Studies:
Program/Degree description: This is a 36-credit master's program in library and information
studies.
Dean of College of Arts and Sciences: Jeannette E. Riley
GSLIS Director: Valerie Karno
Institutional information:
        University of Rhode Island
        President David M. Dooley
        Provost Donald H. DeHayes
Regional Accrediting Agency: New England Association of Schools and Colleges (NEASC)
        Current NEASC accreditation status: accredited
Standards Addressed in Self-Study: Standards for Accreditation of Master's Programs in Library
and Information Studies, 2015

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Glossary

A&S	Arts and Sciences, the college in which GSLIS is housed.
AASL	American Association of School Librarians
ACRL	Association of College & Research Libraries
AILA	American Indian Library Association
ALA	American Library Association
ALCTS	Association for Library Collections and Technical Services
ALISE	Association for Library and Information Science Education
ASIS&T	Association for Information Science and Technology
AY	Academic Year, includes the fall of one calendar year and the spring and summer of the following calendar year (e.g., AY 2016-2017 is fall 2016, spring 2017, and summer 2017)
AAUP	American Association of University Professors
BCALA	Black Caucus of the American Library Association
CAC	Curricular Affairs Committee
CALA	Chinese American Librarians Association
CITI	Collaborative Institutional Training Initiative (IRB Training)
CLA	Connecticut Library Association
COA	Committee on Accreditation, ALA external review team
COLA	Coalition of Library Advocates, Rhode Island
GSLIS	Graduate School of Library and Information Studies
ILIC	Information Literacy Instruction Certificate
IMLS	Institute of Museum and Library Services
ITMS	Instructional Technology and Media Services
ITS	Information Technology Services
IVLA	International Visual Literacy Association
JCAP	Joint Committee on Academic Planning
LIS	Library and Information Studies
LLTC	Libraries, Leadership, and Transforming Communities track
LMS	Library Media Specialist
LSC	Course code in URI catalog for Library Science courses
MLA	Massachusetts Library Association
MLIS	Masters of Library and Information Studies
MLS	Masters in Library Studies
NELA	New England Library Association
OLIS	Office of Library and Information Service, the state library office.
OSL	Ocean State Libraries, statewide consortium of all public libraries in RI plus St. George's School
PFE	Professional Field Experience
POS	Program of Study
RIPTS	Rhode Island Professional Teaching Standards. The Rhode Island Department of Education teaching standards that school library media students must demonstrate competence
RSP	Regional Student Program
RUSA	Reference & User Services Association

SALA   Student chapter of the American Library Association
SLM   School Library Media
SLRI   School Librarians of Rhode Island. The statewide association supporting school
                librarians.
SoTL   Scholarship of Teaching and Learning. Resources and grant funding offered by
                the URI Office for the advancement of teaching and learning
URI   University of Rhode Island
VLA   Vermont Library Association

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INTRODUCTION

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. URI also has a Providence campus with classrooms and library. 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. As of Fall, 2017, URI has 572 tenure-track faculty, 15,092 undergraduate students, and 3006 graduate students. Of these, 1,316 are Masters degree students. The Masters of Library and Information Studies program (MLIS) is the third largest graduate program at URI (behind Pharmacy and the Masters of Business Administration) with 103 students. (URI Office of Institutional Research Website, found at http://web.uri.edu/ir)

The University of Rhode Island Mission, found at http://web.uri.edu/about/mission/, is to be the State's public learner-centered research university. The Mission highlights four core values:

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

During the review period, Dr. David M. Dooley has served as URI's eleventh president. Dr. Dooley became president in July, 2009, succeeding Robert L. Carothers who served as president from 1991-2009. During the review period Dr. Donald H. DeHayes has served as Provost and Vice President for Academic Affairs. Dr. DeHayes became Provost in April, 2008, succeeding Dr. M. Beverly Swan who served as Provost for seventeen years prior to that.

During the review period, URI has been guided by two academic strategic plans. The "Academic Plan 2010-15" was in effect for 2010-2015, and the new Academic Strategic Plan 2016-2021 is in effect now. It can be found at http://web.uri.edu/academic-planning/files/academic_plan_handbook.pdf. The 2016-2021 Academic Strategic Plan lists six goals:

Goal 1: Enhance Student Success
Goal 2: Expand Research, Scholarship, and Creative Work
Goal 3: Grow a Global Presence
Goal 4: Embrace Diversity and Social Justice
Goal 5: Streamline Processes to Improve Effectiveness
Goal 6: Implement a Bold Advancement Agenda

The Office of the Provost Website, found at http://web.uri.edu/provost/ provides many administrative links, including to the past 2009 Vision statement which guided part of this review period. It can be found at http://web.uri.edu/provost/files/academic_vision.pdf
The College of Arts and Sciences, in which the Harrington School of Communication and Media, and the Graduate School of Library and Information Studies are housed, also has a

Mission and Vision statement. In keeping with the university's mission and vision statements, the College of Arts and Sciences mission and vision statement can be found at http://web.uri.edu/artsci/mission-and-vision/. During the review period Dean Winifred Brownell presided over the College of Arts and Sciences. Since July, 2017, Dean Jeannette E. Riley now leads the college. She has convened a Strategic Plan Committee with representatives from all departments which is now working on the next College of Arts and Sciences strategic plan. GSLIS has a representative on this College strategic planning committee.

During this review period, the Graduate School of Library and Information Studies has been fully integrated into the Harrington School of Communication and Media, housed within the College of Arts and Sciences. GSLIS is the largest graduate program in the Harrington School, and also leads the way in online education for both the Harrington School and the College of Arts and Sciences. Being both a distinct unit yet integral part of the Harrington School has been a keystone of this review period. GSLIS has accomplished its old strategic planning goals, as well as embarked upon its new strategic plan goals, in partnership with the interdisciplinary opportunities and resources available through the Harrington School.
In 2017 Harrington School Director Adam Roth has convened a Strategic Plan committee representing all departments in the Harrington School of Communication and Media, and is working on a new strategic plan for the Harrington School. This strategic plan will include a new mission and vision statement which reflects both the University's and College of Arts and Sciences' goals. GSLIS has a representative on this Harrington School of Communication and Media strategic planning committee.

Within this review period, renewed strategic planning has occurred for the University of Rhode Island, the College of Arts and Sciences, the Harrington School of Communication and Media, and the Graduate School of Library and Information Studies as well. The past several years at GSLIS have been a very active time of systematic strategic planning and a renewed focus on assessment and programmatic improvement. When Director Gale Eaton retired at the beginning of the review period, Interim Director of the Harrington School Renee Hobbs also became Interim Director of GSLIS for a short time. When she stepped down, Interim Director Valerie Karno began a rigorous process of systematically planning for the future of GSLIS. Chapter One of this document explains the processes of planning and assessment in which GSLIS has engaged during the review period.

During the review period, GSLIS has used its planning and assessment to alter its curriculum substantially. The curriculum has been revised three times to add experiential learning via LSC 595 (professional field experience), to lower the total number of credits from 42 to 36 to remain competitive in the US MLIS marketplace, and to increase students' opportunity to personalize their learning by lowering the number of required courses to increase the number of electives students may take as part of their MLIS degree. We have also revised the student-learning outcomes in line with the curricular revisions through an iterative process that culminated in 2016-2017 with measurable indicators of the four GSLIS student-learning outcomes, a revised curriculum map and assessment plan for the next 6-year cycle, and implementation of Taskstream for assessment of the comprehensive exam. We revised our requirements, added optional tracks, and had many courses approved for online delivery as the first step towards offering a fully online program as one mode of our curricular delivery.

Just as there has been considerable revision of the curriculum, there has also been considerable change in the GSLIS faculty during the review period. At the start of the review period GSLIS had six tenure-track/tenured faculty. At the end of the review period GSLIS has

five tenure-track/tenured faculty, with another search for a sixth tenure-track faculty member in process. The composition of these faculty has changed considerably, though. Four tenured faculty retired, and one tenure-track faculty member left to care for her disabled child in her home state. Despite the retirements URI has strategically reinvested during the review period in hiring new tenure-track faculty for GSLIS: three tenure-track faculty have been hired (one of whom is applying for tenure and promotion currently), and another search is in process. Consistently, all tenure-track faculty have two degrees: a Ph.D. (or equivalent) and either an M.L.I.S. or J.D. degree. With the hiring of new Assistant Professors, and a renewed emphasis on research in recent years, faculty research productivity has increased. Chapter three details the resources available to faculty at URI to assist them with their scholarship and presentation of their work locally, regionally, and internationally.

GSLIS faculty are hired based on their expertise, and embracing the scholar-teacher model, each faculty member contributes uniquely to the curriculum teaching a range of courses related to their research areas. Tenure-track faculty are evaluated via the URI Annual Review Process, governed by the AAUP contract. This process is detailed in chapter three, along with many other mechanisms and services GSLIS offers for faculty support and feedback. The URI Annual Review process has remained consistent throughout the review period, though it moved in recent years to a fully online format rather than the paper format which was used at the start of the review period.

GSLIS at URI considers students to be the heart of the program. Chapter four details the ways in which GSLIS makes every attempt to recruit, retain, advise, and provide financial, academic, and career support to students so that they will have success in their personal and professional lives. GSLIS offers both an organized yet flexible advising system for students, as we want students to take exactly those courses which best address their interests and will serve them in the future. Thus, student advising in GSLIS is very personal and constant. Each student works with their advisor when they begin their program to map out a program of study, and then again can work with their advisor each semester to plan their coursework.

It is with this individually tailored approach to learning that GSLIS has increased its regional and national recruitment of students during this review period, and also focused more on getting its students socialized and networked into the field. GSLIS has offered resume and interview workshops with the URI Graduate School's professional development director, Cara Mitnick, to improve student preparation for job hunting. We have also made our Professional Field Experience class (LSC 595) mandatory, and students can take it twice, to ensure students have ample experiential learning opportunities prior to looking for permanent employment. We have increased our exhibit tables at conferences, and offer to pay for students to attend conferences with faculty as well. During the review period we have increased our diverse student population, and will continue to actively recruit and support students from diverse backgrounds. The student chapter of ALA (SALA) has been very active at GSLIS during the review period, and won the award for Best Student Chapter in 2013. Students have continued to be central to our mission at GSLIS, and we continue to assess and improve our support systems for their wellbeing.

GSLIS has been able to achieve its goals because it is both a distinct unit yet fully integrated in the Harrington School of Communication and Media. While we maintain autonomy in curricular and financial decision making, chapter five demonstrates how we now also benefit from the input, monetary support, and physical resources of the Provost's office, the Graduate School, the College of Arts and Sciences, and the Harrington School of Communication and

Media. During this review period GSLIS students have received access to the Harrington School of Communication and Media's renovated Ranger Hall, with excellent new multimedia technology facilities, and a senior lead technologist staffing the building. While we await being moved into Ranger Hall we have also refurbished a number of aspects of Rodman Hall, including creating a modernized class/conference room for faculty, staff, and students.

During the review period we have also begun work on expanding our curricular and online domains, both through interdisciplinary connections and alternative delivery formats. GSLIS administered the IMLS funded Media Smart Libraries grant for the last several years, and we realized the need for continuing professional development in this area. Thus, we are now working on several non-degree certificates for librarians and para-professionals seeking professional development. We are continuing to work towards moving to a fully online program as one mode of curricular delivery for our students, and certificates will be available online as well. Additionally we are working with the History Department to create a 4+1 B.A./M.L.I.S. program, based on student requests. We also look forward to more collaboration with the Harrington School undergraduate departments in the future, as we see ourselves as leaders in online learning at the graduate and undergraduate levels at URI.

CHAPTER 1: SYSTEMATIC PLANNING

Highlights of the chapter:
- GSLIS attained all 2010 program goals.
- GSLIS has focused on increasing community/stakeholder involvement and external influence in decision-making processes for our strategic plan, mission and vision statements, curricular improvements, and student-learning objectives.
- GSLIS has implemented systematic review and revision processes in the last two years to inform program improvements.
- GSLIS has purchased and begun using Taskstream, an assessment management and reporting system, to analyze data on attainment of student-learning objectives.
- GSLIS has become a distinct department that is integral to the Harrington School of Communication and Media.

1 Introduction: Process

> This section addresses COA Standard I.1 The program's mission and goals, both administrative and educational, are pursued, and its program objectives achieved, through implementation of an ongoing, broad-based, systematic planning process that involves the constituencies that the program seeks to serve.

Strategic planning is essential to deliver a program that fulfills our mission: *exercising 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 diverse communities*. To fulfill the mission, our work from 2010-2013 focused on two key elements of our strategic plan. One was the substantial modernization of our curriculum to give students relevant skills as information specialists. The other was the successful transition to becoming a distinct yet integral department in the Harrington School of Communication and Media. From 2014-2017, the strategic plan and student-learning goals and objectives were revised with substantial input from stakeholders.

In spite of multiple leadership changes early in the review period, current director Dr. Karno has led the program into a strong position in the Harrington School, the College of Arts and Sciences, the University, and the greater community. The LIS program at GSLIS has many strengths: a dedicated and high-quality faculty, the backing of the university at several levels, supportive relationships with the greater library community, and stable leadership. In the past two years, GSLIS has planned and begun to implement a continuous system of review and revision of program goals and student-learning outcomes. The following explanations and examples of how GSLIS is demonstrating each standard will provide the review team with a comprehensive understanding of the program's process of systematic planning.

1.1 GSLIS Governance Structure and Legislative Processes

To explain the systematic planning process, we have outlined below background information about the governance structure, university legislative process, and standing committee meetings.

1.1.1 Academic governance. At our monthly department meetings we make decisions about academic matters   Also at these meetings we determine the mandate and composition of standing committees.

1.1.2 Administrative governance. The director makes decisions concerning the administration of the department in consultation with faculty, staff, and in some cases deans. For administrative support, at present there are two support staff who sit in the GSLIS office in Rodman Hall: a Senior Word Processing Typist (Administrative Assistant) and a Graduate Student Admissions Assistant. The Administrative Assistant works 3.5 days per week in the GSLIS office, and the Graduate Student Admissions Assistant works 20 hours a week in the office (the maximum allowed for graduate student workers on campus). Together these two staff the office from 8:30 a.m.–4:00 p.m. Monday through Friday. GSLIS shares a Fiscal Clerk with other departments in the Harrington School and has access to administrative support, for example the A&S Budget Officer from the College of Arts and Sciences (A&S).

1.1.3 Overall governance structure. GSLIS is one of five academic units in the Harrington School of Communication and Media. The Harrington School is housed in the College of Arts and Sciences (A&S). The GSLIS director reports to Adam Roth, Harrington School Director and Associate Dean of A&S, and to Jeanette E. Riley, the newly appointed dean of A&S. The previous dean from 1999-2017 was Winifred Brownell and GSLIS reported to Associate Dean of A&S Wilfred Dvorak until his retirement in Summer 2012; after that, GSLIS reported to Associate Dean of A&S Patricia Morokoff. The dean reports to the Provost and Vice President for Academic Affairs, Donald H. DeHayes. The Provost, URI's Chief Academic Officer, works collaboratively with the University Deans and the Faculty Senate. The Faculty Senate has the authority to formulate policy concerning teaching and research, study, discipline, and government. Dr. Lauren Mandel served a 3-year term on the Faculty Senate from 2014-2017. The Board of Education and the Council on Postsecondary Education is the chief policy-setting body in the state that has final decision-making authority over all university affairs.

GSLIS is also governed by the URI Graduate School, which is overseen by Dean Nasser Zawia. The Graduate School reviews and approves new graduate programs, new and revised courses, and the Graduate Manual, as well as fellowship and scholarship applications. Dr. Lauren Mandel is currently serving a 3-year term on Graduate Council from 2016-2019, including being on the Graduate Council Curriculum Committee.

1.1.4 Legislative process for course and curriculum/program proposals. Proposals begin in the department. Upon department approval, proposals must pass through the A&S' Curricular Affairs Committee (A&S CAC), and then upon approval, they are sent to the Graduate Council for approval. After Graduate Council approval, proposals are forwarded to Faculty Senate for review. These review committees, which meet monthly, submit approved proposals to the Faculty Senate for action (approval at a Faculty Senate meeting). Program proposals approved by the Senate require the president's approval; new courses and course changes do not require the president's approval. Some program proposals also require review by the Council on Postsecondary Education.

Curricular changes take effect once a year when the university catalog is updated in late summer. If the A&S CAC, Graduate Council, and/or Faculty Senate send proposals back with questions or clarifications, the department agrees upon and supplies the requested information, the slated proposal is sent back to the body requesting the information for review on the next GSLIS Curriculum Committee agenda. It generally takes a year for new course and program proposals to move through this process and be approved for the new catalog.

1.1.5 Department meetings. All full-time faculty attend department meetings, which the director leads. The department faculty agree on meeting times at the start of each semester. Meetings are usually two hours long and held once a month excluding January, June, July, and August. Additional or longer meetings are agreed upon by the department when required. Department meetings are a forum to discuss plans, policies, ideas, and ongoing academic issues. The department is mandated to make decisions that affect any academic outcome. The director sends out a draft agenda to faculty prior to the meeting, and if faculty request to add any other items, they are added to the agenda. Meeting minutes are kept and voted on/approved for accuracy/amendments at the next department meeting. Approved meeting minutes are archived in the GSLIS COA 2018 Sakai site.

1.1.6 Retirements, departures, and new hires. Over the eight years since the last visit, there have been numerous retirements and new hires. Dr. Yan Ma, Full Professor, is the only faculty member currently at GSLIS who was working at GSLIS at the beginning of the review period. A comprehensive list of retired, departed, and new full-time faculty members during this time includes

1. Suellen Adams, Ph.D., Assistant Professor (departed December 2010)
2. Nicole Alemanne, Ph.D., Lecturer (AY 2015-2016)
3. Naomi Caldwell, Ph.D., Associate Professor (departed June 2010)
4. Herb Carson, Ph.D., Professor Emeritus (retired June 2011)
5. E. Gale Eaton, Ph.D., Former Director and Professor Emerita (retired June 2012)
6. Donna Gilton, Ph.D., Professor Emerita (retired December 2014)
7. Renee Hobbs, EdD, Former Interim Director and Full Professor (AY 2012-2013 and Fall 2013)
8. Valerie Karno, Ph.D., JD, Director and Associate Professor (Spring 2014, AY 2014-)
9. Lauren Mandel, Ph.D., Assistant Professor (new hire, AY 2012-)
10. Cheryl McCarthy, DA, Professor Emerita (retired June 2016)
11. Mary Moen, Ph.D., Assistant Professor (new hire, Visiting Assistant Professor AY 2015-2017, tenure-track Assistant Professor Fall 2017-)
12. Stefanie Metko, MLIS, Lecturer (AY 2015-2016)
13. Melissa Villa-Nicholas, Ph.D., Assistant Professor (new hire, Lecturer AY 2016-2017, tenure-track Assistant Professor Fall 2017-)

1.1.7 Advisory board meetings. GSLIS has an active advisory board. In 2014, annual meetings of this board were reinstated after several years of inactivity. In 2015, the advisory board requested biannual meetings to keep up to date on the program's progress and provide regular feedback. The advisory board provided direction when the directorship of the program transitioned for the second time in five years. The bi-annual meetings are now the norm to help the school with continual review of program goals. The advisory board consists of members of the library community throughout New England who represent of a range of library contexts. GSLIS faculty invite people to be advisory board members because of their expertise and relationship with GSLIS. The director sends a draft agenda to department faculty to ask for additional items and a final agenda to the department and advisory board prior to the meeting. Meeting minutes are archived in the GSLIS COA 2018 Sakai site. The purpose of advisory board meetings is to inform, provide information about program progress, and elicit feedback for improvements. The advisory board played a major role in the latest strategic planning process. Members of the advisory board during the review period include:

- Sarah Bordac Evelyn, Head of Instruction, Brown University Library

- Monica Brennan, Children's Programming, Maury Lootnjens Library
- Angelica Ferria, Curator, Media Resource Center, URI Carothers Library
- Amanda Izenstark, Professor, URI Carothers Library
- Ed Garcia, Director, Cranston Public Library
- Gaby Kaye, Children's Librarian, Mashantucket Pequot Museum
- Mary MacDonald, Professor, URI Carothers Library
- Ida McGhee, Co-Founder, Cornucopia of Rhode Island
- Karen Mellor, Chief, RI Office of Library and Information Services
- Pamela Scott, Retired Information Specialist, Pfizer
- Fred Stielow, Consultant and Vice President/Dean of Libraries and Educational Materials (Emeritus), American Public University System
- Maureen Sullivan, Consultant & Past President of ALA
- Ruth Sullivan, Dean of Learning Resources, Library, Community College of RI
- Jennifer Thomas, School Media Specialist, West Bridgewater High School, MA
- Sherry Vellucci, Retired Dean of the Library, University of New Hampshire
- Janice Wilson, Interim Director of Library Services, Eastern Connecticut State University
- Patrick Yott, Associate Dean, Digital Strategies and Services, Northeastern University Libraries
- Student ALA President

1.1.8 Part-time faculty meetings. The part-time faculty meet at least once a year with the entire faculty to discuss all GSLIS teaching, voice ideas, and discuss curriculum issues, updates, and concerns; the part-time faculty are also a key voice in the strategic planning process. The director sends a draft agenda to department faculty for additional items and sends a final agenda to the department and part-time faculty prior to the meeting. Meeting minutes are archived in the GSLIS COA 2018 Sakai site. The list of part-time faculty (alpha order) during the review period has included:

1. Suellen Adams, Ph.D., Independent Researcher and Adjunct Professor (still current)
2. Melody Allen, Library Program Specialist, OLIS (former)
3. Edgar C. Bailey, Jr., Library Director (Emeritus) Providence College (still current)
4. Betsy Brenneman, Access Services Librarian, Worcester State College (former)
5. Elliott Caldwell, Archives and Special Collections Consultant (former)
6. Mark Caprio, Assistant Professor and Head of Digital Publishing Services, Providence College (former)
7. Alex Caracuzzo, Dewey Library for Management and Social Sciences, MIT (former)
8. Aaron Coutu, Assistant Director, Cumberland Public Library (still current)
9. Sally Gore, Research Evaluation Analyst, University of Massachusetts Center for Clinical and Translational Science (former)
10. Renee Hobbs, Professor Harrington School of Communication and Media (former)
11. Amanda Izenstark, Professor, URI Carothers Library (still current)
12. Heather Jespersen, Cataloger, Brown University (former)
13. Kresten Jespersen, Former Director of Digital Initiatives, Rhode Island College (former)
14. Nancy Keane, Retired School Librarian (former)
15. Frank Kellerman, Science Librarian, Brown University (former)
16. Cynthia Lunghofer, Assistant Director, East Providence Public Library (retired) (still current)

17. Mary MacDonald, Professor, URI Carothers Library (still current)
18. Stefanie Metko, Director, Teaching and Learning Engagement, Virginia Tech University Libraries (former)
19. Daniel O'Mahony, Director, Library Planning and Assessment, Brown University Library (still current)
20. Elaine R. Martin, D.A., UMass Medical School Library (former)
21. Lauren Plews, State Data Coordinator, RI Office of Library and Information Services (still current)
22. Darshell Silva, School Library Media and Technology Specialist, Rocky Hill School (still current)
23. Michael Sullivan, Author and Children and Teen Literature Specialist (former)
24. Jennifer Thomas, School Library Media Specialist, West Bridgewater High School (still current)
25. Sherry Vellucci, Former Dean of the Library, University of New Hampshire (former)
26. Olga Verbeek, Associate Director, Information Systems and Collection Services, McKillop Library, Salve Regina University (still current)

2 Systematic Planning

> This section addresses COA Standard I.1.2 Continuous review and revision of the program's vision, mission, goals, objectives, and student-learning outcomes.

Three phases of systematic planning have occurred since the last COA visit in 2010. Phase I from 2012 – 2013, Phase II from 2014 – 2016, and Phase III from 2016 - 2017.

2.1 Phase I

The first phase was led by Dr. Renee Hobbs, founding director of the Harrington School of Communication and Media and Interim Director of GSLIS. This phase aligned with one of the goals of the Harrington School's strategic plan: the exploration and identification of new student-learning outcomes from a cross-disciplinary approach that would prepare future workers in library, information, and communications positions. The goal of Phase I was to create new learning outcomes that would drive essential curricular changes. Feedback from participants at two major brainstorming events, an invitational conference and a symposium, contributed to the development of four new learning outcomes and a modernized curriculum. See Figure 1.1 for the process and timeline of Phase I.

Dr. Hobbs organized three major brainstorming events to kick start curriculum revisions. The first was an invitational conference called *Convergence and Community: Preparing Future Workers for a New Knowledge Network of Libraries, Newsrooms, Studios, and Agencies*, held January 16 and 17, 2013. The event was a 24-hour listening-and-learning workshop for faculty and other stakeholders of the Harrington School's programs. Attendees at the event explored ideas for curriculum convergence and public outreach with a group of at least six multidisciplinary strategic thinkers from across the country. The purpose of the event was "to expose and consider the cross-disciplinary wisdom and knowledge of the URI community, seeding the thinking and advice of our visiting experts about preparing future workers for the converging 'knowledge network' of libraries, newsrooms, studios and agencies" (Convergence and Community program, 2013). The program and a list of attendees is in Appendix 1A.

Figure 1.1. Systematic planning process and timeline, Phase I 2012-2013.

Harrington Strategic Plan Goal: Update Curriculum, 2012

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Invitational Conference, January 2013

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Part-time and Full- time Faculty Meeting, Spring 2013

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Department creates new Learning Goals, 2013

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Departmental Approval of Learning Goals, September 2013

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Symposium, November 2013

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Departmental Meetings - Curriculuar Changes, January to April 2013

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Department Approval of curriculur changes, May 2013

The second brainstorming event was a symposium entitled *From Ranganathan to Read/Write: Managing Digital Disruption in Libraries, Schools and Workplaces,* held on November 6, 2013. The guiding question of this symposium was: How does the Harrington School address the needs of students entering a networked, digital-content, read-write future? The goals were to a) establish characteristics of 21st-century society: focus on digital technologies, read-write culture, library-without-walls, customer-listening business, information trust/credibility and b) explore Ranganathan's Laws as a frame for libraries, schools, and workplaces of the present vs. those of the future. The purpose of this symposium was to elicit ideas from a range of people and disciplines to inform curricular changes (Symposium program, 2013). The program and a list of attendees is in Appendix 1B.

The third brainstorming event was a part-time and full-time faculty meeting in the Spring of 2013 that was held at the Providence campus. Renee Hobbs, Valerie Karno, Lauren Mandel, Yan Ma, Cheryl McCarthy, Michelle Venditelli, and Frank Kellerman were some of the attendees. Curriculum revision was a major topic.

The ideas from these events contributed to substantial revision of the curriculum and the creation of four new program learning goals. The curriculum revision efforts consisted of a) the creation of two new tracks, one in Leadership and the other in Digital Media (in addition to the existing School Library Media track); b) the reduction of required courses to allow students greater choice in customizing their programs, and c) updating courses to be more relevant to present-day librarianship than the older curriculum was, and ultimately creating new courses such as LSC 516: Information and Culture, LSC 560: Human Information Behavior, and LSC

570: Leadership in Information Professions. The department approved of four broad learning goals in September 2013. They are:

- **Foundations:** Graduates will understand the changing nature of knowledge and will know how to research, organize, and apply a broad range of interdisciplinary resources to meet the information needs of diverse users.
- **Lifelong Learning:** Graduates will understand how to assess and meet the needs of users and develop community partnerships to empower lifelong learners.
- **Digital Media:** Graduates will understand how changing media and technologies reshape information and society, applying digital competencies and critical thinking skills to contribute to innovation.
- **Leadership and Ethics:** Graduates will understand ethical principles of global citizenship and will demonstrate leadership shills toward creating equitable access to and use of information.

2.2 Phase II

Phase II of the systematic planning process took place from 2014-2017. The focus of this phase was to create new mission and vision statements and a strategic plan. See Figure 1.2 for the Phase II Systemic Planning and Process Timeline.

Figure 1.2. Systemic Planning Process and Timeline, Phase II, 2014-2017.
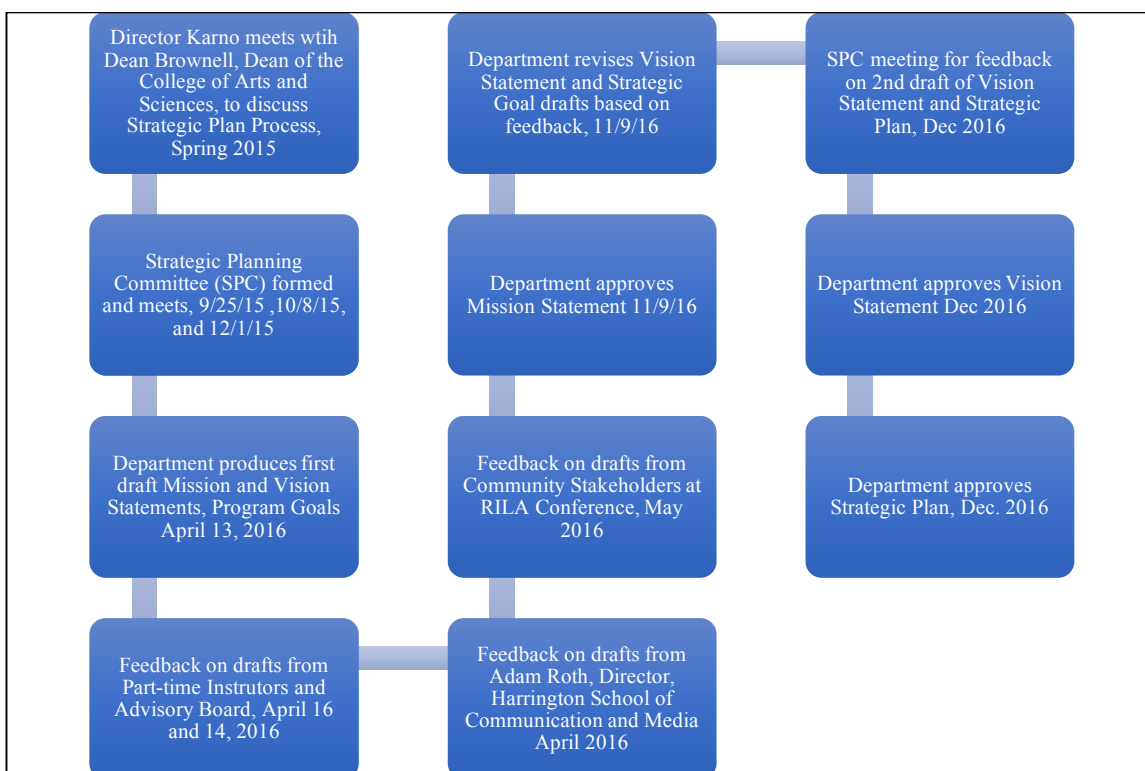
Dr. Karno, new Interim Director of the program (appointed January 2014), took the lead in creating new mission and vision statements and a strategic plan. After meeting with Dean Brownell in the spring of 2015, we decided that a special Strategic Planning Committee should

be formed to assist us in the process. Dean Brownell hired Maureen Sullivan who was already an Advisory Board member, to facilitate the committee. The faculty recommended additional advisory board members who would be beneficial on the Strategic Planning Committee (see meeting minutes 9/9/15). The Strategic Planning Committee Members are (alpha order):

- Nicole Alemanne, former Lecturer, GSLIS
- Ed Garcia, Director, Cranston Public Library
- Jared Jacavone, former GSLIS student
- Valerie Karno, Director and Associate Professor, GSLIS
- Yan Ma, Professor, GSLIS
- Lauren Mandel, Assistant Professor, GSLIS
- Jack Martin, Director, Providence Public Library
- Cheryl McCarthy, Professor Emerita, GSLIS
- Karen Mellor, Chief, RI Office of Library and Information Services
- Mary Moen, Assistant Professor, GSLIS
- Joan Ress Reeves, Coalition for Library Advocates
- Darshell Silva, Part-time Instructor and School Media and Technology Specialist, Rocky Hill School
- Samuel Simas, GSLIS student and former SALA president
- Fred Stielow, Part-time Instructor, Consultant and Vice President/Dean of Libraries and Educational Materials (Emeritus), American Public University System
- Maureen Sullivan, Library Consultant, Past President of ALA, and Facilitator
- Alicia Vaandering, former GSLIS student and SALA president
- Melissa Villa-Nicholas, Assistant Professor, GSLIS

The revision of the GSLIS mission and vision statements were completed first. The 2010 and the current (2016) versions are in Table 1.1.

The second accomplishment was the creation of a new strategic plan. This plan was the product of idea generation and feedback from the Strategic Planning Committee, Advisory Board, Part-time Instructors, and the department. See Figure 1.2 for the planning process and timeline. The 2010 and 2016 strategic goals are in Table 1.2 and 1.3.

The new (2016) program goals and objectives were approved by the faculty in December 2016 as part of the Phase II process under Dr. Karno. GSLIS committees will use these goals in the continuous review process starting in the fall of 2017. To help us assess our attainment of program goals, the objectives were written as SMART goals (Specific, Measurable, Attainable, Relevant and Time-Bound).

Table 1.1

Comparison of 2010 and 2016 GSLIS Mission and Vision Statements

	2010	2016
Mission	In support of the University of Rhode Island's mission and the Harrington School of Communication and Media, 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 Graduate School of Library and Information Studies educates future leaders in the global information world through innovative teaching, research, and service, according to the University of Rhode Island's mission and that of the Harrington School of Communication and Media. GSLIS prepares knowledgeable, ethical, and engaged library and information professionals to serve the information needs of diverse communities.
Vision	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.	Our vision at the Graduate School of Library and Information Studies is to be a nationally and globally recognized Library and Information Studies school by preparing students to serve and transform their communities; by being forward thinking and deeply connected to the local, regional, national, and global library and information communities; and by fostering a community of scholars and professionals who engage in innovative teaching and research.

Table 1.2

GSLIS Strategic Goals, 2010

Goal	Objectives
1. Planning and Evaluation: 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 State program objectives in terms of student-learning objectives, reviewing and updating the GSLIS Educational Outcomes Statement in context of current ALA and URI documents and input from GSLIS constituencies. 　　　1.1.1 Evaluate student outcomes. 1.2 Plan for successful implementation of the new Harrington School of Communication. 1.3 Provide systematic processes for regular program review and revision. 1.3.1 Integrate planning into cyclical accreditation processes. 1.4 Review, revise, and extend the School's three-year strategic plan through 2013-2014, positioning the program to meet constituent needs and aligning it with university priorities. 1.5 Review the funding needs of GSLIS and develop and implement strategies to increase funding levels.
2. Academic Program: Graduates will have the knowledge and skills to take leadership roles in the workforce of the future, developing new ways and technologies to receive, store, mediate, archive, and transmit information in support of their communities' work, learning, leisure, and public discourse.	2.1 Instill professional attitudes toward scholarship, research, and service; and instill a commitment to professional ethics. 2.2 Provide a strong foundation in library and information studies through a coherent core curriculum covering the ALA Core Competences. 2.3 Supplement the core courses with electives that support the career objectives of students in libraries, information agencies, and other settings. 2.4 Ensure opportunities for application of knowledge and development of skills through supervised practicums and professional field experiences. 2.5 Develop and maintain a balance of face-to-face, online, and blended courses, to enhance the practice of multiple communication skills. 2.6 Foster an intellectual atmosphere of active learning, collaboration, and collegiality in each course. 2.7 Augment student planning with advising and mentoring as a learning vehicle. 2.7.1 Assist students in developing coherent programs of study. 2.8 Enhance and increase the number of interdisciplinary courses and programs, especially in collaboration with the Harrington School of Communication and Media, the School of Education, and the University Libraries. 2.9 Build global and multicultural competence into the curriculum. 2.10 Develop competence and flexibility in emerging technologies. 2.11 Provide students with opportunities for individualized study and collaborative projects, research, and publications.
3. Faculty: 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 work with URI administration and Office of Affirmative Action, Equal Opportunity, and Diversity to recruit, retain, and assess diverse full-time faculty members committed to providing the highest quality in teaching, research, outreach, and service. 3.2 The GSLIS will work with the College of Continuing Education to recruit, retain, and assess part-time instructors whose high-quality instruction supplements the expertise of the full-time faculty. 3.3 The GSLIS will provide support for faculty teaching, research, outreach, and service furthering GSLIS goals. 3.4 Each faculty member will maintain an active and balanced program of teaching, research, outreach, and service, consistent with guidelines in the AAUP Contract, the University Manual, and the November 2004 GSLIS Guidelines for Promotion and Tenure.

Table 1.2, continued

GSLIS Strategic Goals, 2010

Goal	Objectives
4. Students: Recruit and retain a diverse body of highly motivated and academically qualified students who exhibit openness, creativity, and flexibility.	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. 4.6 Involve students in the governance of the school. 4.7 Encourage and support student membership and participation in professional organizations.
5. Culture and Environment: Encourage a culture of mutual respect and collaboration in learning, research, and service, and create an environment that values contributions to the profession and society.	5.1 Incorporate high ethical standards and a commitment to information access into the GSLIS program. 5.2 Provide appropriate physical and virtual environments and technological support for productive learning and teaching. 5.3 Provide a supportive environment for students from diverse backgrounds at all delivery locations.
6. Service and Outreach: Serve in local, regional, national, and international academic and professional communities and cultivate mutually supportive relationships, especially in New England.	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. 6.3 Provide opportunities for students to give library and information service to diverse communities. 6.3.1. Support the outreach activities of student chapters of ALA and SLA.

Table 1.3

GSLIS Strategic Goals, 2016

Goal	Objectives	
I. Planning and Assessment: Support the School's mission and vision through a continuous and systematic cycle of planning, assessment, and improvement that includes regular input from students, alumni, library and information professionals, and other stakeholders.	I.1.	Within one year, detail a cycle of assessment including (1) identification of data to be used to assess specific goals, (2) plan for data collection procedures and timeline, and (3) strategies for data analysis and use of data in programmatic planning.
	I.2.	Annually collect data from internal and external sources to assess GSLIS programmatic goals and objectives.
	I.3.	Annually analyze and report results of programmatic assessment to department, students, college, university, alumni, and regional stakeholders.
	I.4.	Annually review assessment plan to update as needed based on feedback.
	I.5.	Annually use assessment data in programmatic planning and improvement.

Table 1.3, continued

GSLIS Strategic Goals, 2016

Goal	Objectives
II. Curriculum: Prepare graduates with the knowledge, skills, and professional values to assume active leadership roles in the library and information professions and serve the information needs of diverse user communities.	II.1. Investigate and develop new learning opportunities in such areas as increasing interdisciplinary, global, and multicultural competence, emerging technologies, and experiential learning (ongoing). [Exit survey] II.2. Create new post-baccalaureate certificates and enroll students by 2020-2021 AY. II.3. Create 5-year BA/MLIS degree(s) and enroll students by 2020-2021 AY. II.4. Create fully online MLIS-degree program and enroll students in the online program by 2021-2022 AY. II.5. Revise program learning outcomes and develop curriculum map with assessment plan by end of 2017-2018 AY. II.6. Assess curriculum annually and use data towards curricular improvement. [Exit survey]
III. Faculty: Recruit, develop, and retain a diverse faculty and support faculty for excellence in teaching, research, and service.	III.1. Annually request and advocate for full-time tenure-track faculty in accordance with university procedures. III.2. During faculty searches, work with the URI Administration and Office of Affirmative Action, Equal Opportunity, and Diversity to recruit diverse full time faculty members. III.3. Recruit, retain, and assess Part-time Instructors whose expertise and excellence in instruction supplements the expertise of the full time faculty in accordance with the part-time faculty union contract (ongoing). III.4. Provide support for faculty teaching, research, and service (ongoing). III.5. Support faculty in interdisciplinary research in the Harrington School (ongoing). III.6. Support faculty with feedback from the annual review process in accordance with the AAUP contract.
IV. Students: Recruit, educate, and retain a diverse community of highly motivated and academically qualified students, foster a culture of mutual respect and collaboration and promote student socialization into the field.	IV.1. Develop recruitment strategies to reach various populations in the next two years; after this, increase enrollment of diverse students by 5% annually. IV.2. Broaden recruitment efforts to increase enrollment by 5% annually. IV.3. Create guidelines for the advising process within two years, and evaluate annually. [Exit survey] IV.4. Develop a plan to examine retention rates and strategies to increase retention within three years. [Exit survey] IV.5. Increase and support opportunities for student membership and participation in professional organizations and conference presentations (ongoing) Exit survey IV.6. Develop a robust career resource/support for students within the next three years. [Exit survey] IV.7. Increase involvement of students in the governance of the school in one to two years and maintain student involvement (ongoing). [Exit survey] IV.8. Develop strategies to increase graduate assistantships and research assistantships. [Exit survey] IV.9. Seek and publicize scholarship opportunities. [Exit Survey]

Table 1.3, continued

GSLIS Strategic Goals, 2016

Goal	Objectives	
V. Administration, Finances, and Resources: Continue as a distinct academic unit led by a Director with sustained access to sufficient financial, physical, and technological resources.	V.1.	Develop plans for creating revenue streams for additional resources within three years.
	V.2.	Develop a long-term strategy for systematically updating technological equipment within two years. [Exit Survey]
	V.3.	Nurture a supportive environment for the development of students, faculty, and staff, in pursuit of the GSLIS Mission and Vision Statement, and Goals (ongoing). [Exit Survey]
	V.4.	Maintain administrative staff working in GSLIS, and student workers assisting with GSLIS admissions and office work.
	V.5.	Continue to harness the administrative staff of the Harrington School for GSLIS needs like advertising, online inquiries, and fiscal duties.
	V.6.	Continue to annually request advertising funds from the URI Graduate School, Harrington School, and Provost's Office.
	V.7.	Pursue alternate physical facilities for GSLIS. [Exit Survey]

2.3 Phase III

Phase III of the systematic planning process focused on student-learning goals and outcomes. A major revision of the student-learning outcomes was completed in 2013. During 2016–2017, the Assessment Committee led the next step and revised the learning goals for clarity and created student-learning outcomes using verbs from Bloom's Taxonomy. See Figure 1.3 for developmental steps in the process to create student-learning goals and outcomes.

Figure 1.3. Systematic Planning Process of Student-Learning Goals and Outcomes
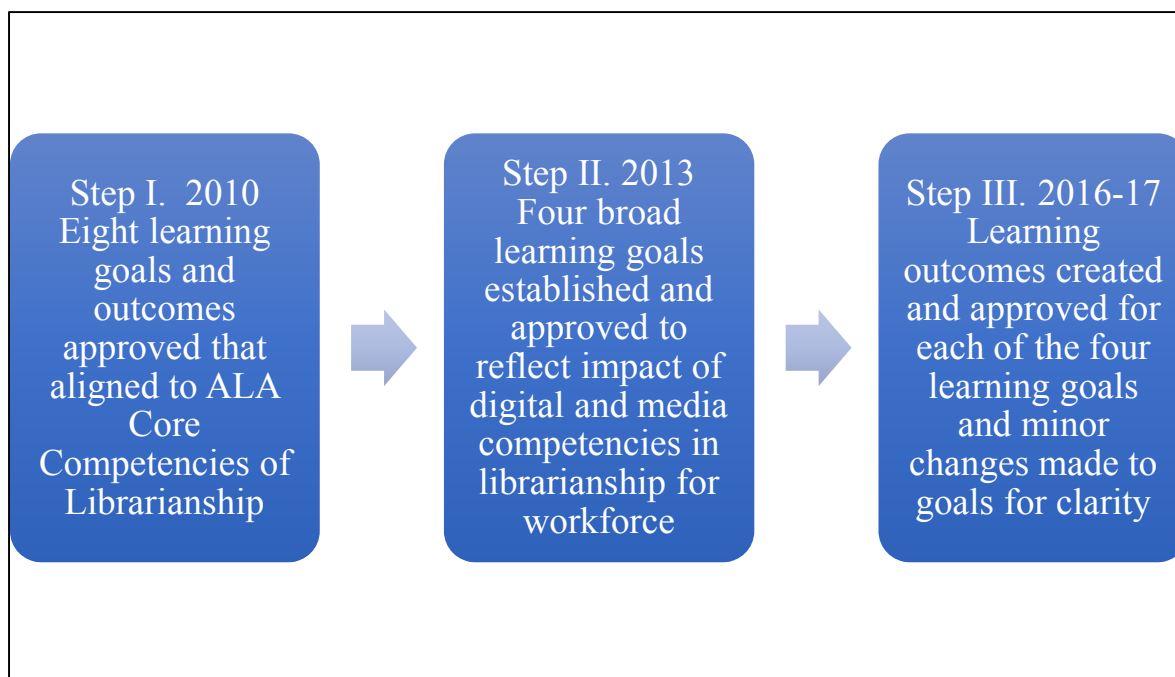
3. Assessment of Program Goals, Objectives, and Student-Learning Outcomes

This section addresses COA Standard I.1.3 Assessment of attainment of program goals, program objectives, and student-learning outcomes.

3.1 Assessment of Program Goals and Objectives

The assessment of the attainment of program goals and objectives from 2010 to 2016 was conducted at the end of the review period. Full-time faculty at the May 2017 department meeting along with Adam Roth, Director of the Harrington School of Communication and Media, participated in the evaluation activity. All program goals were met. Highlights are the successful implementation of the Harrington School of Communication and Media and the integration of GSLIS within it, the hiring of three full-time tenure-track faculty members including one from an underrepresented population; resources and training for the move to online courses; and an assessment plan and implementation of Taskstream, an assessment tool to better collect, store and analyze data showing student attainment of learning objectives. See Appendix 1C for a full report of attainment of program goals and objectives during the review period.

At the GSLIS retreat in May of 2017, the faculty approved to assess the attainment of program goals and objectives on a yearly basis at the subsequent annual retreats in the spring.

3.2 Assessment of Student-learning Outcomes

The attainment of student-learning outcomes is assessed through multiple avenues. See Figure 1.4 for a visual of assessment strategies. A description of each assessment strategy will be followed by examples.

Figure 1.4. Strategies to Assess Attainment of Student-learning Goals
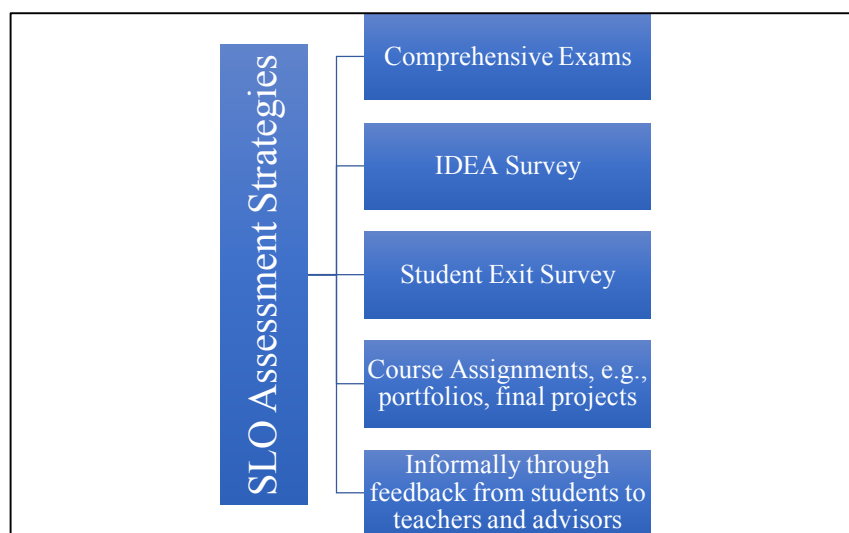
3.2.1 Comprehensive Exams. The comprehensive exam is a written response to questions created and approved by the department each time the exam is administered. There are three categories in the exam: a) philosophy/theory, b) applications, and c) current issues. There are two questions in each category and students select one of the two questions to respond to in each section. From 2010-2014, the comprehensive exam questions aligned with the eight

learning outcomes that were based on the ALA Core Competences for Librarianship. In 2013, we revised the learning goals as a result of the Harrington School strategic-planning, and we created and approved of four broader learning goals for implementation on the spring 2015 comprehensive exam. See Table 1.4 for a map showing the alignment of the GSLIS Student Outcomes with the Comprehensive Exams from 2012-2014 and Table 1.5 showing the alignment of the GSLIS Student Outcomes with the comprehensive exams from 2015-2017.

Table 1.4

Alignment of GSLIS Student Learning Outcomes with Comprehensive Exams, 2012-2014

Learning Outcome	SP 12	SU 12	FA 12	SP 13	Term SU 13	FA 13	SP 14	SU 14	FA 14
1. Foundations of the Profession	✓	✓	✓	✓	✓	✓	✓	✓	✓
2. Information Resources			✓			✓		✓	✓
3. Organization of Recorded Knowledge and Information			✓					✓	✓
4. Technological Knowledge and Skills	✓	✓	✓	✓	✓	✓	✓		
5. Reference and User Services	✓	✓			✓	✓			
6. Research			✓	✓		✓	✓		
7. Continuing Education and Lifelong Learning	✓	✓	✓	✓		✓	✓	✓	
8. Administration and Management	✓	✓	✓	✓	✓		✓	✓	✓

Table 1.5

Alignment of GSLIS Student Learning Outcomes to Comprehensive Exams, 2015-2017

Learning Outcome	SP 15	FA 15	Term SP 16	SU 16	FA 16	SP 17
1. Foundations	✓	✓	✓	✓	✓	✓
2. Lifelong Learning	✓	✓	✓	✓	✓	✓
3. Digital Media	✓	✓	✓	✓	✓	✓
4. Leadership and Ethics	✓	✓	✓	✓	✓	✓

The process to assess student attainment of the learning objectives was improved since the last visit. It used to be that each exam was graded by one faculty member. If that faculty member marked a question or the whole exam as a fail, it went to a second grader. If the second grader said it passed, then it passed. If that grader said it failed, then it failed. In 2016, we instituted the two-grader system along with a rubric. Currently, each exam is blind reviewed by two faculty members (all faculty grade exams) using a pass/fail system. If there is a disagreement in a decision, a third reader is asked to read to break the tie. If students do not pass a question, they have an opportunity to re-take that question. If students do not pass two or more questions, they have failed the exam and may retake it at least 10 weeks after the original exam date (pursuant to Graduate Manual regulations). The exam was administered on campus in a paper-based format until the summer of 2016; it transitioned to a take-home, online format

administered through Sakai in Fall 2016. The exam was offered in the fall, spring, and summer semesters through 2015. Beginning in AY 2016-2017, the exam has been offered in the fall and spring semesters only.

At department meetings, the faculty members share their perspectives on overall student achievement on the comprehensive exams. In 2014-2015, faculty expressed concern that the writing skills of some students were weak. The faculty created the new category "weak pass," to differentiate the stronger students from those who knew the content but had weak writing skills. To support student writing skills, a rubric was developed to make expectations clearer. The three criteria on the rubric are: a) responds adequately to GSLIS outcome assigned to the question, b) well-written and systematically organized response that addresses all aspects of the question thoroughly, and c) response is supported by evidence from the LIS literature, cited appropriately. Detailed instructions, a live chat session with the exam proctor, and an example of student work were also strategies used to support student success. This information is available in the GSLIS Comps Sakai site and the GSLIS Student Guide Sakai site.

3.2.2 IDEA Student Ratings of Instruction. The IDEA-SRI indicates 12 learning objectives of which the instructors can select several that are prioritized in their classes. Students self assess their progress on all 12 learning objectives. Students also provide evaluations of their own effort and motivation in courses, as well as their perceptions of the use of 20 teaching strategies. Aggregate data on the IDEA rating for the 12 learning objectives are available on the GSLIS website. The 12 learning objectives are:

- Gaining factual knowledge (terminology, classifications, methods, trends)
- Learning fundamental principles, generalizations, or theories
- Learning to apply course material (to improve thinking, solving problems, and making decisions)
- Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course
- Acquiring skills in working with others as a member of a team
- Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.)
- Gaining broad understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)
- Developing skill in expressing oneself orally or in writing
- Learning how to find and use resources for answering questions and solving problems
- Developing a clear understanding of, and commitment to, personal values
- Learning how to analyze and critically evaluate ideas, arguments, and points of view
- Acquiring an interest in learning by asking questions and seeking answers

One example of using the IDEA instrument to assess attainment of student-learning objectives occurred in fall 2016. The provost's office supported the Assessment Committee by funding the cost to receive aggregated IDEA data from 2010-2016. Analysis of the data showed a weakness in student perceptions of their achievement of the teamwork objective. The aggregated report is on the GSLIS website at http://harrington.uri.edu/graduate/library-information-studies/graduate-program/assessment-information/. Since employee data indicate that collaboration and teamwork skills are a priority in the LIS field, at the next annual retreat where student-learning objectives are reviewed and revised, the assessment committee will discuss and make a motion to include teamwork as a student-learning objective.

3.2.3 Student Exit Survey. Students are asked to self assess their level of competency in all student-learning goals and objectives on the exit survey. Since we implemented this survey for the first time in 2017, the data will be scheduled for analysis at an AY 2017-2018 department meeting. This will be done annually. The data will inform curricular and instructional improvements, and be used in continuous review of program goals during the annual spring retreat.

3.2.4 Coursework. Course assignments identify student-learning outcomes. The following four examples illustrate how this is accomplished.

Example #1. LSC 595 is the Professional Field Experience course required by all students not in the School Library Media track. On their Learning Contract, students agree with their site supervisor on tasks they will perform that are aligned with GSLIS Student-Learning Outcomes. The portfolio demonstrates evidence that the tasks and the student-learning outcomes have been achieved. (Examples of LSC 595 Learning Contracts are available in the GSLIS COA 2018 Sakai Site.)

Example #2. LSC 502 is the required core course on library management and administration. One of the student-learning objectives when Dr. Mandel teaches it is to produce a complete strategic plan that includes mission, vision, and values statements, goals and activities, a budget, and metrics for success. This aligns with new GSLIS Learning Outcome 4.4 (Graduates describe and apply the principles of strategic planning, budgeting, and effective personnel practices in libraries and other information service agencies) and is assessed via a series of strategic planning assignments—Assignment 1: Assessment & Mission, Vision, Values Statements; Assignment 2: Goals, Activities, Evaluation Plan; Assignment 3: Budget, and Assignment 4: Final Revised Strategic Plan.

Example #3. LSC 508 is a required core course that provides an introduction to information science and technology. Two of the student-learning objectives are to describe and differentiate various technology tools and apply technology skills to present information in varied formats and tools. These both align with new GSLIS Outcome 3.4 (Graduates recognize changing and new technologies and continually develop their digital media knowledge and skills). These are assessed via a series of 10-12 technology labs, in which they achieve learning objectives such as applying HTML styles to formatting a web page, constructing a bar chart and a pie chart in Excel, a pie chart in Google Sheets, and then through a reflection on how data can be manipulated to present information.

Example #4. In LSC 504 Searching for Answers: Meeting Users' Information Needs students weekly evaluate and critique peer-reviewed articles on users and reference and ask a question for peer reflection to demonstrate mastery of key concepts, building skills on reading for grad school, building collegiality with classmates, and demonstrating critical reading and thinking skills. Students must write a reference philosophy verbalizing their commitment to reference interaction values to reflect on their personal approach to reference librarianship. To demonstrate a new technological tool, students conduct a weekly database tutorial on searching for answers through databases, and they must give an instructional database tutorial where they display a database and learn to use a screencasting information technology tool.

3.2.5 Assessment Committee. The assessment of the attainment of student-learning outcomes is discussed informally at department meetings and at Assessment Committee meetings. A systematic process to use data to inform program improvements is in development. Moving forward, at the annual spring retreat the department will discuss the assessment of student-learning objectives to make programmatic improvements and revisions.

4 Communication of Planning Policies and Processes to Program Constituents

This section addresses COA Standard I.1.4 Communication of planning policies and processes to program constituents. The program has a written mission statement and a written strategic or long-range plan that provides vision and direction for its future, identifies needs and resources for its mission and goals, and is supported by university administration. The program's goals and objectives are consistent with the values of the parent institution and the culture and mission of the program and foster quality education.

4.1 Strategic Plan

GSLIS has a written mission statement and written strategic plan that provide vision and direction for its future. The mission statement and strategic plan are also on the website and are archived in the GSLIS COA 2018 Sakai site. The needs and resources for the GSLIS mission and goals are discussed at meetings and have been recorded in meeting minutes except for the period under Interim Director Hobbs in 2012-2013. The current director reports back to the department any communication with university administration that addresses needs and resources. This information is recorded in the meeting minutes.

4.2 Avenues for Communication with Constituents

The program communicates with constituents through multiple avenues. Following are detailed descriptions with examples.

4.2.1 Harrington School / GSLIS website. The program mission and vision statements as well as the learning goals and outcomes are on the website.

4.2.2 Advisory board meetings. An advisory board was convened and annual meetings were re-established in 2014 after several years of inactivity. In 2015, the advisory board requested to meet bi-annually, spring and fall. At the meetings, the director provides an update on the progress of program goals. Analysis and next steps are discussed and action steps based on the feedback is considered at department meetings. One example of this is the director's report on recruiting efforts and enrollment *(program goal 4.1 Increase financial aid and 4.2 Review recruitment strategies)*.

4.2.3 GSLIS annual gathering committee and event. The Annual Gathering Committee is comprised of at least one faculty member with the assistance of the Administrative Assistant. The committee plans a themed event featuring an update on the program from the director, an outside speaker, awards ceremony, Beta Phi Mu induction ceremony, and dinner. Awards are given to the GSLIS Alumni of the Year, GSLIS Recent Alumni of the Year (graduated in last five years), and GSLIS Library of the Year. Graduate student scholarship winners are also recognized. At department meetings, the Annual Gathering Committee reports to the faculty who approve the theme, speaker, and all award and scholarship recipients. The purpose of the event is to bring together alumni, faculty, students, and other library advocates to celebrate accomplishments, communicate the program's attainment of goals and objectives, and provide a community-building and professional-networking opportunity. Rhode Island's own Senator Jack Reed, champion of libraries, either attends and speaks (2015 and 2016) or provides a written statement conveying the strengths of GSLIS in the library community and his dedication to support the program and library field. In 2013, GSLIS celebrated its 50th

Anniversary with a gala event. Annual Gathering programs are available in the COA 2018 Sakai site.

4.2.4 Conference Presentations. Faculty proposals for sessions that share various aspects of GSLIS have been accepted at regional and national conferences. Three examples of this follow.

Example #1. In January 2014, the faculty presented "Navigating a Sea Change: Curriculum Renewal and Transformation" at the Association for Library and Information Science Education annual conference in Philadelphia, PA. Faculty members Lauren Mandel, Cheryl McCarthy, Valerie Karno, and Renee Hobbs explained the curriculum revision and renewal process with LIS educators. This session revealed the school's progress on program goals pertaining to curriculum: *2.2 Provide a strong foundation in library and information studies through a coherent core curriculum covering the ALA Core Competencies.*

Example #2. In 2015, the faculty presented "Learn and Connect with GSLIS" at the Rhode Island Library Association Annual Conference. Faculty members Karno, Ma, Mandel, Metko, and Moen updated the community on recent curricular revisions to their courses. This session explained the progress on program goals pertaining to curriculum: *2.2 Provide a strong foundation in library and information studies through a coherent core curriculum covering the ALA Core Competencies; 2.3 Supplement the core courses with electives that support the career objectives of students in libraries, information agencies, and other settings; and 2.4 Ensure opportunities for application of knowledge and development of skills through supervised practicums and professional field experiences.*

Example #3. In October 2016, at the New England Library Association Conference, Dr. Mandel spoke with a panel of students on her experience teaching the research methods class as an "Unclassroom." She discussed the value of real-world experience to increase student-learning and engagement in conducting research. This session revealed progress on program goal *2.1 Instill professional attitudes toward scholarship, research, and service; and instill a commitment to professional ethics.*

4.2.5 Conference exhibits. GSLIS has increased attendance at conferences as an exhibitor to explain the program to alumni, prospective students, and others in the LIS community. GSLIS has invested in promotional material and professional exhibit displays and has attended conferences as an exhibitor at ALA as part of ALISE in 2014, 2016 and 2017, New England Library Association and Rhode Island Library Association 2010-2017, Massachusetts Library Association from 2015-2017, School Librarians of Rhode Island since 2015, American Association of School Librarians in 2013 and 2017, New Hampshire Library Association in 2014, Virginia Library Association in 2015, Massachusetts Library Association in 2014, 2016, and 2017, Connecticut Library Association in 2014, 2015, 2016, and 2017, and Vermont Library Association in 2017. GSLIS also sponsored a cocktail reception at the ALA Mid-winter conference in Boston in 2016. We drew many alumni, university faculty, students, and friends. (Meeting minutes 9/9/15).

4.2.6 Faculty representation in state library organizations. Every year, each faculty member is asked to be a GSLIS representative on a state library organization. At each meeting, the GSLIS representative reports about the progress of GSLIS towards it mission and goals and any other pertinent news. For example, Dr. Mandel spoke to the COLA board about an article co-authored by Dr. Karno, Director of GSLIS, and Dr. Adam Roth, Director of the Harrington School of Communication and Media (http://colari.org/sample-page-2/cola/), and Dr. Moen updated the SLRI board through a report on a shared Google slide deck. The library

organizations with GSLIS faculty as affiliate representation are: a) RI Coalition of Library Advocates (COLA), b) Rhode Island Library Association (RILA) and c) School Librarians of Rhode Island (SLRI).

4.2.7 Rhode Island Library Association bulletin. RILA Bulletin submissions are submitted to update the community on program goals. One example was the announcement of the hiring of Dr. Villa Nicholas and Dr. Moen (RILA Bulletin, 88(5)). This communicates program goal *3.1 GSLIS will work with URI administration and Office of Affirmative Action, Equal Opportunity, and Diversity to recruit, retain and assess diverse full-time faculty members committed to providing the highest quality in teaching, research, outreach, and service*. Another example was an update about the Media Smart Libraries grant program which communicated information about continuing education offerings which aligned with goal *6.2 Support the continued professional growth of students, graduates, and members of the state and regional library community by offering continuing education activities* (RILA Bulletin, 87(6)).

4.2.8 GSLIS Student Listserv. We give students information and advise them to subscribe to the student listserv at the new student orientation scheduled each semester. They learn about the program goals and any changes we have made to the program.

4.2.9 Social Media. GSLIS has a Facebook page https://www.facebook.com/URIGSLIS/ and Twitter account @URI_GSLIS to communicate with all who are signed in to these accounts.

5 GSLIS Has Clearly Defined Student-Learning Outcomes

This section addresses COA Standard I.2 Clearly defined student-learning outcomes are a critical part of the program's goals. These outcomes describe what students are expected to know and be able to do by the time of graduation. They enable a faculty to arrive at a common understanding of the expectations for student-learning and to achieve consistency across the curriculum. Student learning outcomes reflect the entirety of the learning experience to which students have been exposed. Student learning outcomes address:
I.2.1 The essential character of the field of library and information studies;
I.2.2 The philosophy, principles, and ethics of the field;
I.2.3 Appropriate principles of specialization identified in applicable policy statements and documents of relevant professional organizations;
I.2.4 The importance of research to the advancement of the field's knowledge base;
I.2.5 The symbiotic relationship of library and information studies with other fields;
I.2.6 The role of library and information services in a diverse global society, including the role of serving the needs of underserved groups;
I.2.7 The role of library and information services in a rapidly changing technological society;
I.2.8 The needs of the constituencies that the program seeks to serve.

The student-learning goals and outcomes from 2010 were created specifically to align with the ALA student-learning outcomes at that time. The learning goals and outcomes are listed below and a map of their alignment with courses in the curriculum is in Appendix 1D. Since the creation of these student-learning outcomes however, GSLIS focused on major revisions to the learning goals. The goals went from eight detailed goals that directly aligned with ALA's student-learning outcomes to four broad learning goals that were created from the feedback of constituents during the first two phases of the systemic planning process described above.

2010 Learning Goals and Outcomes based on the 2008 ALA core competences of librarianship.

1. **Foundations of the Profession**: Graduates will be prepared to apply professional values, ethics, and thinking to present and future information services.
   1a. Know and can apply the ethics, values, and foundational principles of the library and information professions and professional associations.
   1b. Demonstrate ability to take a professional role in the promotion of democratic principles, intellectual freedom, and diversity of thought.
   1c. Understand the evolution of different types of library and information services in response to changing technologies and community needs.
   1d. Be aware of the legal framework within which libraries and information agencies operate, and the certification and/or licensure requirements of professional specialties.
   1e. Demonstrate critical thinking skills, including the ability to analyze and solve professional problems with sensitivity, diplomacy, and multicultural understanding.
2. **Information Resources**: Graduates will be prepared to create and manage collections of print, non-print, and electronic resources.
   2a. Demonstrate understanding of concepts and issues related to the lifecycle of recorded information and knowledge, from creation through acquisition, storage, archiving, and disposition.
   2b. Apply knowledge of concepts, issues, and methods of collection management flexibly to the evaluation, accession, storing, preserving, conserving, disseminating of information in all media.
   2c. Demonstrate ability to balance user access to purchased, leased, and licensed resources, whether acquired by an individual institution or through consortial agreements.
3. **Organization of Recorded Knowledge and Information**: Graduates will be prepared to organize information resources for retrieval.
   3a. Demonstrate understanding of the principles involved in the organization and representation of recorded knowledge and information.
   3b. Apply the developmental, descriptive, and evaluative skills needed to organize recorded knowledge and information resources.
   3c. Apply the national and internationally adopted standards of cataloging, metadata, indexing, and classification systems for organizing used to organize recorded knowledge and information for retrieval.
4. **Technological Knowledge and Skills**: Graduates will be prepared to apply appropriate technology to create effective interfaces between recorded knowledge and its users.
   4a. Can use information, communication, assistive, and related technologies appropriately.
   4b. Can apply technologies consistently with professional ethics and prevailing service norms.
   4c. Can assess and evaluate the specifications, efficacy, and cost efficiency of technology-based products and services.
   4d. Can identify and analyze new technologies and applications in order to recognize and implement relevant advances.
5. **Reference and User Services**: Graduates will be prepared to mediate effectively between information users and relevant recorded information.

5a. Know and can apply the concepts, principles, and techniques of reference and user services that provide access to relevant and accurate recorded knowledge and information to people of all ages and groups.

5b. Retrieve, evaluate, and synthesize information from diverse sources for use by people of all ages and groups.

5c. Successfully apply methods of interacting with people of all ages and groups to provide consultation, mediation, and guidance in their use of recorded knowledge and information.

5d. Knows and can apply techniques and methods of information literacy and other literacies.

5e. Advocate, promote, and explain concepts and services to specific constituencies.

5f. Assess and respond to diversity in user needs, user communities, and user preferences; can employ strategic marketing strategies to engage users.

5g. Design and implement new services and resources appropriate to emerging audiences and circumstances.

6. **Research**. Graduates will be prepared to understand, enrich, and disseminate the professional knowledge base of our field.

6a. Demonstrate an understanding of the fundamentals of quantitative and qualitative research methods.

6b. Identify and evaluate central research findings and research literature of the field.

6c. Apply the principles and methods used to assess the value of new research.

7. **Continuing Education and Lifelong Learning**: Graduates will be prepared to promote the meaningful use of recorded knowledge and information in their communities.

7a. Understands the need and knows how to support continuing professional development of practitioners in libraries and other information agencies.

7b. Explain and advocate for quality library and information services in the lifelong learning of patrons.

7c. Apply learning theories, instructional methods, and achievement measures in libraries and other information agencies.

7d. Deliver effective instruction in and support for the information literacy skills that advance lifelong learning.

8. **Administration and Management**: Graduates will be prepared to manage library and information services for the benefit of the communities served.

8a. Apply the principles of strategic planning and budgeting in libraries and other information-providing agencies.

8b. Know the principles of effective personnel practices and human resource development.

8c. Assess and evaluate library and information services and their outcomes.

8d. Adapt physical and virtual resources flexibly to community needs, developing the institutional role (e.g., "third place," embedded R & D resource, or heart of the school or university) as appropriate.

8e. Develop partnerships, collaborations, networks, and other structures with all stakeholders and within communities served.

8f. Demonstrate understanding of the concepts, issues, and methods pertaining to principled, transformational leadership.

In 2012, the Harrington School's strategic plan prioritized exploring current and future competencies in the library field and updating the curriculum. This work elicited new, broader definitions of workforce competencies in the changing field of librarianship, and we created and in September got approval from the GSLIS faculty for the following learning goals:

- **Foundations:** Graduates will understand the changing nature of knowledge and will know how to research, organize, and apply a broad range of interdisciplinary resources to meet the information needs of diverse users.
- **Lifelong Learning:** Graduates will understand how to assess and meet the needs of users and develop community partnerships to empower lifelong learners.
- **Digital Media:** Graduates will understand how changing media and technologies reshape information and society, applying digital competencies and critical thinking skills to contribute to innovation.
- **Leadership and Ethics:** Graduates will understand ethical principles of global citizenship and will demonstrate leadership skills toward creating equitable access to and use of information.

In 2016-2017, the assessment committee revisited the learning goals to make minor revisions for clarity and created learning outcomes using Bloom's Taxonomy verbs. The faculty approved of the revisions on May 10, 2017. These learning outcomes are available on the GSLIS website at http://harrington.uri.edu/graduate/library-information-studies/graduate-program/learning-outcomes/. See Appendix 1E for a current curricular map aligning the new learning outcomes with core courses and foundational track courses that were created as part of the university assessment plan.

Current Student-learning Goals and outcomes

1. Foundations: Graduates explain and apply the ethics, values, and foundational principles of library and information studies.
   1.1. Graduates defend principles of intellectual freedom and equitable access to information.
   1.2. Graduates explain the evolution of different types of information services in response to changing technologies and community needs.
   1.3. Graduates summarize the concepts and issues related to the lifecycle of recorded information and knowledge, from creation through acquisition, storage, archiving, and disposition.
   1.4. Graduates explain the principles involved in the organization of recorded knowledge and information.
   1.5. Graduates employ the national and international standards of cataloging, metadata, indexing, and classification systems for organizing recorded knowledge and information for retrieval.
2. Information Literacies and Lifelong Learning: Graduates consider users' diverse needs in support of multiple literacies and lifelong learning.
   2.1. Graduates locate, retrieve, evaluate, and synthesize information from diverse sources to meet users' information needs.

    2.2. Graduates explain and apply the concepts, principles, theories, philosophies, and techniques of reference and user services in providing diverse people and groups with access to relevant and accurate recorded knowledge and information.

    2.3. Graduates explain information, digital, media, and other literacies.

    2.4. Graduates develop and assess programs and services designed to increase diverse people's knowledge and skills in information, digital, media, and other literacies.

    2.5. Graduates identify, evaluate, and synthesize central research findings of the field, assessing the value and quality of conducted research.

    2.6. Graduates demonstrate critical thinking skills.

3. Media and Technology: Graduates describe the evolving nature of media and technology and evaluate the appropriateness of new technologies for relevant library and information services.

    3.1. Graduates compare and recommend information, communication, assistive, and related technologies to serve diverse users' needs.

    3.2. Graduates identify, describe, and apply professional ethics and service norms to the use of digital media and technology in library and information service environments.

    3.3. Graduates identify and analyze technologies and applications in order to design and implement innovative services.

    3.4. Graduates recognize changing and new technologies and continually develop their digital media knowledge and skills.

4. Management and Leadership: Graduates apply management and leadership principles to information service provision for diverse communities.

    4.1. Graduates evaluate professional development needs and formulate plans for continuous professional learning.

    4.2. Graduates analyze and apply legal and ethical principles within which libraries and information agencies operate.

    4.3. Graduates analyze and solve professional problems with diplomacy and multicultural understanding.

    4.4. Graduates describe and apply the principles of strategic planning, budgeting, and effective personnel practices in libraries and other information service agencies.

    4.5. Graduates assess community needs and evaluate library and information services, resources, and facilities to inform planning and data-driven decision-making.

    4.6. Graduates describe the importance of partnerships, collaborations, networks, outreach, and advocacy.

    4.7. Graduates define the concepts, issues, and strategies pertaining to principled leadership.

    4.8. Graduates communicate effectively to a range of audiences using written, oral, and digital media.

The learning goals and outcomes are in our course syllabi and are assessed through course assignments. The comprehensive exam is administered to all students and student-learning outcomes have been consistently assessed. To broaden efforts to assess student-learning objectives, in 2017-2018, the assessment committee will be tasked to create a rubric aligned to student-learning goals to assess portfolios in LSC 595: Apply and Reflect (the professional field experience) and the Professional Portfolio in LSC 596: School Library Media Practicum and Seminar. Although student professional portfolios are assessed in LSC 596 using Taskstream, our assessment management system, the current rubric focuses on attainment of the Rhode Island

Professional Teaching Standards for certification purposes and needs to be modified to include GSLIS student-learning objectives. The Assessment Committee will create both rubrics to evaluate attainment of student-learning objectives in these capstone courses required of all students.

6 Value of Teaching and Learning Incorporated in Program Goals

This section addresses COA Standard I.3 Program goals and objectives incorporate the value of teaching and service to the field.

The GSLIS Program Goals and Student-learning Outcomes demonstrate the value GSLIS places on teaching and service. The program goals aligned with the value of teaching and service, the opportunities for teaching and service, as well as the assessment methods are outlined in Table 1.6 below.

Table 1.6

Alignment of Program Goals and Opportunities That Value Teaching and Service

2010 Program Goals	Opportunities
2.1 Instill professional attitudes toward scholarship, research, and service; and instill a commitment to professional ethics.	• LSC515 – elective course on information ethics and policy • LSC508 – week on information ethics, laws, and policies • LSC557 – research ethics • LSC502 – ALA Code of Ethics, case studies • LSC527 – ALA Beliefs, Information Literacy • LSC520 – Volunteer at schools, evidence of AASL/ALA Standards for Prep of LMS, RIPTS • LSC570 – lesson topics on ethics • LSC596 – Student teaching at schools, portfolio evidence of AASL/ALA Standards for Prep of LMS & RIPTS • LSC596 – portfolio requirement • LSC544 – Visual Information Science research • See list of faculty service in Chapter 3 • See list of faculty publications on CVs in Sakai site
3.3 GSLIS will provide support for faculty teaching, research, outreach, and service furthering GSLIS goals.	Research grant: $1000/year from GSLIS Director's Fund, $300/year from Provost Office, $300/year from Hope & Heritage, URI Faculty Career Enhancement grants
4.6 Involve students in the governance of the school. See Table 5 in Chapter 4.	• Advisory Board - Student ALA President • Strategic Planning – Graduate Assistants • Faculty Search – Elliott Stevens, 2012 • Technology Committee – Steven Miller, 2016-2017

Table 1.6, continued

Alignment of Program Goals and Opportunities That Value Teaching and Service

2010 Program Goals	Opportunities
4.7 Encourage and support student membership and participation in professional organizations	• LSC502 – RILA, NELA • LSC504 – RUSA • LSC505 – ALCTS • LSC528 – ASIST, IVLA • LSC544 – ASIST, IVLA • LSC520 – SLRI • LSC596 - SLRI • LSC570 – RILA, NELA • Funding available to attend conferences • Volunteer and present at conferences
6.1 Encourage collaborations and service through faculty participation in URI committees and in professional organizations and projects.	See table of faculty service in Chapter 3
6.3 Provide opportunities for students to give library and information service to diverse communities.	• LSC570 – Library Program assignment • LSC527 – Design and teach lesson URI101, Libraries • LSC520 – Pre-practicum at schools • LSC596 – Student teaching at schools • LSC595 – Professional Field Experience • LSC557 – Unclassroom Research Project • LSC590 – Prepares students to work for diverse communities
6.3.1. Support the outreach activities of student chapters of ALA and SLA.	• New Student Orientation • Faculty Advisor • Chapter meetings

7 Review of Program Goals and Objectives

This section addresses COA Standard I.4 Within the context of these Standards each program is judged on the extent to which it attains its objectives. In accord with the mission of the program, clearly defined, publicly stated, and regularly reviewed program goals and objectives form the essential frame of reference for meaningful external and internal evaluation.
1.4.1 The evaluation of program goals and objectives involves those served: students, faculty, employers, alumni, and other constituents.

Since the last COA visit, GSLIS has been engaged in many constructive activities that improved the delivery of the program. We crafted meaningful vision and mission statements with input from many constituents. We developed a thoughtful strategic plan with measurable goals with the expertise of a Strategic Planning Committee. We created increased relevant student-learning outcomes, and we completed major curricular revisions to meet the needs of students and employers. During this time, however, there were situations that inhibited a process to regularly review program goals and student-learning outcomes. The directorship of the program

was in flux after the retirement of one person, and the short-lived interim directorship of another. Moreover, the make-up of the faculty completely turned over except for one member. Although the program has a strong system to implement major revisions to program goals and objectives, both of these situations unintentionally contributed to a lack of consistency in the implementation of a process to regularly review program goals and student-learning outcomes.

The good news is that the current faculty, under the directorship of Dr. Karno since 2014, is in a strong position to demonstrate competency in the COA program standards. In fact, several initiatives were implemented in the 2016-2017 year that are key mechanisms to support a regular review of program goals and student-learning objectives. One was the reinstatement of the Assessment Committee and a department-wide agreement to identify and use data to inform improvements. Another was the reinstatement of an annual retreat at which a yearly review of the program's attainment of program goals and student-learning outcomes will be completed. The last and most important change is that the Strategic Plan will be a living document. It will be referred to and updated at committee meetings throughout each year to document the data used for review and resulting actions.

7.1 Inclusion of Stakeholders in the Review of Program Goals

The evaluation of program goals and objectives includes stakeholders' use of data from a variety of sources. The figure below illustrates the constituent groups that will review program goals and objectives, and what data each group will use. The Curriculum, Assessment, and Admissions Committees collect data as described in the figure, then report it to the department at GSLIS faculty meetings. After faculty review and comment, data is then reported out to external constituents on the Advisory Board and at Part-time Faculty meetings.

Figure 1.5. Stakeholders and data sources for review of program goals.
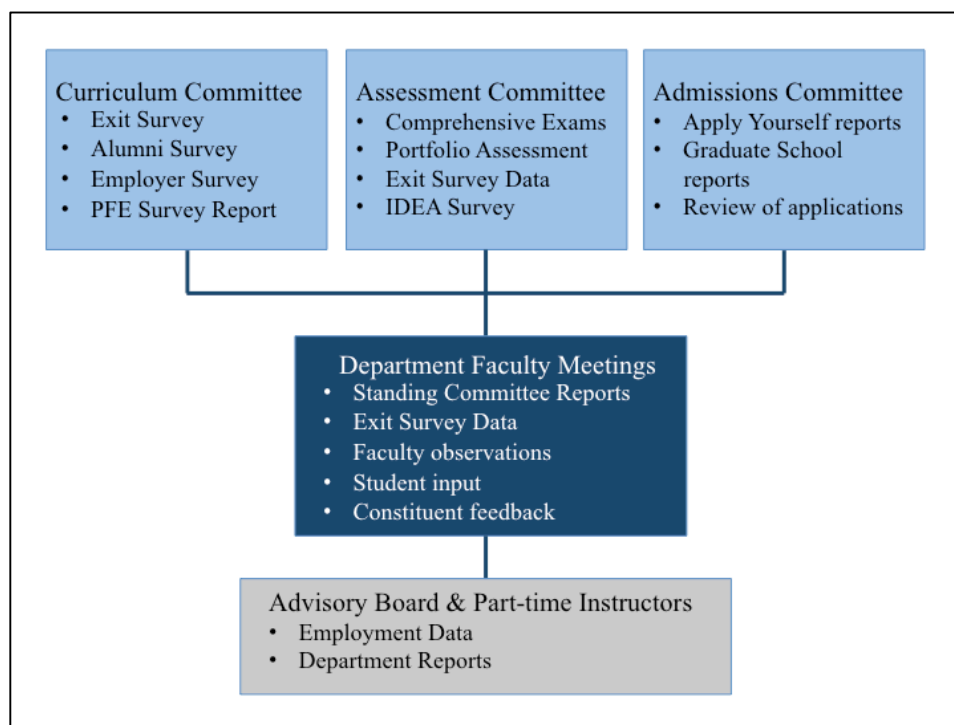
8 Evidence of Decision-Making Processes

This section addresses COA Standard 1.5 The program has explicit, documented evidence of its ongoing decision-making processes and the data to substantiate the evaluation of the program's success in achieving its mission, goals and objectives.

Although the program engaged in ongoing decision-making, the processes were not explicit and were inconsistently documented. At the faculty retreat in spring 2017, the faculty approved that henceforth, the strategic plan will be used as a living and working document and addressed at each Department, Curriculum Committee, Assessment Committee, Admissions Committee, Advisory Board and Part-time Faculty meetings. Changes and notes will be made to the document at each meeting to make the review and revision process explicit. See Figure 1.6 for a visual of the annual process established for ongoing decision-making.

Figure 1.6. Annual ongoing decision-making process.
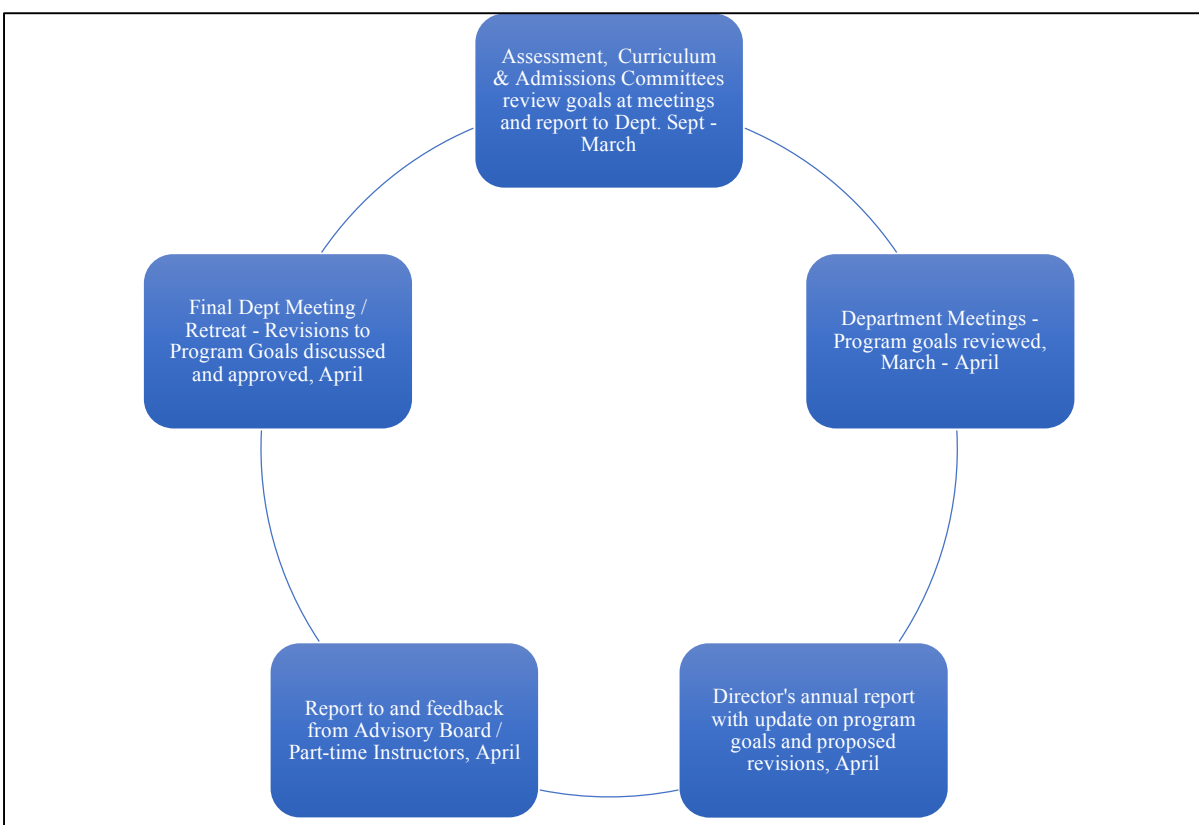
9 Systematic Program Improvements

This section addresses COA Standard 1.6 The program demonstrates how the results of the evaluation are systematically used to improve the program and to plan for the future.

Again, since the last accreditation visit, a structured system to identify and use data to improve the program and plan for the future was not in place. Program improvements happened,

however, but not in a perfectly straightforward way. One example of this is that as a result of analyzing the IDEA data on student self-evaluation of achievement of learning objectives, the Assessment Committee applied for and won a Scholarship of Teaching and Learning university grant to study this further. The impact of this project is two-fold. One, in fall 2017, the Assessment Committee will propose adding teamwork skills as a student-learning outcome to the department. Two, we will develop a module on teamwork skills that can be used with any course and will improve the program curriculum to meet desired workforce competencies (Mandel, 2017 SoTL grant).

A second example of program improvement concerns our goal to recruit and retain students. Based on student feedback and LIS trends, GSLIS went through the university process to approve twenty-one courses for online delivery during 2014-2016. The creation of an online program will place GSLIS in a stronger position than it was before to recruit and retain students (Proposal tracker on URI website).

A third example addressed the concern of the advisory board about providing an increased number of learning activities for students to demonstrate competence in technology skills. In response, the faculty approved the reinstatement of LSC 508: Introduction to Information Science and Technology as a required course for the MLIS degree. This class provides an additional opportunity to ensure that students leave the program with the necessary technology competencies to be successful on the job (Dept meeting minutes, 12/9/15).

10 Future Directions

The future of GSLIS is bright. A talented and energized faculty together with a director who has vision, perseverance, and strong leadership skills, have committed to taking action to ensure the continued growth and improvement of the program. Key elements of this process are: a) a systematic continuous process of review and revision that will culminate each year at an annual retreat, b) the commitment of the department committees (Curriculum, Assessment, and Faculty) to use the strategic plan as a living document and update it with evidence at meetings, c) a system to record and archive data and evidence in the faculty Sakai site, d) the implementation of Taskstream, an assessment management system, to collect and report data on student attainment of learning objectives, e) continued efforts to fully integrate into the interdisciplinary programs being created in the Harrington School, and f) a commitment to be leaders in online education.

CHAPTER 2: CURRICULUM

Highlights of the chapter:
- During the review period, GSLIS has substantially increased curricular assessment, culminating in 2016-2017 with revision of the new student-learning outcomes to add measurable indicators, designing a new curriculum map with plan for implementation, and assessing the comprehensive exam in Taskstream.
- GSLIS revised curriculum several times to be responsive to changes in the LIS field, with the final curricular revision conducted in 2012-2014 with a focus on increasing students' opportunities to take elective courses to allow greater customization, implementation of two new tracks in digital media and leadership, and getting the majority of LSC courses approved for online delivery via the URI curricular processes.
- In accordance with the emphasis on experiential learning at URI and in the Harrington School, GSLIS has increased experiential-learning opportunities in the MLIS program, adding the professional field experience as a requirement, offering two courses as "unClassrooms" where students partner with outside clients, using assignments that place students in the field interviewing librarians and observing and implementing programs in libraries.
- We have maintained an average class size of 12.7 to 14.4 students throughout the period, showing our dedication to offering the appropriate number of courses for the number of students we have enrolled at any given time, and we have consistently offered over half of all LSC courses in the URI catalog each year of the review period.

The primary role of GSLIS faculty is as educators, and as such the curriculum is a central focus of our efforts. During the review period, the curriculum has been revised three times to add experiential learning via LSC 595 (professional field experience), to lower the total number of credits from 42 to 36 to remain competitive in the US MLIS marketplace, and to increase students' opportunity to personalize their learning by lowering the number of required courses to increase the number of electives students may take as part of their MLIS degree. We have also revised the student-learning outcomes in line with the curricular revisions through an iterative process that culminated in 2016-2017 with measurable indicators of the four GSLIS student-learning outcomes, a revised curriculum map and assessment plan for the next 6-year cycle, and implementation of Taskstream for assessment of the comprehensive exam.

1 Overview of GSLIS Curriculum

This section addresses COA Standard II.1 The curriculum is based on goals and objectives, and evolves in response to an ongoing systematic planning process involving representation from all constituencies. Within this general framework, the curriculum provides, through a variety of educational experiences, for the study of theory, principles, practice, and legal and ethical issues and values necessary for the provision of service in libraries and information agencies and in other contexts. The curriculum is revised regularly to keep it current.

1.1 GSLIS Programmatic Learning Goals and Objectives

The GSLIS curriculum is based on program-level learning goals and learning objectives

(Standard II.1). GSLIS revamped its curriculum from 2012-2014, shifting from eight program-learning outcomes to four. The eight programmatic learning goals in effect from 2010-2014 were:

1. Graduates will be prepared to apply professional values, ethics, and thinking to present and future information services.
2. Graduates will be prepared to create and manage collections of print, non-print, and electronic resources.
3. Graduates will be prepared to organize information resources for retrieval.
4. Graduates will be prepared to apply appropriate technology to create effective interfaces between recorded knowledge and its users.
5. Graduates will be prepared to mediate effectively between information users and relevant recorded information.
6. Graduates will be prepared to understand, enrich, and disseminate the professional knowledge base of our field.
7. Graduates will be prepared to promote the meaningful use of recorded knowledge and information for lifelong learning in their communities.
8. Graduates will be prepared to manage library and information services for the benefit of the communities served.

In accordance with URI requirements for assessment, GSLIS developed a curriculum map and assessment plan in 2014 (See Appendix 2A). During this period, the department relied on the comprehensive examinations to assess students' achievement of program learning goals and outcomes.

The comprehensive examination was administered every fall, spring, and summer (it is now offered fall and spring only, with summer graduates taking the spring exam). Faculty write comprehensive exam questions using the program learning goals and outcomes to guide the questions. Sample comprehensive exams are available in the GSLIS Office (blue books) and the GSLIS COA 2018 Sakai Site (electronic exams). Students who pass the comprehensive exam demonstrate their achievement of the learning outcomes identified for each question they answer on the exam. A concerted effort is made to cover all learning goals each academic year. See Future Directions section for GSLIS future plans regarding the comprehensive exam.

The new programmatic learning goals, codified in the 2014-2015 catalog (University of Rhode Island, 2014; see http://catalogarchives.uri.edu/catalog/archivedPDFs/catalog2014_2015.pdf), were:

- Foundations: Graduates will understand the changing nature of knowledge and will know how to research, organize, and apply a broad range of interdisciplinary resources to meet the information needs of diverse users.
- Lifelong Learning: Graduates will understand how to assess and meet the needs of users and develop community partnerships to empower lifelong learners.
- Digital Media: Graduates will understand how changing media and technologies reshape information and society, applying digital competencies and critical thinking skills to contribute to innovation.
- Leadership and Ethics: Graduates will understand and apply ethical principles of global citizenship and will demonstrate leadership skills toward creating equitable access to and use of information.

The GSLIS Assessment Committee in the 2016-2017 AY drafted measurable learning outcomes for the programmatic goals, revise the wording of the programmatic goals to ensure they are measurable, and develop a new curriculum map and evaluation plan (see Appendix 2B). The new programmatic goals and learning outcomes are:

1. Foundations: Graduates explain and apply the ethics, values, and foundational principles of library and information studies.
   1.1. Graduates defend principles of intellectual freedom and equitable access to information.
   1.2. Graduates explain the evolution of different types of information services in response to changing technologies and community needs.
   1.3. Graduates summarize the concepts and issues related to the lifecycle of recorded information and knowledge, from creation through acquisition, storage, archiving, and disposition.
   1.4. Graduates explain the principles involved in the organization of recorded knowledge and information.
   1.5. Graduates employ the national and international standards of cataloging, metadata, indexing, and classification systems for organizing recorded knowledge and information for retrieval.
2. Information Literacies and Lifelong Learning: Graduates consider users' diverse needs in support of multiple literacies and lifelong learning.
   2.1. Graduates locate, retrieve, evaluate, and synthesize information from diverse sources to meet users' information needs.
   2.2. Graduates explain and apply the concepts, principles, theories, philosophies, and techniques of reference and user services in providing diverse people and groups with access to relevant and accurate recorded knowledge and information.
   2.3. Graduates explain information, digital, media, and other literacies.
   2.4. Graduates develop and assess programs and services designed to increase diverse individuals' knowledge and skills in information, digital, media, and other literacies.
   2.5. Graduates identify, evaluate, and synthesize central research findings of the field, assessing the value and quality of conducted research.
   2.6. Graduates demonstrate critical thinking skills.
3. Media and Technology: Graduates describe the evolving nature of media and technology and evaluate the appropriateness of new technologies for relevant library and information services.
   3.1. Graduates compare and recommend information, communication, assistive, and related technologies to serve diverse users' needs.
   3.2. Graduates identify, describe, and apply professional ethics and service norms to the use of digital media and technology in library and information service environments.
   3.3. Graduates identify and analyze technologies and applications in order to design and implement innovative services.
   3.4. Graduates recognize changing and new technologies and continually develop their digital media knowledge and skills.
4. Management and Leadership: Graduates apply management and leadership principles to information service provision for diverse communities.
   4.1. Graduates evaluate professional development needs and formulate plans for continuous professional learning.

4.2. Graduates analyze and apply legal and ethical principles by which libraries and information agencies operate.

4.3. Graduates analyze and solve professional problems with diplomacy and multicultural understanding.

4.4. Graduates describe and apply the principles of strategic planning, budgeting, and effective personnel practices in libraries and other information service agencies.

4.5. Graduates assess community needs and evaluate library and information services, resources, and facilities to inform planning and data-driven decision-making.

4.6. Graduates describe the importance of partnerships, collaborations, networks, outreach, and advocacy.

4.7. Graduates define the concepts, issues, and strategies pertaining to principled leadership.

4.8. Graduates communicate effectively to a range of audiences using written, oral, and digital media.

In fall 2016, the department implemented a grading rubric for the comprehensive exam, clearly aligning assessment of the exam with the learning outcomes we tested on the exam. This was originally implemented using a Google Form (See Appendix 2C), but has been shifted to Taskstream as of May 2017.

1.2 Curriculum Revision Process

GSLIS changed the MLIS requirements three times in this period (see Table 2.1 for all changes to the MLIS requirements during the review period). At the beginning of the review period, the program required 42 credits, 18 of which were in required classes and 24 of which were free electives (Figure 2.1). The required classes at the time were LSC 502 (management), LSC 503 (collection management), LSC 504 (reference), LSC 505 (cataloging), LSC 508 (technology), and LSC 557 (research methods). As of AY 2011-2012, an additional required course was added, LSC 595 (professional field experience). This brought required courses up to 21 credits and free electives down to 21 credits (Figure 2.2). Many of the minutes of department meetings and curriculum committee meetings from this period are missing, but all available minutes from these meetings are available in the GSLIS COA 2018 Site Resources folder.

Table 2.1

Changes to the Requirements for the MLIS Degree, AY 2010-11 – AY 2016-17

| Years | Total Credits | Required Courses | | | | | | | Free Elective Credits |
		LSC 502	LSC 503	LSC 504	LSC 505	LSC 508	LSC 557	LSC 595	
2010-11	42	✓	✓	✓	✓	✓	✓		24
2011-12	42	✓	✓	✓	✓	✓	✓	✓	21
2012-13 2013-14	36	✓	✓	✓	✓	✓	✓	✓	15
2014-15 2015-16 2016-17	36	✓		✓	✓		✓	✓	21

Figure 2.1. GSLIS original curriculum for review period (in effect AY 2010-11).

2010-11 Curriculum (42 credits)

General Track

Required Courses (18 cr)

LSC 502	LSC 505
LSC 503	LSC 508
LSC 504	LSC 557

Free Electives (24 cr)

School Library Media Track

Required (Core) Courses (36 cr)

LSC 502	LSC 520
LSC 504	LSC 527
LSC 505	LSC 530
LSC 508	LSC 531
LSC 557	LSC 596 (9 cr)

Free Electives (6 cr)

Figure 2.2. GSLIS curriculum for AY 2011-12.

2011-12 Curriculum (42 credits)

General Track

Required Courses (18 cr)

LSC 502	LSC 505
LSC 503	LSC 508
LSC 504	LSC 557
LSC 595	

Free Electives (21 cr)

School Library Media Track

Required (Core) Courses (36 cr)

LSC 502	LSC 520
LSC 504	LSC 527
LSC 505	LSC 530
LSC 508	LSC 531
LSC 557	LSC 596 (9 cr)

Free Electives (6 cr)

Changes from previous curriculum denoted by italics.

The first significant change to the MLIS requirements came in 2012. GSLIS reduced the total number of required credits from 42 to 36 (Figure 2.3), to bring it in line with the majority of US LIS programs. This was discussed and approved by the faculty beginning in fall 2011 (see Nov. 30, 2011 Faculty Meeting Minutes in GSLIS COA 2018 Site Resources folder). As of AY 2012-2013 (and continuing in AY 2013-2014), students were required to take 18 credits of required courses LSC 502, LSC 503, LSC 504, LSC 505, LSC 508, LSC 557, and LSC 595, plus 15 credits of free electives. Reducing the total requirements to 36 credits also removed all free electives from the School Library Media Track. Many of the minutes of department meetings and curriculum committee meetings from this period are missing, but all available minutes from

these meetings are available in the GSLIS COA 2018 Site Resources folder.

Figure 2.3. GSLIS curriculum for AYs 2012-13 and 2013-14.

2012-13 & 2013-14 Curriculum (*36 credits*)

General Track

Required Courses (18 cr)

LSC 502	LSC 505
LSC 503	LSC 508
LSC 504	LSC 557
LSC 595	

Free Electives (15 cr)

School Library Media Track

Required (Core) Courses (36 cr)

LSC 502	LSC 520
LSC 504	LSC 527
LSC 505	LSC 530
LSC 508	LSC 531
LSC 557	LSC 596 (9 cr)

Free Electives (0 cr)

Changes from previous curriculum denoted by italics.

During 2012-2014, the GSLIS curriculum was revised again. This revision was initiated by new GSLIS Interim Director, Dr. Renee Hobbs, in Fall 2012. The GSLIS faculty met monthly to discuss plans for revising the curriculum. Many times, minutes were not taken at these meetings, but all available minutes from these meetings are available in the GSLIS COA 2018 Sakai site. At the Spring 2013 Adjunct Faculty meeting, the full- and part-time faculty engaged in an interactive process to evaluate the existing curriculum and brainstorm possibilities for the new curriculum. One of the primary goals of the curriculum revision process was to reduce the number of required courses to increase students' choice in designing their programs. The faculty also devised three optional tracks that students may choose to follow, the existing School Library Media Track plus two new tracks in Digital Media and Libraries, Leadership, and Transforming Communities (Figure 2.4). As of AY 2014-2015 (and continuing through AY 2016-2017), students were required to take 15 credits of required courses LSC 502, LSC 504, LSC 505, LSC 557, and LSC 595, plus 21 credits of free electives. This change also reinstated electives (9 credits) for School Library Media Track students.

After implementing the new curriculum in Fall 2014, the Advisory Board indicated a strong interest in reinstating a technology requirement in the GSLIS curriculum. Over a series of faculty and Curriculum Committee meetings, the faculty discussed options such as a technology skills exam, self-paced modules, and Lynda.com, among others. Ultimately, the GSLIS faculty voted to reinstate LSC 508: Introduction to Information Science and Technology as a required course. This idea was strongly supported by the Advisory Board and has taken effect as of the 2017-2018 URI catalog (University of Rhode Island, 2017; see http://web.uri.edu/catalog/).

Figure 2.4. GSLIS curriculum for AYs 2014-15, 2015-16, and 2016-17.

1.3 Overview of Courses Offered at GSLIS, AY 2010-2011 Through AY 2016-2017

GSLIS has run 270 courses from Fall 2010 through summer 2017 (seven full academic years), for an average of 38.6 courses per year. The number of courses per year was at its highest in the beginning of the review period, with 57 run in AY 2010-2011 (See Figure 2.5). This declined to 41 courses in AY 2011-2012, then fell again to 34 in AY 2012-2013. The decline in the number of courses offered occurred as total enrollment dropped, discussed in Section 2.1.5 below. Since then, the number of courses has remained fairly steady with 33-36 courses run per year AY 2012-2013 through AY 2016-2017.

Figure 2.5. Total number of courses run per academic year, AY 2010-11 through AY 2016-17.
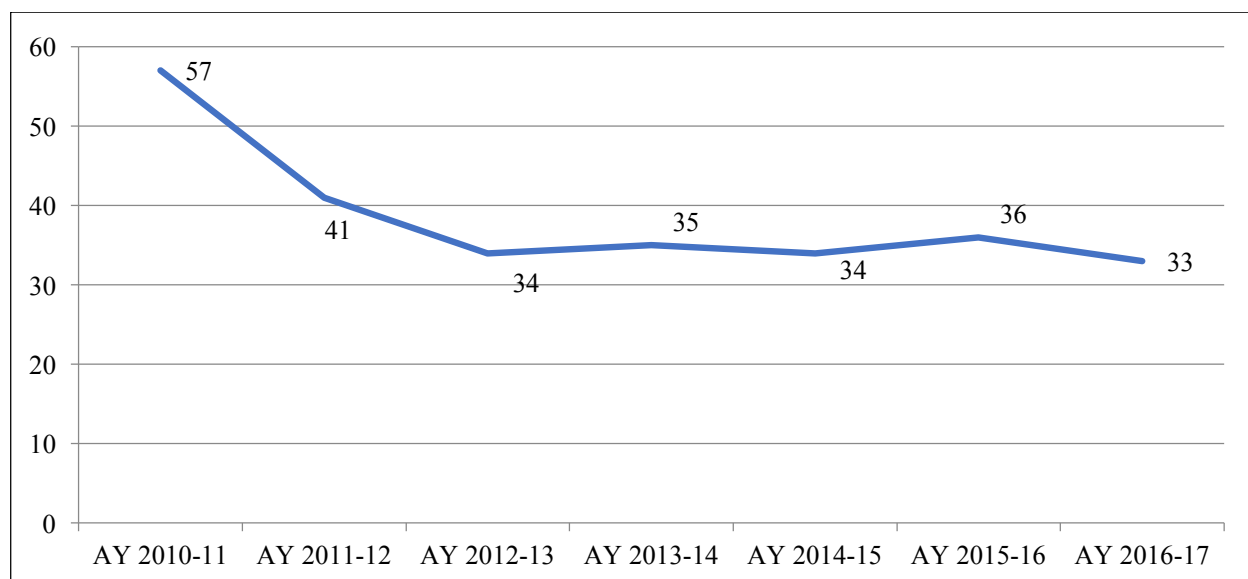
GSLIS has run an average of 19.2 courses in fall terms, 18.0 in spring terms, and 7.8 in summer terms. Fall 2010 and spring 2011 saw the highest number of courses offered, 24 per semester (see Figure 2.6). That declined to 18 in fall 2011 and 16 in spring 2012, then declined again to 16 in fall 2012 and 12 in spring 2013. Since then, the number of courses has remained at 12-15 each fall and spring semester. Fewer courses are run in summer, with the most offered in summer 2011 (9) and 5-7 courses offered each of the other summers.

Figure 2.6. Total number of courses run per semester, AY 2010-11 through AY 2016-17.
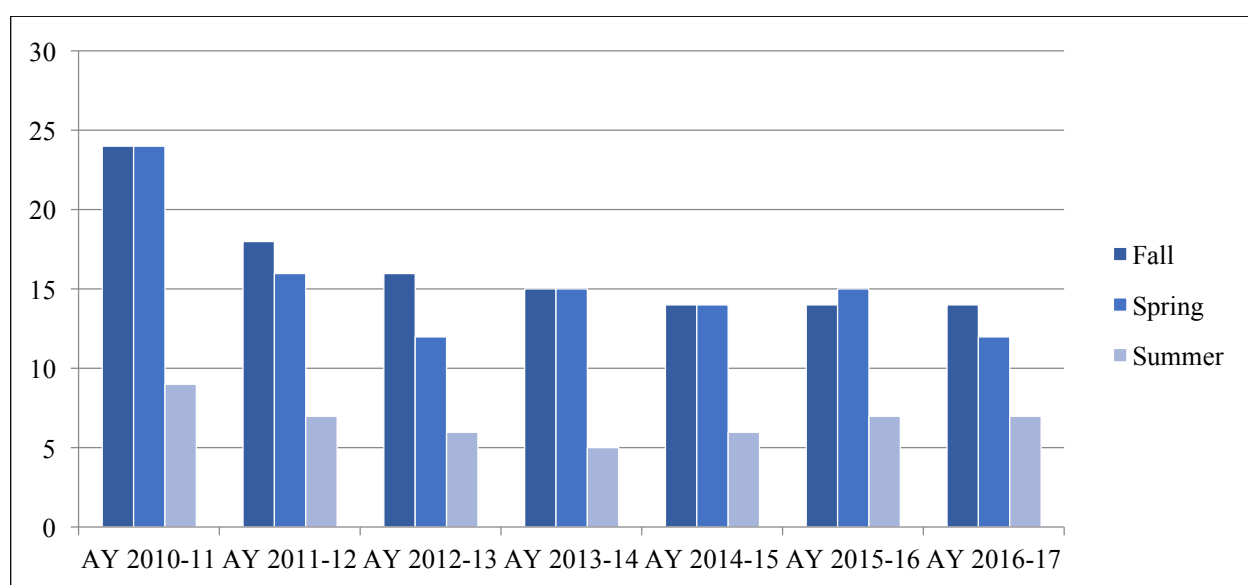
GSLIS has offered 229 courses hybrid or online from fall 2010 - summer 2017. This represents 86.4% of all courses offered during the review period (see Figure 2.7). One hundred

thirteen courses were hybrid (42.6% of all courses) and 116 were online (43.8% of all courses). The remaining 36 courses were face to face (13.6%). Face-to-face offerings have declined during the review period, as student demand for online and hybrid offerings has increased. GSLIS is responsive to student needs in course scheduling, and most courses are now offered online, with a few hybrid courses offered each semester. During AY 2015-2016, 21 courses were approved for online delivery, in addition to courses that had been previously approved for online delivery during the 2012-2014 curriculum revision process.

Figure 2.7. Percentage of courses offered by format, AY 2010-11 through AY 2016-17.
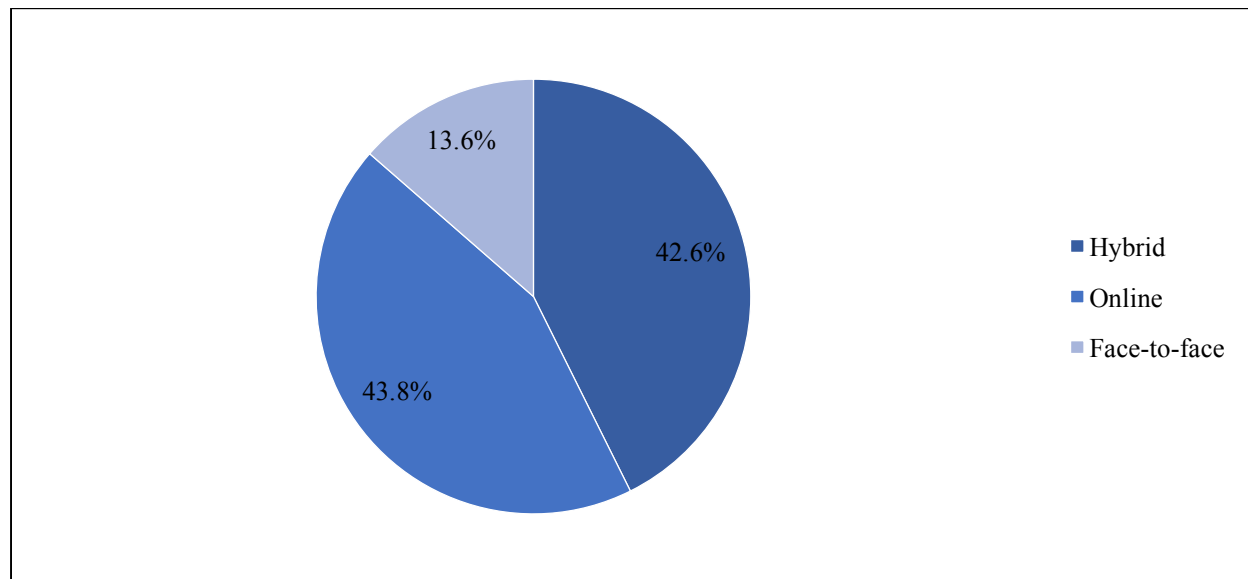
1.4 Course Rotation

There are currently 41 LSC (library science) courses in the catalog for GSLIS (University of Rhode Island, 2017; see http://web.uri.edu/catalog/). During this review period, the faculty voted to delete the following courses (University of Rhode Island, 2014; see http://catalogarchives.uri.edu/catalog/archivedPDFs/catalog2014_2015.pdf):

- LSC 529: Information Design (course removed before the review period; paperwork submitted in 2014)
- LSC 535: Public Library Youth Services (deleted under Director Hobbs)
- LSC 564: Introduction to Preservation of Library Materials (content incorporated in LSC 562)
- LSC 565: Rare Book Librarianship (deleted under Director Hobbs)

The following courses were added to the catalog in fall 2014:

- LSC 516: Information and Culture
- LSC 560: Human Information Behavior
- LSC 570: Leadership in Information Professions

For the entire review period, there have been 46 LSC courses in the catalog (University of Rhode Island, 2010, 2011, 2012, 2013, 2014, 2015, 2016), and data available through the URI eCampus People Soft system shows that 87.0% of those courses were offered from fall 2010 through

summer 2017. Table 2.2 displays the rotation of all courses offered in GSLIS from fall 2010 through summer 2017, with the course formats indicated (face-to-face, hybrid, and online).

Table 2.2

Course Rotation in GSLIS, Fall 2010 – Summer 2017

	Semesters																				
	FA 10	SP 11	SU 11	FA 11	SP 12	SU 12	FA 12	SP 13	SU 13	FA 13	SP 14	SU 14	FA 14	SP 15	SU 15	FA 15	SP 16	SU 16	FA 16	SP 17	SU 17
502	H*	H, F		O	O	O	H	H	H		O	O	O	O	O	O*	O	O	O	O	O
503	F*	H		F	F		H	H			O		O	H		H			O		
504	F	H, F	F	H, F	F	H	H	F	H	H	O	O	O	O		O*	O		H	O	O
505	F*	F*	O	F	F	O	O	F		F	O*		O	F	O	O	O	O	O	O	O
506																					
508	H	F		O	F	F	O			O	H		O	O		H			O	H	
510	F						F							O							O
515	H			F			O			O			O						O		
516	Added to catalog																				
517		O					H						H			H			O		
518																					
520	H		F				H						H			H			H		
521	H			O			H			H			O				O				O
522		F		F	F		H				O					O			O		
523				O							F										
524	F	F			F					H	Deleted from catalog										
525				F			H								O				O		
527	H		H	H		H	H		H	H		H	H		H	H	O				O
528	H*			O			H				O			O				O	O		
529		F	Deleted from catalog																		
530		H		H			H				O		O		O		O	O			O
531	H		H	F			H		H				O	O					O		
535				O						O	Deleted from catalog										
537		F											O								
538																					
539						O												O			
540		F																		H	
541														O							
542	H																				
543		H		O						H											
544				O			O		O				O								

545	H																			
547	H		O		O								O		O					
548		O				H									O					
550		F																		
557	F	H	H	O	F	H	H	H	H	H	H		O	O		O	O	O	H	O
560	Added to catalog																			
562	F		F											O					O	
564				F								Deleted from catalog								
565		F										Deleted from catalog								
570	Added to catalog																O		O	
590																				
593																				
595	H	F*	O	H	O		H	H	O	H	H	O	H	O	O	O	O	O	O	O
596		F*		H			H			H			H			O			H	
597			O		O				F, O	O					O	O			H	

O=Online

H=Hybrid

F=Face-to-face

* Two sections offered

The following are the only courses that were not offered at all in the review period:
- LSC 506: Technical Services
- LSC 516: Information and Culture
- LSC 518: Global Information Services
- LSC 538: Law Librarianship
- LSC 560: Human Information Behavior
- LSC 590: Introduction to Chinese Information Services

LSC 516 and LSC 560 were added recently and have not yet been offered. LSC 590 was offered in Summer 2016, but due to not achieving the required enrollment to balance the budget for this travel course, it could not be delivered. LSC 593: Independent Work was offered upon request, but it doesn't appear as an offered course because of the nature of independent study and the URI eCampus system. LSC 538 is already on the schedule to be offered Spring 2018.

GSLIS has prepared a future course rotation (see Table 2.3) that includes the year of the ERP visit (fall 2017 – summer 2018) and three subsequent years (fall 2018 – summer 2021). This future course rotation indicates our plan to offer every course in the catalog at least once in the next four years and our growing commitment to online offerings. LSC 593 is not marked as being offered in Table 2.3, but it is available every semester upon student request. GSLIS cannot anticipate in which semesters students will request this course since it depends on their interests and needs for Independent Work.

Table 2.3

Course Rotation in GSLIS, Fall 2017 – Summer 2021

	Semesters											
	FA17	SP18	SU18	FA18	SP19	SU19	FA19	SP20	SU20	FA20	SP21	SU21
502	O	H	O	O	O	O	H	O	O	O	O	O
503	O			O			O			O		
504	O	O	O	H	O	O	O	O	O	O	H	O
505	O	O	O	O	O	O	O	O	O	O	O	O
506				O								
508	O	O		O	H		O	O		H	O	
510					O							
515	O				O		O					O
516								H				
517	O			O			O			O		
518						F						
520	H			H			H			H		
521		O		O				O		O		
522	O				O		O				O	
523							O					
525	O				O				O		O	
527	O			O			O			O		
528	O			O			O			O		
530		O		O		O		O		O		O
531	O		O		O		O		O		O	
537				O								
538		O										
539										O		
540					O							
541											O	
542								O				
543		O										
544	O											
545							O					
547					O						O	
548		O		O				O		O		
550							O					
557	O	O		O	O		O	O		O	O	
560										O		
562					O						O	
570		O			O			O			O	
590									O			
593												
595	O	O	O	O	O	O	O	O	O	O	O	O
596		H			H			H			H	
597	O	O										

O=Online

H=Hybrid

F=Face-to-face

1.5 Overview of Enrollment in GSLIS Courses, AY 2010-2011 Through AY 2016-2017

Total enrollment in AY 2010-2011 was the highest enrollment in the review period, at 743 (See Figure 2.8). Enrollment declined over the next two academic years to 582 in AY 2011-2012, then 432 in AY 2013-2014. Enrollment grew to 467 in AY 2013-2014, maintained steady at 464 in AY 2014-2015, grew again to 499 in AY 2015-2016, and declined slightly to 474 in AY 2016-2017. Since the initial decline after AY 2010-2011, enrollment has held fairly steady around 200 students in fall and spring semesters with lower enrollment in summers (see Figure 2.9). Graduate students' financial aid packages don't cover summer classes, and many students opt to take summers off.

Figure 2.8. Total enrollment in GSLIS courses per academic Year, AY 2010-11 through AY 2016-17.
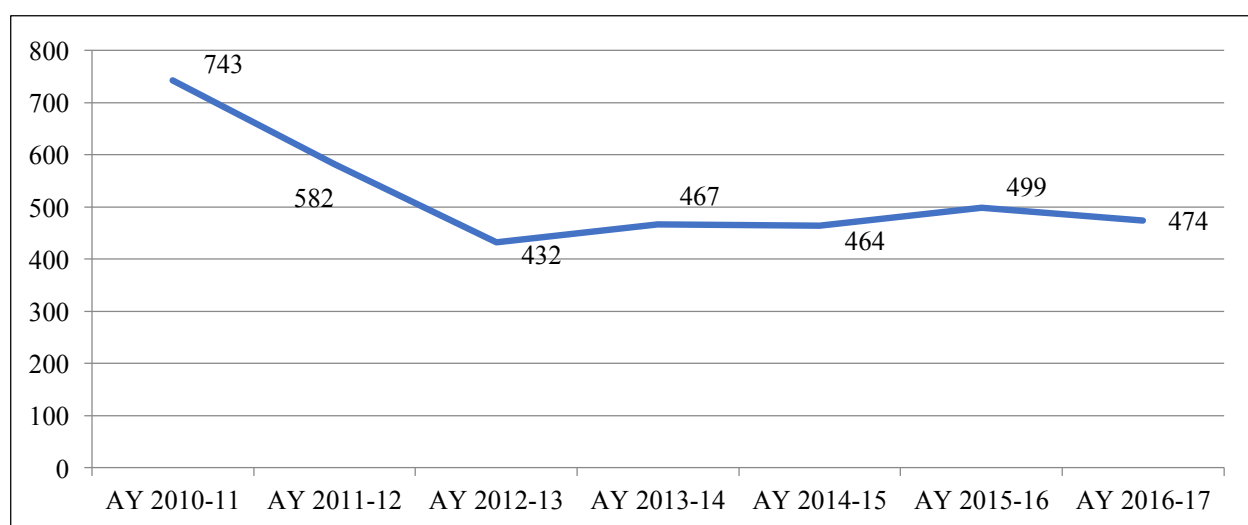
Figure 2.9. Total enrollment in GSLIS courses by semester, AY 2010-11 through AY 2016-17.
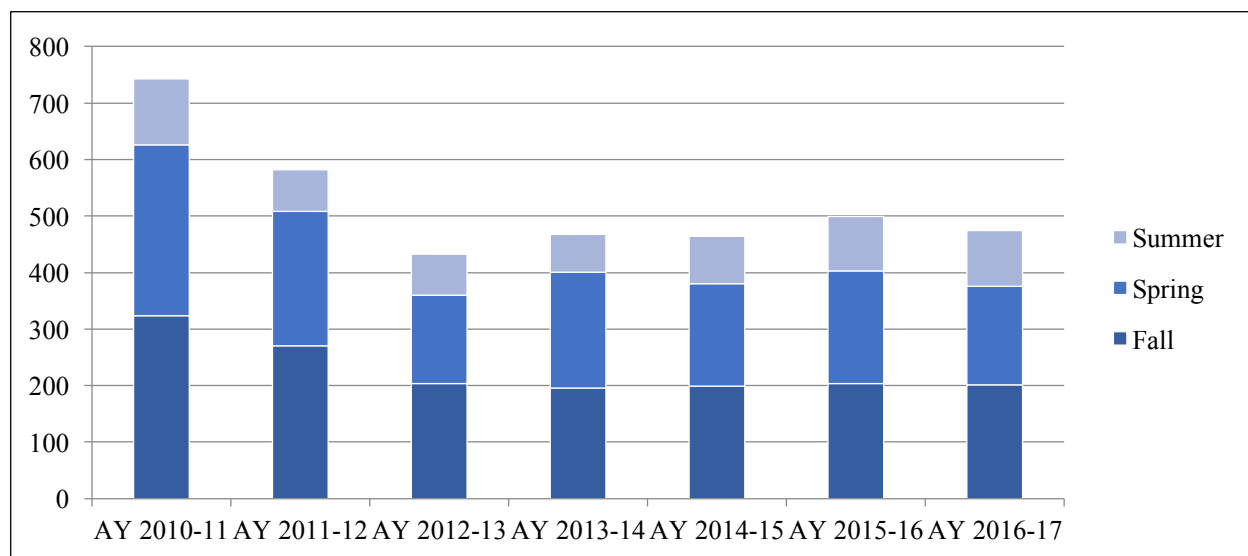
Despite the change in enrollment over time, the average enrollment part-time has remained fairly steady over the review period, around 13 students part-time (see Figure 2.10). This demonstrates the responsiveness of GSLIS to student needs; as enrollment declined, the number of courses declined to meet that lowered need. GSLIS strives to ensure that courses that are listed as offered will enroll enough students to run, so it is necessary to offer fewer courses when the program has fewer students enrolled in it. The highest average enrollment was in AY 2016-2017 (14.4) and the lowest was in AY 2012-2013 (12.71). Most courses in GSLIS had a class cap of 25 during the review, and GSLIS strives to maintain personal contact between students and faculty in its courses. As of fall 2017, GSLIS courses are capped at 20, except for LSC 505: Organization of Information, which is capped at 15.

Figure 2.10. Average enrollment per course in GSLIS courses by academic year, AY 2010-11 through AY 2016-17.
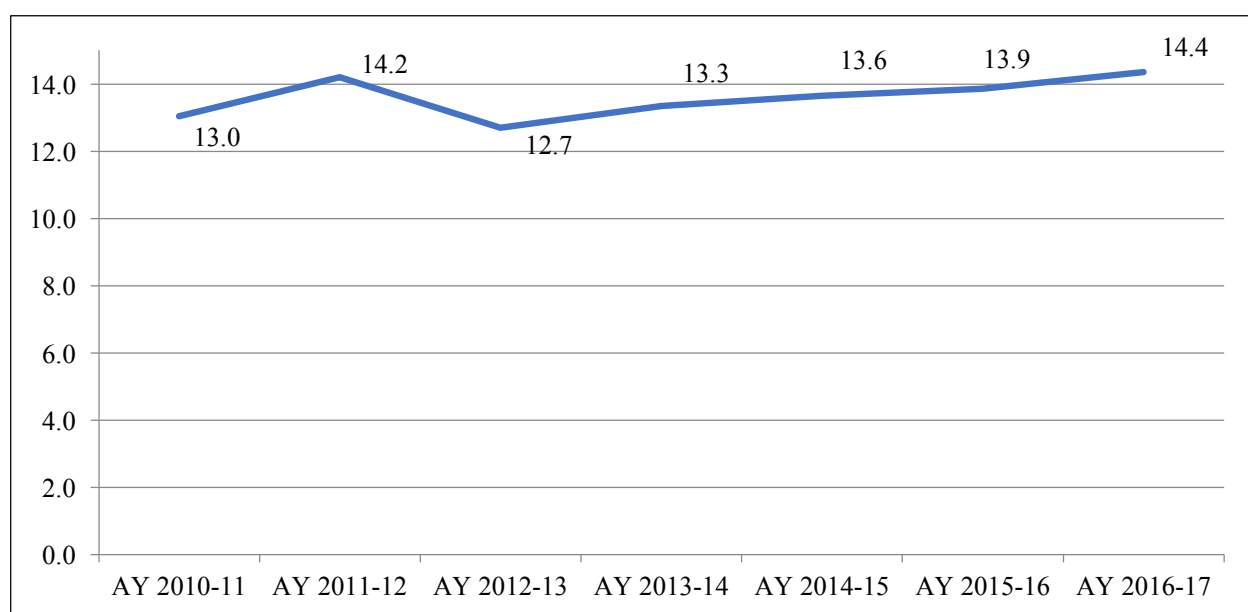
2 Alignment of GSLIS Curriculum with COA Standard II.2

This section addresses COA Standard II.2 The curriculum is concerned with information resources and the services and technologies to facilitate their management and use. Within this overarching concept, the curriculum of library and information studies encompasses information and knowledge creation, communication, identification, selection, acquisition, organization and description, storage and retrieval, preservation and curation, analysis, interpretation, evaluation, synthesis, dissemination, use and users, and management of human and information resources.

The curriculum
   II.2.1 Fosters development of library and information professionals who will assume a leadership role in providing services and collections appropriate for the communities that are served;
   II.2.2 Emphasizes an evolving body of knowledge that reflects the findings of basic and applied research from relevant fields;

> II.2.3 Integrates technology and the theories that underpin its design, application, and use;
> II.2.4 Responds to the needs of a diverse and global society, including the needs of underserved groups;
> II.2.5 Provides direction for future development of a rapidly changing field;
> II.2.6 Promotes commitment to continuous professional development and lifelong learning, including the skills and competencies that are needed for the practitioner of the future.
> II.2.7 Promotes commitment to continuous professional growth.

2.1 Alignment of Curriculum to COA Standards

The new GSLIS programmatic learning goals and associated outcomes are in Table 2.4, along with their alignment to Standards II.2.1-II.2.7. As the data in the table show, all of the new GSLIS Learning Outcomes align with multiple standards, and all of the standards are addressed by multiple GSLIS Learning Outcomes.

Table 2.4

GSLIS Programmatic Learning Goals and Outcomes

Goal	Outcomes	Standards						
		II.2.1	II.2.2	II.2.3	II.2.4	II.2.5	II.2.6	II.2.7
1. Foundations: Graduates explain and apply the ethics, values, and foundational principles of library and information studies.	1.1 Graduates defend principles of intellectual freedom and equitable access to information.				✓	✓		
	1.2 Graduates explain the evolution of different types of information services in response to changing technologies and community needs.	✓	✓	✓	✓	✓		
	1.3 Graduates summarize the concepts and issues related to the lifecycle of recorded information and knowledge, from creation through acquisition, storage, archiving, and disposition.	✓	✓	✓				
	1.4 Graduates explain the principles involved in the organization of recorded knowledge and information.	✓	✓	✓	✓	✓		
	1.5 Graduates employ the national and international standards of cataloging, metadata, indexing, and classification systems for organizing recorded knowledge and information for retrieval.	✓	✓	✓	✓	✓		

Table 2.4, continued

GSLIS Programmatic Learning Goals and Outcomes

Goal	Outcomes	Standards						
		II.2.1	II.2.2	II.2.3	II.2.4	II.2.5	II.2.6	II.2.7
2. Information Literacies and Lifelong Learning: Graduates consider users' diverse needs in support of multiple literacies and lifelong learning.	2.1 Graduates locate, retrieve, evaluate, and synthesize information from diverse sources to meet users' information needs.	✓	✓		✓	✓		
	2.2 Graduates explain and apply the concepts, principles, and techniques of reference and user services in providing diverse individuals and groups with access to relevant and accurate recorded knowledge and information.	✓	✓	✓	✓	✓		
	2.3 Graduates explain information, digital, media, and other literacies.			✓	✓	✓		
	2.4 Graduates develop and assess programs and services designed to increase diverse individuals' knowledge and skills in information, digital media, and other literacies.	✓		✓	✓	✓		
	2.5 Graduates identify, evaluate, and synthesize central research findings of the field, assessing the value and quality of conducted research.		✓			✓	✓	✓
	2.6 Graduates demonstrate critical thinking skills.	✓			✓	✓		
3. Media and Technology: Graduates describe the evolving nature of media and technology and evaluate the appropriate-ness of new technologies for relevant library and information services.	3.1 Graduates compare and recommend information, communication, assistive, and related technologies to serve diverse users' needs.	✓	✓	✓	✓	✓		
	3.2 Graduates identify, describe, and apply professional ethics and service norms to the use of digital media and technology in library and information service environments.	✓		✓	✓	✓		
	3.3 Graduates identify and analyze technologies and applications in order to design and implement innovative services.	✓		✓		✓		
	3.4 Graduates recognize changing and new technologies and continually develop their digital media knowledge and skills.			✓		✓	✓	✓

Table 2.4, continued

GSLIS Programmatic Learning Goals and Outcomes

Goal	Outcomes	Standards						
		II.2.1	II.2.2	II.2.3	II.2.4	II.2.5	II.2.6	II.2.7
4. Management and Leadership: Graduates apply management and leadership principles to information service provision for diverse communities.	4.1 Graduates evaluate professional development needs and formulate plans for continuous professional learning.	✓				✓	✓	✓
	4.2 Graduates analyze and apply legal and ethical principles within which libraries and information agencies operate.	✓	✓		✓	✓		
	4.3 Graduates analyze and solve professional problems with diplomacy and multicultural understanding.	✓			✓	✓		
	4.4 Graduates describe and apply the principles of strategic planning, budgeting, and effective personnel practices in libraries and other information service agencies.	✓	✓		✓	✓		
	4.5 Graduates assess community needs and evaluate library and information services, resources, and facilities to inform planning and data-driven decision-making.	✓	✓		✓	✓		
	4.6 Graduates describe the importance of partnerships, collaborations, networks, outreach, and advocacy.	✓			✓	✓		
	4.7 Graduates define the concepts, issues, and strategies pertaining to principled leadership.	✓	✓		✓	✓		
	4.8 Graduates communicate effectively to a range of audiences using written, oral, and digital media.	✓		✓	✓	✓		

GSLIS conducted a survey in fall 2016 of full- and part-time faculty who taught for GSLIS during the review period, asking them to identify with which standard(s) their course aligned for each course they had taught, fall 2010-fall 2016. We received 28 responses, some of which were for the same course. If there were multiple responses for the same course, an aggregated response was compiled that included all instances of YES indicators for aligning that course with the standards. In the end, the data included responses for 20 courses. Those 20 courses cover all of the II.2 standards. As the data in Table 2.5 show, all the standards are covered in multiple courses, even with results available for only 20 GSLIS courses.

Table 2.5

Alignment of LSC Courses to COA Standards, Based on Instructor Survey

Course No.	II.2.1	II.2.2	II.2.3	II.2.4	II.2.5	II.2.6	II.2.7
				Standards			
502	✓	✓	✓	✓	✓	✓	✓
504	✓	✓	✓	✓	✓	✓	✓
508	✓	✓	✓	✓	✓	✓	✓
510	✓	✓	✓	✓	✓		
517	✓	✓	✓	✓	✓	✓	✓
520	✓	✓	✓	✓	✓	✓	✓
522	✓	✓			✓	✓	✓
525	✓	✓	✓	✓	✓	✓	✓
527	✓	✓	✓	✓	✓	✓	✓
528	✓	✓	✓		✓	✓	✓
530	✓	✓	✓	✓	✓	✓	✓
535	✓	✓	✓	✓	✓	✓	✓
540	✓	✓	✓	✓	✓	✓	✓
541	✓	✓	✓	✓	✓	✓	✓
543	✓		✓		✓	✓	✓
547	✓	✓	✓	✓	✓	✓	✓
548	✓	✓	✓	✓	✓	✓	✓
557	✓	✓	✓	✓	✓	✓	✓
596	✓	✓	✓	✓	✓	✓	✓
597-Social Media	✓	✓	✓	✓	✓	✓	✓

   To further investigate the alignment of the GSLIS curriculum to the standards, syllabi were analyzed to identify learning outcomes that align to the curriculum standards II.2.1-II.2.7 (see Table 2.6). All the standards are aligned with learning outcomes in multiple courses. The following syllabi were used to identify these learning outcomes (all are available in the GSLIS COA 2018 Site in Sakai, Resources Folder):

- LSC 502: Lead, Manage, Connect Library & Information Services (SU17, Mandel)
- LSC 503: Collection Management (FA16, Coutu)
- LSC 504: Searching for Answers: Meeting Users' Information Needs (FA16, Villa-Nicholas)
- LSC 505: Organization of Information (SP16, Ma)
- LSC 508: Introduction to Information Science and Technology (FA16, Mandel)
- LSC 515: Information Ethics and Policy (SP15, Coutu)
- LSC 517: Community Relations for Libraries (FA16, Mandel)
- LSC 520: School Library Media Services (FA15, McCarthy)
- LSC 521: Public Library Service (SP16, Coutu)
- LSC 522: College and University Library Service (FA15, Bailey)

- LSC 525: Multiculturalism in Libraries (FA16, Villa-Nicholas)
- LSC 528: Digital Visual Information Literacy (SP16, Ma)
- LSC 530: Texts & E-Tools for Tots to Teens (SU16, Moen)
- LSC 531: Information Resources & Competencies for Youth (SU15, Hobbs)
- LSC 541: Social Science Information (SP15, Cournoyer)
- LSC 544: Visual Information Science (FA14, Ma)
- LSC 547: Information Storage and Retrieval and Online Searching and Services (SP16, Ma)
- LSC 557: Document, Assess, Evaluate (SP17, Mandel)
- LSC 562: Digital Archives and Preservation (FA16, Caprio)
- LSC 570: Leadership in Information Professions (SP17, Mandel)
- LSC 595: Apply and Reflect (SP16, Karno)

Table 2.6

Alignment of Learning Outcomes in GSLIS Courses with Curriculum Standards

Standard	Course	Selected Relevant Learning Outcomes
II.2.1	502	• Define and explain the key concepts of management and leadership. • Develop a personal philosophy of management of libraries, supervision of staff, and leadership based on sound theory. • Produce a complete strategic plan that includes developing mission, vision, and values statements, activities, a budget, and metrics for success.
	503	• Apply basic principles of collection and information resource development and management to meet the needs and interest of services clientele. • Understand the role of librarians and their associations in the promotion of intellectual property, democratic principles, intellectual freedom, and diversity of thought.
	504	• Develop a reference service philosophy. • Comprehend and discuss diverse information needs among users. • Analyze reference services and issues in the context of different types of libraries and information centers. • Analyze and identify the information needs of patrons. • Identify appropriate sources of information to meet users' needs.
	517	• Conduct a community needs assessment. • Develop a communications plan, including marketing, PR, promotion, and a library brand. • Develop an outreach and evaluation plan.
	520	• Provide intellectual access to information by planning instructional units for systematic learning activities for a diverse population in all curriculum content areas. • Provide physical access to information in all media formats for all students in a well designed library media policy manual planning for a carefully selected and organized collection in the library and a mechanism for access outside the library media center through networks to enhance access and resource sharing. • Provide instructional units for learning experiences that encourage students to be effective communicators and creative users of information and ideas using a variety of media and technology. • Provide a plan for instructional support services through leadership, instruction, and assistance to teachers in jointly planning instructional units using informational and instructional technologies through collaborative efforts. • Provide a program plan for a facility that functions as the information center of the school fully integrated into the curriculum of the school and with you as the leader of this program.
	530	• Curate, evaluate, organize, create, and plan equitable access to a wide variety of print and digital resources following professional standards using traditional and evolving tools.
	570	• Define and explain key leadership theories, styles, and competencies. • Explain and defend the need for leaders in the information professions. • Express a personal philosophy of leadership in the information professions based on sound theory. • Articulate their role as a leader in the information professions and prepare a professional development plan to support their leadership goals.

Table 2.6, continued

Alignment of Learning Outcomes in GSLIS Courses with Curriculum Standards

Standard	Course	Selected Relevant Learning Outcomes
II.2.2	508	• Recognize and distinguish historical debates in the field pertaining to the essential nature of information, theories of information, theories of information behavior, organization of information, and ethics of information.
	521	• Understand the nature of research, research methods, and research findings for effective public library service.
	530	• Apply current research findings to and examine issues, trends, and factors affecting professional practice.
	544	• Study research methods for textual and visual information. • Become familiar with important journals, books, and authors.
	557	• Explain how research is conducted in library and information studies. • Identify, locate, summarize, evaluate, and apply LIS literature to a research problem.
II.2.3	508	• Describe and differentiate various technology tools. • Apply technology skills to present information in varied formats and tools.
	503	• Explore how to assess the changing media and technologies to develop and maintain digital collections to meet patron needs and contribute to innovation.
	521	• Explore how current information and communication technologies affect and interact with the cultures and public library needs of diverse communities.
	522	• Can identify and analyze new technologies and applications to recognize and implement relevant advances.
	528	• Understand media literacy and visual literacy. • Describe the basic principles behind modern technologies used in education. • Critically examine key positions in the field of digital, media, and visual literacy. • Critically analyze using computers and digital media in education. • Design and produce instructional materials using modern instructional technologies. • Use instructional technologies for the effective communication of ideas and information. • Relate advances in instructional technology to practical applications in all types of libraries and instructional situations.
	530	• Produce products using digital technology tools that convey message to selected audiences.
	531	• Develop technology fluency and advance creative media production competencies using digital and social media tools for professional development, inquiry, networking, and information sharing.
	544	• Understand and study issues related to user interface design. • Explore information technology for visual information science.
	548	• Understand the online environment for information presentation and retrieval -- i.e. the Internet, WWW and other services. • Explain fundamental issues of information presentation, especially focusing in the online environment. • Manage the process of developing and managing an effective information architecture. • Code using the following web-authoring languages: HTML, CSS, XHTML, and Javascript. • Manage a web-storage area to maintain a website.

Table 2.6, continued

Alignment of Learning Outcomes in GSLIS Courses with Curriculum Standards

Standard	Course	Selected Relevant Learning Outcomes
II.2.4	517	• Conduct a community needs assessment. • Develop a communications plan, including marketing, PR, promotion, and a library brand. • Develop an outreach and evaluation plan.
	504	• Comprehend and discuss diverse information needs among users. • Analyze reference services and issues in the context of different types of libraries and information centers.
	520	• Provide a plan for equity and freedom of access to information and ideas through resources and learning activities representing a diversity of cultural perspectives and promoting effective and responsible citizenship necessary in a democracy.
	525	• Analyze and critique portrayals and structures of race, gender, sexuality, class, ability, and age with respect to libraries. • Describe the power structures that have created the library and consider how they will impact your everyday work in library services. • Learn strategies and resources for working with diverse users, creators, and communities. • Identify how to advocate for the approach of intersectionality in various library and information-seeking settings.
II.2.5	502	• Produce a complete strategic plan that includes developing mission, vision, and values statements, activities, a budget, and metrics for success.
	505	• Understand and gain familiarity with established tools and models for organizing information, specifically RDA, Dublin Core (DC) for metadata creation, the Library of Congress Subject Headings (LCSH), Library of Congress Classification (LCC), Dewey Decimal Classification (DDC) for subject cataloging and classification, and Machine readable Cataloging (MARC) for document-surrogate encoding.
	515	• Know the basics of intellectual property policy, including how digital formatting is related. • Have a sense of the way numerous cultural forms (literary, legal, cinematic, software/hardware, to name a few) are operating around evolving notions of privacy, ownership, and data.
	517	• Prepare a multimedia presentation to convince supervisors to support a community-relations plan.
	521	• Understand the role of public librarians and their associations in the promotion of intellectual property, democratic principles, intellectual freedom, and diversity of thought. • Understand the necessity of community outreach, advocacy, and the formation of strategic alliances in working with interlocking communities of stakeholders.
	531	• Examine issues, trends, and controversies that are affecting the instructional use of media, technology, and library resources in schools.
	562	• Understand fundamental currents and challenges in the digital preservation arena. • Consider asset production-management-consumption lifecycle when engaging in digital initiatives. • Identify and assess standards, protocols, and metadata schema when developing practical and long-term digital asset-preservation strategies. • Confidently assess digital asset management systems (DAMS) for preservation worthiness and community usefulness.

Table 2.6, continued

Alignment of Learning Outcomes in GSLIS Courses with Curriculum Standards

Standard	Course	Selected Relevant Learning Outcomes
II.2.6	503	• Assess and meet the needs of users to develop print and digital collections to support their desire to explore topics as lifelong learners.
	505	• Prepare career path in organization of information and adjust to major changes in digital information age.
	525	• Locate and join librarian networks discussing issues around these intersectional identities, issues, and information behaviors and needs.
	541	• Examine the professional side of social sciences librarianship—career paths, skills, professional development, networking—that will prepare them for a career in the field.
	547	• Be aware of the current technical standards for information storage and retrieval.
	595	• Receive practical training under the supervision of a Librarian with an MLIS degree. • Think about what you find challenging, rewarding, surprising, and energizing. • Enhance your experiential skills while also thinking about libraries in action. • See the possibilities and obstacles confronting library professionals.
II.2.7	505	• Prepare career path in organization of information and adjust to major changes in digital information age.
	525	• Locate and join librarian networks discussing issues around these intersectional identities, issues, and information behaviors and needs.
	541	• Examine the professional side of social sciences librarianship—career paths, skills sets, professional development, networking—that will prepare them for a career in the field.
	595	• Think about what you find challenging, rewarding, surprising, and energizing. • See the possibilities and obstacles confronting library professionals.

3 Standard II.3: Varied Learning Opportunities at GSLIS

This section addresses COA Standard II.3 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 the attainment of student-learning outcomes. 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.

3.1 Programs of Study

All students in GSLIS complete an approved Program of Study (POS) by the end of their first year in the program. The POS details all courses the students plan to apply toward their MLIS degree, and the form is reviewed and approved by their major professor, the GSLIS Director, and the URI Graduate School (examples are available in the GSLIS COA 2018 Site in Sakai, Resources Folder). Programs of Study may be revised as needed, and students submit a final POS that aligns with the transcript prior to graduation. As part of their POS, students may include up to six credits taken from other departments at URI or other accredited graduate programs. For example, some students enroll in EDC 531 Teaching and Learning with Digital Technologies in the URI School of Education and apply those credits toward their MLIS degrees. Others enroll in summer abroad opportunities at other ALA-accredited schools and apply those credits toward their MLIS degree at URI GSLIS.

3.2 Core Requirements

The MLIS program currently requires completion of 36 credits with a C or better with an overall minimum GPA of 3.0 (full program requirements are available in the URI Catalog at http://web.uri.edu/catalog/ and on the GSLIS website). As of AY 2016-2017 (University of Rhode Island, 2016), to earn an MLIS, students completed 15 credits in required core courses (LSC 502, 504, 505, 557, and 595), except for the School Library Media Track, which required 18 credits of core courses (LSC 502, 504, 557, and nine credits of 596). All students took a written comprehensive examination prior to graduation; all non-thesis master's degree programs at URI must have a culminating experience and the GSLIS written comprehensive examination served to meet this URI Graduate School requirement. The GSLIS faculty voted in Spring 2016 to replace the written comprehensive examination with an ePortfolio completed in LSC 595: Apply and Reflect and LSC 596: School Library Media Practicum and Seminar. Paperwork to make that change will be processed AY 2017-2018. See Future Directions for more details on GSLIS future plans regarding the comprehensive exam.

3.3 Optional Tracks

Beginning in AY 2014-2015 (University of Rhode Island, 2014; see: http://catalogarchives.uri.edu/catalog/archivedPDFs/catalog2014_2015.pdf), GSLIS has offered three optional tracks in 1) School Library Media (SLM), 2) Digital Media, and 3) Libraries, Leadership, and Transforming Communities (LLTC). Each track has a list of core requirements based on the general MLIS core, fundamental course(s), special categories from which students select a course using a menu of available options, and electives. All three tracks require 36 credits for completion of the MLIS. See Table 2.7 for the details of each track as of AY 2016-2017. As of June 2017, there were 26 students enrolled in the SLM track, 7 students in the Digital Media Track, and 8 in the LLTC track.

Table 2.7

Requirements to Complete GSLIS Optional Tracks (as of AY 2016-17)

Track	Core	Fundamentals	Categories	Electives
1: School Library Media	• 502 • 504 • 557 • 596	• 520 • 527	Focus on Children and Youth (Select 1): • 530 • 531	9 credits
2: Digital Media	• 502 • 504 • 505 • 557 • 595	• 528	Content Creation (Select 1): • 527 • 544 • 548 • COM 520 Content Management (Select 1): • 503 • 510 • 516 • 518 • 545 • 547 • 550 Ethics (Select 1): • 508 • 515	9 credits
3: Libraries, Leadership, and Transforming Communities	• 502 • 504 • 505 • 557 • 595	• 570	Public Relations and Advocacy: • 517 Communication (Select 1): • 525 • 527 • COM 510 • COM 520 • COM 530 Communities & Contexts (Select 1): • 503 • 515 • 516 • 521 • 522 • 523 • 560	9 credits

3.4 Experiential Learning

Two courses, LSC 595: Apply and Reflect and LSC 596: School Library Media Practicum and Seminar, offer students experiential learning through the Professional Field Experience in LSC 595 and the Practicum in LSC 596. For LSC 595, students complete 135 hours onsite in a directed field experience applying theory to practice in libraries, information centers, and related organizations. A member of the faculty and a professional in the cooperating institution (who must hold an MLIS or equivalent degree) supervise this practicum. LSC 596 is a 12-week directed field experience in two school library media programs. LSC 595 and LSC

596 require completion of a portfolio, demonstrating students' mastery of GSLIS program learning outcomes. School library media students also take LSC 520: School Library Media Services, which has 60 hours of pre-practicum experience built in, 30 hours at the elementary level, and 30 hours at the secondary level.

Additional experiential learning opportunities are available through unClassrooms, project-based assignments, field-based assignments, and independent study (LSC 593: Independent Work). GSLIS resides in the Harrington School of Communication and Media. We proposed a new concept in experiential learning in the Harrington School in 2014, the unClassroom. In an unClassroom, "Students make it real with their work on a substantive real-world project for a partner from a business, non-profit, social service, or other organization" (Romanelli, 2014, para. 1). The first unClassroom in GSLIS was an iteration of LSC 517: Community Relations for Libraries in fall 2014 (see syllabus in the GSLIS COA 2018 Site in Sakai, Resources Folder). In that opportunity, students worked in teams to complete needs assessments for branches of a local public library.

A second unClassroom was offered in LSC 557: Document, Assess, Evaluate in Spring 2016, with a third offering in LSC 557 spring 2017 (see both syllabi in the GSLIS COA 2018 Site in Sakai, Resources Folder). In this model of teaching the research methods courses, the course partners with an outside agency and the students complete a research project for that agency. In Spring 2016, the course partnered with Ocean State Libraries, a statewide consortium serving all public libraries in Rhode Island, and in Spring 2017, the course partnered with the RI Office of Library and Information Services (the state library agency). In both iterations of LSC 557, students worked in teams to develop data-collection plans and instruments for multi-method studies, collected and analyzed data, and reported findings to the class, instructor, and client. The combined class data-collection plan for the Spring 2017 class and examples of a data-collection report and presentations of findings are available in the GSLIS COA 2018 Site in Sakai, Resources Folder.

Many courses offer experiential learning through project-based assignments. For example in LSC 504: Searching for Answers: Meeting Users' Information Needs, students met with Associate Professor Peter Larsen in the URI Libraries to receive database training. Students are required to interact with several reference mediums to build empathy with patrons with reference anxiety. Students also complete an assignment called *Reference Encounters*, the purpose of which is to provide students with some experience with reference interactions from the user perspective. They are asked to formulate a reference question that is based upon a question that matters to them, choose four libraries having a reference department or librarian-staffed virtual reference service, and ask the same 2 questions 4 times (one time at each library) as a "surrogate user" in four ways: in person, by phone, by e-mail, and by chat or IM. Students then analyze the interactions in a paper that examines how the question was answered each time, how they felt as the patron or user, strengths and weaknesses of the encounter, and differences they noticed in each interaction. Sample Reference Encounters are available in the GSLIS COA 2018 Site in Sakai, Resources Folder.

Other courses send students into libraries to offer classes and programs or speak with practicing librarians. In LSC 527: Digital Information Literacy Instruction, students have taught a session in URI101, an undergraduate course offered by URI Library Faculty, and in Summer 2017, students were required to teach a lesson on Fake News at a library of their choice. In LSC 570: Leadership in the Information Professions, students completed a *Library Program* assignment in Spring 2017 in which they planned, implemented, and evaluated a program in a

real-world library setting. Students were asked to find a library conveniently located to them and work with the library to determine an appropriate digital literacy-related topic, audience, time, and date for a program. They had to find a presenter/facilitator, promote the program, and plan to evaluate the program's success, then they ran and evaluated their programs. Finally, students summarized the process of planning and running the program, reviewed the overall effectiveness of the program for serving the community's needs, and reflected on the effectiveness of their leadership competencies and style(s) used in planning and running the program, submitting a Library Program Report to the shared Forum in Sakai for discussion. Sample Library Program Reports and subsequent class discussion of the project are available in the GSLIS COA 2018 Site in Sakai, Resources Folder. Several courses ask students to interview librarians working in the field. This is an assignment in LSC 503: Collection Management and LSC 517: Community Relations for Libraries, among other courses. Syllabi for these courses, with assignment descriptions, are available in the GSLIS COA 2018 Site in Sakai, Resources Folder. Example interview papers from LSC 517 are available in the GSLIS COA 2018 Site in Sakai, Resources Folder.

Students may also elect to design their own independent projects in LSC 593: Independent Work, which allows for supervised reading or investigation in areas of special interest. A full-time faculty member in GSLIS supervises this, and students design their project in consultation with the supervising faculty prior to the semester in which they are taking LSC 593. Students and their supervising faculty agree to an Independent Work Form, which is the contract for the course and includes details of the project, deliverables with due dates, and the percentage each deliverable counts toward the final grade. Students in LSC 593 have developed a strategic plan for a library and a social media plan for a library and conducted research on information literacy instruction techniques, hiring practices in LIS schools, and user-centered design, among other topics. Sample Independent Work Forms and LSC 593 student projects are available in the GSLIS COA 2018 Site in Sakai, Resources Folder.

3.5 Sequencing

There is some sequencing in the GSLIS curriculum. Students are encouraged to take LSC 502: Lead, Manage, Connect Library & Information Services, LSC 504: Searching for Answers: Meeting Users' Information Needs, LSC 505: Organization of Information, and LSC 508: Introduction to Information Science and Technology early in their programs, as these courses are the most common prerequisites in the catalog (See Table 2.8 for a crosswalk of these courses to the other courses for which they are prerequisites). LSC 502 is a prerequisite for courses that expand students' knowledge base regarding management of specific library types and leadership skills. LSC 504 is a prerequisite for specialized reference and library services courses. LSC 505 is a prerequisite for advanced cataloging courses; and LSC 508 is a prerequisite for advanced technology courses.

Table 2.8

Crosswalk of Core Courses that Serve as Prerequisites for Subsequent Courses

Core Course	Subsequent Courses Building on Key Knowledge in the Core Course	
502	517	Community Relations for Libraries
	520	School Library Media Services
	521	Public Library Service
	522	College and University Library Service
	523	Special Library Service
	537	Health Sciences Librarianship
	538	Law Librarianship
	570	Leadership in Information Professions
504	520	School Library Media Services
	525	Multiculturalism in Libraries
	537	Health Sciences Librarianship
	538	Law Librarianship
	539	Business Information
	540	Humanities Information and Materials
	541	Social Science Information
	542	Library Materials in Science and Technology
	543	Government Publications
	545	Indexing and Abstracting
	547	Information Storage and Retrieval and Online Searching and Services
	560	Human Information Behavior
505	550	Organization of Digital and Nonbook Resources
508	520	School Library Media Services
	544	Visual Information Science
	548	Information Architecture and Website Development

Capstone courses that require a substantial body of knowledge before students are prepared to enroll in them include LSC 520: School Library Media Service, LSC 557: Document, Assess, Evaluate, LSC 595: Apply and Reflect, and LSC 596: School Library Media Practicum and Seminar. Per the 2016-17 URI Catalog (available online at http://catalogarchives.uri.edu/catalog/archivedPDFs/catalog2016_2017.pdf), LSC 520 required the completion of 18 credits including LSC 502, LSC 504, and LSC 508. LSC 557 required completion of 15 credits. LSC 595 required completion of 18 credits of LSC courses with a B average. LSC 596 required completion of LSC 520 with a B or better and 21 hours of library science with a B average.

3.6 Cooperative Programs

GSLIS has cooperative programs with the M.A. in English, M.A. in History, and MPA programs at URI. In all three cases, the cooperative program permits joint enrollment in the

Master of Library and Information Studies and Master of Arts in English or History or Master of Public Administration programs. The integrated pursuit of the two degrees makes it possible for six credits of appropriately selected coursework from one program to be electives in the other, and for six credits to be applied in the opposite direction. This allows full-time students to earn the M.A. and MLIS degrees in three years instead of four. Another cooperative program with the M.A. in Communication Studies is in development. Under existing university policy, students may be able to establish cooperative programs with other master's degree programs in the university.

From fall 2010-summer 2017, the most common dual degrees have been History (n=33) and English (n=13). Table 2.9 shows the distribution of students in dual master's degree programs during the review period (counts as of October 15 of each year). GSLIS students also work towards post-baccalaureate certificates during their MLIS programs. During the review period, two students were enrolled in the Digital Literacy Certificate and three students were enrolled in the Human Resources Certification.

Table 2.9

Students Enrolled in the MLIS and a Second Master's Degree, 2010-2017

Degree	2010	2011	2012	Year 2013	2014	2015	2016	TOTAL
Master of Science in Medical Lab Science	1	0	0	0	0	0	0	1
Master of Arts in Communication Studies	0	0	0	0	0	0	0	0
Master of Arts in Education	1	0	1	0	0	0	0	2
Master of Arts in English	1	2	2	1	1	2	4	13
Master of Arts in History	7	8	5	2	3	4	4	33
Master of Marine Affairs	0	0	0	0	0	0	1	1
Master of Public Admin	0	1	1	0	0	0	0	2
Master of Science in Textile Fashion Merchandising & Design	0	0	1	1	0	0	0	2

4 Standard II.4: Design of Generalized and Specialized Curricula at GSLIS

This section addresses COA Standard II.4 Design of general and specialized curricula takes into account the statements of knowledge and competencies developed by relevant professional organizations.

The design of the GSLIS required courses is based around the ALA Core Competences for Librarianship. Prior to the 2012-14 revision of the curriculum, GSLIS had eight program learning outcomes that were a 1-to-1 correlation to the Core Competences. The revised curriculum still addresses these core competencies. Table 2.10 shows the link between the core classes and the ALA Core Competences.

Table 2.10

Alignment of LSC Required Courses to ALA Core Competences of Librarianship

Course No.	Core Competences							
	1	2	3	4	5	6	7	8
502	✓						✓	✓
504	✓	✓	✓		✓		✓	
505	✓	✓	✓					
508	✓	✓	✓	✓	✓		✓	
557	✓				✓	✓		
595/6	✓	✓	✓	✓	✓	✓	✓	✓

   The GSLIS curriculum has three specialized tracks in School Library Media (SLM), Digital Media, and Libraries, Leadership, and Transforming Communities, plus an Information Literacy Instruction Certificate (ILIC). The design of the SLM track and courses in that track is based on the Rhode Island Professional Teacher Standards, ALA/AASL Standards for Initial Preparation for School Librarians, and the Council for the Accreditation of Educator Preparation standards. It also considers the key topics/concepts SLM candidates will face on the PRAXIS Library Media Subject test. The design of the Digital Media track is based on the ACRL Visual Literacy Competency Standards for Higher Education. The design of the LLTC track is based on LLAMA's Foundational Competencies for Library Leaders and Managers. Other LSC courses are designed in accordance with varied standards, for example LSC 502: Lead, Manage, Connect Library & Information Service incorporates LLAMA's Foundational Competencies for Library Leaders and Managers and LSC 504: Searching for Answers incorporates RUSA guidelines. The ILIC was originally designed in accordance with the 2010 ACRL Information Literacy Competency Standards. Courses in the ILIC, such as LSC 527: Digital Information Literacy Instruction, are designed with consideration of the Framework for Information Literacy for Higher Education.

5 Curricular Evaluation, Decision-making Processes, Improvements, and Future Planning (Standards II.5, II.6, and II.7)

This section addresses COA Standard II.5 Procedures for the continual evaluation of the curriculum are established with input not only from faculty but also representatives from those served. The curriculum is continually evaluated with input not only from faculty, but also representatives from those served including students, employers, alumni, and other constituents. Curricular evaluation is used for ongoing appraisal and to make improvements. Evaluation of the curriculum includes assessment of students' achievements. It also addresses COA Standard II.6 The program has explicit, documented evidence of its ongoing decision-making processes and the data to substantiate the evaluation of the curriculum. It also addresses COA Standard II.7 The program demonstrates how the results of the evaluation of the curriculum are systematically used to improve the program and to plan for the future.

5.1 Procedures for Continual Evaluation of the Curriculum

During the directorship of Dr. Hobbs (2012-2013), the department made curricular changes based on little evaluation or data. Dr. Hobbs hosted three meetings with external and internal stakeholders from 2012-2013 (described in Chapter 1) that provided background for the curricular modification undertaken in 2012-2014, but specific, empirical data was not collected or analyzed. Under the directorship of Dr. Karno (2014-2017), the curriculum assessment and revision processes are being systematized. The Curriculum Committee meets regularly, with agendas provided in advance and minutes taken at the meetings, and the Assessment Committee meets regularly, with minutes taken at the meetings (all agendas and minutes are available in the GSLIS COA 2018 Site in Sakai, Resources Folder). GSLIS also meets with its Advisory Board and Part-time Faculty at least once each academic year with agendas provided in advance and minutes taken at the meetings (both available in the GSLIS COA 2018 Site in Sakai, Resources Folder). Agendas for both meetings regularly include curricular issues.

The Assessment Committee developed a Curriculum Map and Evaluation Plan in accordance with university requirements in 2014 (Appendix 2A). As required by the university, this plan is based on a 6-year assessment cycle, broken into three 2-year segments, with different program learning outcomes assessed in each 2-year period. At the time this Curriculum Map was approved, the department was transitioning to a new curriculum and the Evaluation Plan was not implemented. From 2012-2016, the primary means of assessing student-learning outcomes was the Comprehensive Exam (Comps). Comps are designed by the full-time faculty around the program learning outcomes, with each question assigned to a specific learning outcome. Students getting a passing score on the question denote achievement of the learning outcome. Prior to fall 2015, comps were given face-to-face using blue books. Beginning in fall 2015, the comps were moved to an online format. Blue book exams and electronically submitted exams are available in the GSLIS offices. In AY 2016-2017, GSLIS implemented a rubric and 2-grader system for the comprehensive exams and purchased Taskstream with the goal of administering the exam via Taskstream beginning in fall 2017.

In 2016-17, the Assessment Committee developed a revised Curriculum Map and Evaluation Plan (Appendix 2B) and obtained aggregated data from IDEA student evaluations of teaching for 2010-2016 and SLM student data from Taskstream. Aggregated reports from both sets of data are available on the GSLIS website (see http://harrington.uri.edu/graduate/library-information-studies/graduate-program/assessment-information/). The faculty held a retreat in April 2017 that focused on programmatic assessment, including curricular assessment. The Assessment Committee will be responsible for coordinating assessment of the curriculum following the curriculum map and assessment plan, beginning in fall 2017.

5.2 Evidence of Ongoing Decision-making Processes

Curriculum Committee meeting agendas and minutes from 2010-2012 are available in the GSLIS COA 2018 Site in Sakai, Resources Folder. The department also maintains files of syllabi for courses offered, organized by course number and by semester. These are available in the GSLIS COA 2018 Site in Sakai, Resources Folder.

During the 2012-2014 curriculum-revision process, a curriculum-assessment meeting was held in Spring 2013 that included full- and part-time faculty and a student representative. Participants reviewed the existing requirements and provided input into which courses should be

required in the revised curriculum. This meeting occurred under the directorship of Dr. Hobbs, and minutes were not taken at the meeting. The Curriculum Committee, comprised of all GSLIS full-time faculty, Dr. Hobbs, and Dr. Karno, met regularly in AY2012-2013 and AY 2013-2014. Minutes were taken at some of these meetings and are available in the GSLIS COA 2018 Site in Sakai, Resources Folder. During this time, a Program Proposal was written for submission through the university curriculum approval channels, and New Course, Course Change, and Course Deletion forms were compiled to make the agreed-upon curricular changes. Copies of all forms are available in the GSLIS COA 2018 Site in Sakai, Resources Folder.

From 2015-present, agendas and minutes for all Curriculum Committee, Assessment Committee, Advisory Board, and Part-time Faculty are saved and available in the GSLIS COA 2018 Site in Sakai, Resources Folder. In 2015, Dr. Karno, with approval of the full-time GSLIS faculty, undertook a project to obtain approval of online delivery of many courses in the GSLIS curriculum.

5.3 Systematic Improvement of GSLIS Curriculum

The department reviewed the curriculum and designed an improved curriculum from 2012-2014. Improvements included reducing the number of required classes and increasing the number of electives and adding the two new tracks in Digital Media and Libraries, Leadership, and Transforming Communities. These changes were made in response to anecdotal evidence that students wanted more room to customize their curriculum (i.e., more electives) and the need for LIS professionals specializing in digital media and community leadership.

GSLIS is also working to move the curriculum to fully online delivery. In AY 2015-2016, Dr. Karno oversaw a project to submit GSLIS courses through the university approval channels for online delivery. GSLIS submitted 21 courses for approval; 20 were approved. The only submitted course that wasn't approved was LSC 518 because there was no current syllabus available. Other courses were approved earlier during the 2012-2014 curriculum revision, and the department is working on paperwork to have all appropriate courses approved for online delivery.

The 2014 new curriculum reduced the number of required courses by dropping LSC 503: Collection Management and LSC 508: Introduction to Information Science and Technology as requirements. Subsequent to this change, the Advisory Board regularly recommended that GSLIS needed a technology requirement for all students to demonstrate technology competence prior to graduation. In response to this stakeholder feedback, the faculty unanimously approved re-requiring LSC 508, and the paperwork to change that requirement was submitted and approved by the university in AY 2016-2017.

Beginning in fall 2017, the Assessment Committee will collect and analyze data in accordance with the Curriculum Map and Evaluation Plan. The committee will report findings to the GSLIS faculty once a year, making recommendations for improvement of the curriculum based on the evaluation data. The committee has also been awarded a $1500 grant from the Office for the Advancement of Teaching and Learning to support curricular assessment. This project was designed after the committee saw the aggregated IDEA student evaluation data obtained in 2016-2017. That data show that the lowest scoring IDEA learning objective across all LSC courses is IDEA Objective 5, acquiring skills in working with others as a member of a team. While not all GSLIS courses emphasize teamwork and teamwork is not one of the department learning outcomes, it is a crucial skill for students to be successful in the field. The

committee will begin the project in fall 2017, conducting (a) content analysis of syllabi, assignment descriptions, and rubrics, (b) assessment of teamwork assignments, (c) secondary analysis of IDEA data, and (d) interviews with alumni. Part of the project will be the design of an intervention to support teaching teamwork across the GSLIS curriculum.

6 Future Directions

In Spring 2017, the URI Graduate School changed the Graduate Manual to allow non-thesis master's degree programs to offer a Culminating Experience, which could be a comprehensive exam, a portfolio, a performance, or other experience as determined by the department. The GSLIS faculty voted in April 2017 to replace the comprehensive exam with an electronic portfolio to be completed, submitted, and assessed in LSC 595: Apply and Reflect (for all general MLIS students, including Digital Media and LLTC track students) or LSC 596: School Library Media Practicum (for all School Library Media track students). The paperwork is currently in process to make this change, and we anticipate it taking effect as of Fall 2018.

GSLIS has already implemented the use of Taskstream for assessing the comprehensive exam, beginning with the AY2016-2017 exams, all of which were entered into Taskstream during summer 2017. With the change to the electronic portfolio as the culminating experience instead of the comprehensive exam, GSLIS will increase its use of Taskstream. Students must compile and submit their electronic portfolios via Taskstream, and they will be assessed in Taskstream. This has two main purposes: (1) GSLIS will have richer data than before on which to base curricular improvements, and (2) students will be able to access their portfolios via a static link they can show potential employers so that this experience will provide a lasting deliverable for them.

In spring 2017, the Assessment Committee applied for and received a Scholarship of Teaching and Learning grant from the URI Office of Student Learning Outcomes, Assessment, and Accreditation to investigate how teamwork is taught at GSLIS and to develop an intervention to improve the teaching of teamwork in GSLIS courses. As teamwork is a critical skill for LIS professionals, this is an area we wish to focus on in the coming years. The Assessment Committee will also be collecting and analyzing data in accordance with the Curriculum Map and Assessment Plan and begin providing an annual curriculum-assessment report to the GSLIS faculty in Spring 2018.

In response to requests from librarians we meet at regional and national conferences, GSLIS is in the process of developing 12-15 credit post-baccalaureate certificates. We are working on certificates in diversity, leadership, media smart libraries, visual literacy, and digital media. We are also working on an interdisciplinary certificate in social media to be offered through the Harrington School; GSLIS is the lead department on this certificate. GSLIS is also working with the Film Media Program on an undergraduate course in information literacy, the History Department on a 4+1 BA to MLIS program, and the future Latin American Studies minor. The 4+1 program and the Latin American Studies minor are currently in the proposal stage.

CHAPTER 3: FACULTY

Highlights of this chapter include:

- Faculty have increased research output.
- Faculty have performed substantial service in the profession.
- Faculty are amply supported through course releases for research, service, and teaching preparation.
- Faculty have increased collaboration.
- All full-time faculty are tenure Track, with Ph.D.s, and all with 2 advanced degrees (MLIS and JD).
- Faculty have a wide variety of research/teaching interests/specialties to cover the curriculum.
- There has been excellent university strategic reinvestment in faculty since 2014.

1 GSLIS Faculty Qualifications

This section addresses COA Standard III.1 The program has a faculty capable of accomplishing program objectives. Full-time faculty members (tenured/tenure-track and non-tenure track) are qualified for appointment to the graduate faculty within the parent institution. The full-time faculty are sufficient in number and in diversity of specialties to carry out the major share of the teaching, research, and service activities required for the program, wherever and however delivered. Part-time faculty, when appointed, balance and complement the competencies of the full-time tenured/tenure-track and non-tenure-track faculty and are integral to the program. Particularly in the teaching of specialties that are not represented in the expertise of the full-time faculty, part-time faculty enriches the quality and diversity of the program.

The GSLIS full-time Faculty all have Ph.D.s. The part-time faculty all have MLIS degrees (with one exception who taught for us only once under Director Renee Hobbs). Full-time faculty teach a range of courses in their areas of expertise. Part-time faculty with specializations are hired to supplement the full-time faculty expertise. A list of all full- and part-time faculty, their degrees, and their specializations is in Table 3.1.

In the review period, GSLIS began with six Tenure-Track/Tenured faculty members and ended with five Tenure-Track/Tenured faculty members (all with doctoral degrees), though the composition of those members has changed. GSLIS began the review period in 2010 with six tenure-track/tenured faculty: Suellen Adams, Cheryl McCarthy, Yan Ma, Donna Gilton, Herb Carson, and Gale Eaton. In 2010-2011, two faculty members left: Herb Carson retired and Suellen Adams left to care for her disabled child in her home state. During the review period four of those six faculty retired: Drs. Carson, McCarthy, Gilton, and Eaton. During the review period three new tenure-track faculty have been hired to replace those who retired, and a new director has been brought in from URI to replace the director who retired: Dr. Mandel (who is applying for tenure/promotion currently), Dr. Moen, and Dr. Villa Nicholas have been newly hired, and Drs. Hobbs and Karno were brought in after internal searches as directors of GSLIS. During the review period, Dr. Hobbs was brought in as Interim Director of GSLIS from 2012-2014 (though without an appointment in the department). When she stepped down, Dr. Karno, already at URI with an appointment in the English Department, was brought in as Director with a

joint appointment in GSLIS. At the end of the review period GSLIS has five tenured/tenure-track faculty, four with their full appointment in GSLIS, and one member with a joint appointment in GSLIS. Another search was conducted in the 2016-2017 AY for a joint appointment hire in GSLIS/Harrington School (for a data scientist), but that search was unsuccessful. That search has been re-opened and is in process in the 2017-2018 AY, though that is outside the review period.

Table 3.1

GSLIS Full- and Part-time Faculty and Their Specializations

Full Time Faculty	Courses Taught	Education	Area of Expertise
Full-Time Tenure Track Faculty			
Suellen Adams	503, 528, 529, 557	Ph.D., M.L.I.S.	Research Methods, Information Science, Collection Management
Herb Carson	508, 528, 529, 595	Ph.D., M.L.I.S.	Instructional Technology, Information Design, Professional Field Experience
Gale Eaton	503, 515, 521, 530, 531, 535, 557, 595	Ph.D., M.L.I.S.	Research Methods, Children's Services, Professional Field Experience
Donna Gilton	504, 518, 524, 525, 539	Ph.D., M.L.I.S.	Multiculturalism, Reference
Valerie Karno	515, 516, 595, 597	Ph.D, J.D.	Information Ethics and Policy, Digital Humanities, Digital Personhood
Yan Ma	505, 508, 528, 544, 547, 548, 550, 590, 595	Ph.D., M.L.I.S.	Digital Media, Visual Literacy, Information Storage and Retrieval, Organization of Information, Metadata, Critical and Cultural Analysis of Media, Communication and Technology
Lauren Mandel	502, 508, 510. 517, 535, 570, 557	Ph.D., M.S.	Wayfinding, Research Methods, Technology, Management and Leadership, Digital Media
Cheryl McCarthy	502, 520, 527, 596	D.A., M.L.I.S.	School Library Media, Information Literacy, Management
Mary Moen	520, 527, 530, 596	Ph.D., M.L.I.S	Digital and Media Literacy in K-12 Education, Self-directed Informal Learning, and Digital Badges for Adult Professional Learning
Melissa Villa Nicholas	504, 508, 525, 540, 557, 597	Ph.D., M.A., M.L.I.S.	Reference, Multiculturalism in Libraries, Humanities Reference

Table 3.1, continued

GSLIS Full- and Part-time Faculty and Their Specializations

Full Time Faculty	Courses Taught	Education	Area of Expertise
Other Full Time Faculty/Lecturers			
Nicole Alemanne	502, 503, 539, 557, 570	Ph.D., MS	Business Information, Leadership, Management
Renee Hobbs	531, 597	Ed.D., M.A.	Mass Media, Library Service for Children and Youth, Digital and Media Literacy Education, Youth Media Culture, and Educational Media Production
Stefanie Metko	503, 504, 517, 595, 597	M.L.I.S.	Community Services, Use and Users
Part-Time Union Faculty (For a List of All Part-Time Faculty please see Table 3.8)			
Suellen Adams	503, 557, 597	Ph.D, M.L.I.S.	Pedagogy, Instructional technology and Information Design, Research Methods and Evaluation, Social media and Internet Topics, Management and Marketing Topics, Human Information Behavior
Edgar C. Bailey	522	M.L.I.S.	Academic Librarianship
Amanda Izenstark	504	M.L.I.S.	Reference
Aaron Coutu	502, 515, 521, 535, 531	M.L.I.S	Young Adult Services, Young Adult Literature, Reference Services, Information Literacy/User Education, Library Technology, Web/Library 2.0
Cynthia Lunghofer	502, 503	M.L.I.S.	Management, Collection Management
Mary MacDonald	502, 527	M.L.I.S.	Information Literacy, Management
Jennifer Thomas	531	M.L.I.S.	School Library Media

- For a List of Part-Time, Tenure-Track, and Tenured Faculty and Lecturers, also see our GSLIS Faculty website: http://harrington.uri.edu/graduate/library-information-studies/faculty-staff-2/faculty-staff/
- For CVs of Full-Time Faculty and Part-Time Faculty please see the CV folder in Sakai

2 High Priority of Teaching, Research, and Service in GSLIS

This section addresses COA Standard III.2 The program demonstrates the high priority it attaches to teaching, research, and service by its appointments and promotions; by encouragement of excellence in teaching, research, and service; and through provision of a stimulating learning and research environment.

During the review period three new tenure-track faculty members were hired through national searches, and one faculty member was promoted to Full Professor III through the URI

Annual Review Process consistent with the URI AAUP contract. Please see www.uriaaup.org/, and especially http://www.uriaaup.org/contract-salary-structure.

  For a description of the Annual Review Process please see Section III.8.

  Also please see the Provost's Website on Annual Review and Promotion for URI Policies at: http://web.uri.edu/provost/promotion-and-tenure/ .

  Every year the Provost and AAUP offer Tenure and Promotion Workshops to faculty, to describe the Annual Review and Tenure/Promotion process. All full-time faculty are invited to attend. In addition, many training sessions are offered to faculty each year to assist them in developing the electronic portfolio of review materials.

  Additionally all new faculty are invited to a university-wide New Faculty Orientation before classes begin designed to promote a collegial and stimulating teaching and research environment. For a sample invitation, please see http://web.uri.edu/provost/files/2016_New_Faculty_Orientation_Agenda.pdf.

  New faculty are all also each given a mentor at the university by their dean's office. New faculty and their mentors attend a new faculty lunch hosted by the provost's office and an afternoon reception hosted by the president of the university. All new faculty are invited to teaching workshops in the week before classes begin in the fall semester by the Office for the Advancement of Teaching and Learning (ATL). Throughout the academic year, workshops focused on specific teaching challenges are offered by the ATL (please see website for current offerings: http://web.uri.edu/teach/).

  The university encourages a robust research environment through its Division of Research and Economic Development. Faculty are offered assistance in seeking external grant opportunities, and are also invited to apply for internal research grants. For a list of research opportunities please see: http://web.uri.edu/researchecondev/current-limited-competitions/.

  Numerous University Sources of Research Awards and Travel Funding are available to faculty. For a list of URI Awards won by GSLIS faculty please see the Table of Awards later in this chapter.

  Faculty Research, Teaching, and Service Support is available through a range of opportunities at URI.

  Monetarily, these forms of support include (as referenced in Chapter 5.8):

- Provost's Funding: $300.00 per year per requester: http://web.uri.edu/artsci/files/FacultyDevelopmentFundRequestForm1.pdf
- Hope and Heritage Funding from College of Arts and Sciences: $300.00 per year per requester: http://web.uri.edu/artsci/beaupre-hope-and-heritage-fund/
- Center for Humanities Funding: https://web.uri.edu/humanities/grants/
- GSLIS Professional Development Fund: Historically $250.00 per year through College of Arts and Sciences (See GSLIS Operating Budget, Appendix A, Chapter 5)
- GSLIS Travel Money Policy: $1,000.00 per year per faculty member pending availability
- URI Sabbatical Application Policy: See http://web.uri.edu/provost/forms-policies/sabbatical-leave/
- Faculty Career Enhancement Grants: http://web.uri.edu/researchecondev/councilforreasearch
- Harrington School Travel Money: $300.00 per year per requester

Additionally, the University has offered other forms of non-monetary support:

- Course Releases for Course Development (such as the one given to Dr. Ma to develop a course taking students to visit Chinese libraries)

- Graduate Assistants (such as the one given to Dr. Ma by the College of Continuing Education for her 505 class in Summer 2015)
- GSLIS also has a Faculty Sakai site with access to resources designed to assist faculty.

Towards supporting teaching, URI offers support for face-to-face and online teaching for full-time and part-time faculty through the Faculty Development Program and the Office of Online Education. Support for online education ranges from one-on-one assistance with course design from an instructional designer upon request, to the Online Pedagogy Competency Courses offered to faculty each semester. Please see http://web.uri.edu/online/

Additionally, URI's ITMS (Instructional Technology and Media Services) offers a range of technology Short Courses to support URI faculty, including training in Excel, Google Sheets, WebEx, and Photoshop. Please see http://web.uri.edu/itms/, especially http://web.uri.edu/its-training/

Two GSLIS faculty members have won teaching awards at URI—one in the review period, one prior to the review period: Dr. Valerie Karno won the University Teaching Excellence Award in 2004 (awarded to one faculty member per year) and Dr. Lauren Mandel won the Outstanding Online Course Design Award in 2014 through the Office of Online Education.

3 Policies and Procedures Pertaining to Faculty

This section addresses COA Standard III.3 The program has policies to recruit and retain faculty from diverse backgrounds. Explicit and equitable faculty personnel policies and procedures are published, accessible, and implemented.

URI hiring is governed by the policies set by the University Office of Affirmative Action, Equal Opportunity, and Diversity (please see http://web.uri.edu/affirmativeaction/) as well as Human Resources. URI's Human Resources office has numerous hiring and personnel policies and guidelines. They are published and publicly available at http://web.uri.edu/hr/personnel-policies/uri_policies/ and http://web.uri.edu/hr/jobops/. Please especially see affirmative action and equitable hiring policies at: http://web.uri.edu/hr/ncsearch_process/.

Human Resources and Affirmative Action oversee the hiring process, and Affirmative Action must approve candidates to be interviewed prior to their interviews. Affirmative Action also reviews the ranking of candidates based on University categories, and approves extending hires to applicants.

URI is also governed by the AAUP union contract and the Part-Time Faculty Union contract. Contractual policies for both are published and publicly available at http://www.uriaaup.org/contract-salary-structure and http://www.uriptfu.org/.

The advertisements for our searches have been sent to diverse ALA groups to ensure our job ads reach a diverse audience. We have advertised on the Reforma, BCALA, CALA, and AILA listservs.

Upon the retirement of African-American professor Donna Gilton, URI made a strategic re-investment in hiring Latina Melissa Villa-Nicholas, to teach Reference and Multiculturalism in libraries. She is now working on creating a Diversity certificate for GSLIS, and creating new courses on the topic of Diversity to expand the curriculum in this area.

GSLIS's commitment to diversity is in keeping with URI's commitment. URI's 2016 Academic Strategic Plan lists Goal 4 as "Embrace Diversity and Social Justice" (see https://issuu.com/uri_provost/docs/academic_plan_2016-21_internal).

GSLIS is embracing diversity by seeking to increase it in student and faculty representation in the department. We work with the Office of Community, Equity, and Diversity.

4 More Details on GSLIS Faculty Qualifications

This section addresses COA Standard III.4 The qualifications of each faculty member include competence in designated teaching areas, technological skills and knowledge as appropriate, effectiveness in teaching, and active participation in relevant organizations.

URI faculty teach and research in their areas of expertise. They are hired for their competence in one or several areas, and teach required and elective courses in their fields. Faculty are not asked nor required to teach courses outside of what they consider to be their competence. They are invited to extend their skill and knowledge by using professional development money to learn new technologies and trends, and bring those to the classroom. Faculty are evaluated by students each semester for every course through the IDEA student ratings of instruction instrument distributed by the university, so their teaching effectiveness is continually assessed. Their active participation in relevant organizations is also noted in each Annual Review, and evaluated by colleagues, the Director, the Dean's office, and, for promotion and tenure decisions, by the Provost's Office of URI.

- Please see faculty CVs in Sakai to see the relationship between degrees, research, and courses taught.
- Please note that our School Library Media Coordinator is herself RIDE (Rhode Island Department of Education) certified, and has the special competence our degree also bestows upon School Library Media graduates.
- Required course evaluations (IDEAs) are available upon request.

5 Faculty Scholarship

This section addresses COA Standard III.5 For each full-time faculty member, the qualifications include a sustained record of accomplishment in research or other appropriate scholarship (such as creative and professional activities) that contribute to the knowledge base of the field and to their professional development.

Our full-time faculty each have had an active research agenda during the review period. Please see summaries of GSLIS faculty publications in Table 3.2, conference presentations in Table 3.3, grants applied for and received in Table 3.4, and research that current GSLIS faculty have in development in Table 3.5. Please also see CVs in Sakai for complete lists of publications and creative/professional activities, presentations, fellowships, and research funding. Prior to the start of the review period, Dr. Ma wrote numerous proposals from 2007-2011 to support the URI Confucius Institute which had the mission of:

'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.'

Dr. Ma wrote, developed, organized, and published all programs, curriculum of 21 courses on
Chinese language and culture, and booklets for the Confucius Institute programs/events from
2007-2011. This culminated in Dr. Ma receiving a grant for the Confucius Institute detailed in
the table below.

Table 3.2

GSLIS Faculty Publications, 2010-17

Faculty	Peer-Reviewed			Not peer-reviewed		
	Article	Book	Chapter	Article	Book	Chapter
Suellen Adams (data not available)						
Herb Carson (data not available)						
Gale Eaton (retired 2012)	1	0	0	0	0	0
Donna Gilton (retired 2014)	0	1	0	3	0	0
Renee Hobbs (2012-14)	6	1	1	0	0	0
Valerie Karno	1	0	1	0	0	0
Yan Ma	6	0	0	0	0	0
Lauren Mandel	11	0	3	6	0	0
Cheryl McCarthy (retired 2016)	3	0	0	2	0	0
Mary Moen	2	0	0	3	0	0
Melissa Villa Nicholas	4	0	1	0	0	0
Total	33	7	6	14	0	0

Table 3.3

GSLIS Faculty Conference Presentations, 2010-17

Faculty	Paper	Panel	Poster	Invited
Suellen Adams (data not available)				
Herb Carson (data not available)				
Gale Eaton (retired 2012)	3	0	0	0
Donna Gilton (retired 2014)	0	0	0	0
Renee Hobbs (2012-14)	32	0	0	21
Valerie Karno	2	3	3	2
Yan Ma	12	0	0	3
Lauren Mandel	9	1	7	2
Cheryl McCarthy (retired 2016)	5	0	0	11
Mary Moen	3	3	6	4
Melissa Villa Nicholas	4	6	2	3
Total	67	13	17	45

Table 3.4

GSLIS Faculty Grants Applied for and Received, 2010-17

Faculty member	Position	Name of Grant	Funding Agency	Amount	Awarded (Y/N)
Renee Hobbs (2012-14)	PI	IMLS Planning Grant	Institute of Museum and Library Services	$50,000.00	Y
	Co-PI	Digital City Initiative (with Gary Glassman, Providence Pictures)	Rhode Island Foundation	$50,000.00	Y
Valerie Karno	Co-PI	Teaming up to Teach Teamwork: A Long-Term Strategy for Assessing Teamwork in GSLIS	URI Office for the Advancement of Teaching and Learning	$1500	Y
	PI	Media Smart Libraries	Institute of Museum and Library Services	$475,980	Y

Table 3.4, continued

GSLIS Faculty Grants Applied for and Received, 2010-17

Faculty member	Position	Name of Grant	Funding Agency	Amount	Awarded (Y/N)
Yan Ma	PI	Confucius Institute Funding to support the mission of Global Information Services and Information Science URI Support for Presenting at International Conferences	Hanban and URI URI	$101,200	Y Y
Lauren Mandel	PI	Teaming up to Teach Teamwork: A Long-Term Strategy for Assessing Teamwork in GSLIS	URI Office for the Advancement of Teaching and Learning	$1500	Y
	PI	User Strategies to Wayfind in Public Library Facilities	URI Faculty Career Enhancement Grant	$7401.62	Y
	Co-PI	Media Smart Libraries	Institute of Museum and Library Services	$475,980	Y
Mary Moen	Co-PI	Teaming up to Teach Teamwork: A Long-Term Strategy for Assessing Teamwork in GSLIS	URI Office for the Advancement of Teaching and Learning	$1500	Y
	Program Director	Media Smart Libraries	Institute of Museum and Library Services	$475,980	Y

Table 3.5

Research in Development by Current GSLIS Full-time Faculty

Faculty Member	Name of Project
Valerie Karno	"Digital Reading and Cognitive Ambience." Co-authored with Cathy Leverkus, School Media Librarian/Former Head of So. Cal. School Library Media Association.
Yan Ma	Visual literacy for LIS education Organization of visual information Visual literacy for media

Table 3.5, continued

Research in Development by Current GSLIS Full-time Faculty

Faculty Member	Name of Project
Lauren Mandel	Methods for Conducting Research on Wayfinding in Libraries (PI) Teaming up the Teach Teamwork (PI) Media Smart Libraries Digital Badge Program (co-PI)
Mary Moen	"Media Smart Libraries Digital Badge Program": P.I., IRB approved project; "Makerspaces in School Libraries: A Discourse Analysis of the State of the Field"
Melissa Villa Nicholas	Villa-Nicholas, M., Drake, T., and Tidline, T. "Healing Justice: An Approach of Caring for Intersectional LIS Professionals."

6 Diversity of Faculty Education Backgrounds and Research Areas

This section addresses COA Standard III.6 The faculty holds advanced degrees from a variety of academic institutions. The faculty evidence diversity of backgrounds, ability to conduct research in the field, and specialized knowledge covering program content. In addition, they demonstrate skill in academic planning and assessment, have a substantial and pertinent body of relevant experience, interact with faculty of other disciplines, and maintain close and continuing liaison with the field. The faculty nurtures an intellectual environment that enhances the accomplishment of program objectives.

GSLIS current full-time faculty have Ph.D.s. from a variety of academic institutions: Florida State University, University of Illinois, University of Southern California, University of Wisconsin-Madison, and the University of Rhode Island. GSLIS current full-time faculty also have second degrees (M.L.I.S., J.D.) from: Kent State, Simmons College, University of Wisconsin, University of Rhode Island, and University of California—Hastings College of Law. Two current full-time tenure-track/tenured faculty members also have a third degree: an M.A. from Claremont College, and an M.A. from the University of Michigan.

GSLIS former full time faculty in the review period have had an Ed.D. degree from Harvard, a Doctor of Arts from Simmons, and Ph.D.s from University of Pittsburgh, University of North Carolina Chapel Hill, University of Texas, and Syracuse. Second degrees for former full time faculty (M.L.I.S.) are from: University of Rhode Island, Simmons College, Syracuse University, and University of Wisconsin, Madison.

The faculty members have been hired for their unique specialties: current faculty specialties include Dr. Villa Nicholas's emphasis on critical theory, diversity, and diverse user services (Dr. Nicholas has an M.A. in Critical Studies in addition to her other degrees); Dr. Mandel specializes in technology, leadership, and research methods; Dr. Moen specializes in School Library Media (and has a Ph.D. in Education), Dr. Karno specializes in legal information ethics and policy (and has a J.D.), and Dr. Ma specializes in visual literacy, information storage and retrieval, organization of information, and critical and cultural analysis of media.

Being housed in the Harrington School of Communication and Media, faculty are routinely invited to engage in interdisciplinary thought with faculty from other departments in

the Harrington School. (Communications, Film/Media, Journalism, Writing & Rhetoric). Faculty can attend the Harrington Lecture series to hear other faculty from URI and external speakers present; additionally, because of our link to the School of Education, faculty are encouraged to attend interdisciplinary events like the Summer Institute for Digital Literacy, led by the School of Education.

Several of our faculty have had joint appointments during the Review period. Cheryl McCarthy had a joint appointment with the Department of Education from 2015-2016 when she retired. She also was interim dean of the URI Libraries upon the provost's request from 2014-2015 while a search for the new dean of libraries was occurring. Yan Ma had a joint appointment with the Film Department from 2012-2015. Valerie Karno has an ongoing joint appointment with GSLIS.

During the review period all GSLIS full-time faculty participated in creating the new strategic plan (over a 2-year period), and have been engaged in refining how to revise the URI Learning Outcomes and assess the comprehensive exam as a measure of achieving the outcomes. The faculty continue to work on assessment, as they have agreed to move from the comprehensive exam to an e-portfolio as the culminating measure of achieving student-learning outcomes. We are creating a rubric for assessing the e-portfolio.

Please see Table 3.3 for a quantitative summary of faculty conference presentations. Please see Table 3.2 for a quantitative summary of research publications. Please see CVs in Sakai for lists of individual faculty members' research.

Numerous faculty have been invited to speak to classes and the university across a range of topics during the review period. At least 17 speakers have been brought to the university, in addition to the speakers GSLIS brings to the university every year for the GSLIS Annual Gathering. Please see Appendix 3A for a list of speakers brought to URI (in classes and public lectures) during the review period.

As part of the curriculum renewal process, faculty were encouraged to create new courses which modernized the curriculum. Additionally, faculty are always invited to create new courses based on their expertise. GSLIS always welcomes new field developments and trends into the classroom. A list of new courses created by faculty member is in Table 3.6.

GSLIS faculty serve in an editorial capacity on a variety of journals. Yan Ma was guest editor for the Fall 2015 issue of the *Journal of Visual Literacy*. She is also a member of the Editorial Review Board of the *Journal on Images and Culture* (2012-) and is on the Editorial Advisory Board of the *Journal of Knowledge and Communication Management* (2011-). Lauren Mandel and Mary Moen are section editors for *Open Information Science*. Renee Hobbs is co-editor of the *Journal of Media Literacy Education* and on the Editorial Review Board for the *Journal of Children and Media*.

GSLIS faculty have been involved in the planning of several conferences during the review period. Renee Hobbs co-planned the *URI Summer Institute in Digital Literacy* at the University of Rhode Island from 2012-204 (with Dr. Julie Coiro in the School of Education). She was also conference co-organizer and Moderator for *Convergence and Community: Preparing Future Workers for the New Knowledge Network that Connects Libraries, Newsrooms, Agencies and Studios*, held January, 2013. Lauren Mandel collaborated with students and alumni in planning the student ALA conference in spring 2013. Mary Moen was involved in planning the *School Librarians of Rhode Island Annual Conference* in 2016 and 2017 and the *Summer Institute in Digital Literacy* (University of Rhode Island) in 2015 and 2016. Yan Ma helped others to plan the *20th International Conference of the International*

Association for Intercultural Communication Studies (IAICS), held at the University of Rhode Island, July 31-August 4, 2014.

Table 3.6

New Courses Created by GSLIS Faculty, 2010-17

Faculty Member	New Course(s)
Donna Gilton	LSC 560: Human Information Behavior
Valerie Karno	LSC 516: Information and Culture LSC 597: Digital Personhood LSC 597: Digital Humanities
Yan Ma	LSC 528: Digital Visual Information Literacy LSC 547: Information Storage and Retrieval, and Online Searching and Services FLM 495/COM 310/FLM 352: Chinese Hollywood--Through the Lens of Visual Literacy
Lauren Mandel	LSC 510: Books to Bytes LSC 570: Leadership in Information Professions
Melissa Villa Nicholas	LSC 597: (in process): Critical Disability Approaches in Library and the Information Professions LSC 597: (in process): Social Justice in Children's and Young Adult Literature LSC 597: (in process): Immigrant & Migrant Information Contexts & Practices

GSLIS faculty have also held a number of executive offices in professional and scholarly associations during this review period. Cheryl McCarthy was executive board liaison for GSLIS to the School Librarians of Rhode Island, 2010-2016 (until her retirement). Yan Ma was founding director of the URI Confucius Institute, 2007-2011 and is past president of the International Visual Literacy Association (2014). Donna Gilton was vice president of Cornucopia of Rhode Island: A Library Community of Color from 2010 to 2014. Gale Eaton chaired the Rhode Island Coalition of Library Advocates (2013-2016), and was secretary (2016-2017), newsletter editor (2013-2017), and treasurer (2012-2013).

7 Faculty Assignments

This section addresses COA Standard III.7 Faculty assignments relate to the needs of the program and to the competencies 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.

GSLIS faculty teach courses in their areas of expertise (See Table 3.7 for full-time faculty and Table 3.8 for part-time faculty), based on their individual competencies and course requests. Faculty are expected to balance research, teaching, and service throughout the year.

GSLIS is subject to the College of Arts and Science workload policy. It discusses the ways in which course releases are granted for service work such as advising, directing graduate programs, and having funded research in lieu of teaching. For this complete workload policy please see Appendix E. GSLIS Faculty are expected to teach nine credit hours per semester (or what generally equates to a 3/3 teaching load or its equivalent) in fall and spring semesters.

Course Releases are available for faculty in lieu of research or service. In the review period at least 16 course releases have been given to GSLIS faculty to administer grants, advise students, and prepare new courses. For a list of course releases by faculty member please see Appendix D.

Table 3.7

Courses for Full-time Faculty Members as They Relate to Areas of Expertise

Faculty	Areas of Expertise	Courses Taught Relating to Expertise
Nicole Alemanne	Business Information Services, Management, Leadership, Research Methods	539: Business Information 502: Lead, Manage & Connect (Management) 570: Leadership in Information Professions 503: Collection Management 557: Document, Assess, Evaluate (Research Methods)
Gale Eaton	Children and Young Adult Services; Professional Field Experience	530: Reading Interests of Children 531: Reading Interests of Young Adults 557: Research and Evaluation for Library and Information Service 595: Professional Field Experience
Donna Gilton	Reference, Multiculturalism	504: Reference and Information Services 510: History of the Book 524: Teaching about Information 525: Multiculturalism in Libraries 540: Humanities Information and Materials 541: Social Science Information
Renee Hobbs	Digital Media	531: Information Resources & Competencies for Youth 597: Library Film Education
Valerie Karno	Digital Humanities, Information Ethics and Policy, Digital Personhood	515: Information Ethics and Policy 516: Information and Culture 595: Apply and Reflect: Professional Field Experience 597: Digital Humanities 597: Digital Personhood
Yan Ma	Organization of Information, Visual Literacy	505: Organization of Information 528: Digital Visual Information Literacy 544: Visual Information Science 547: Information Storage and Retrieval and Online Searching and Services 508: Introduction to Information Science and Technology 548: Information Architecture and Web Site Development 595: Apply and Reflect: Professional Field Experience 550: Organization of Digital and Nonbook Resources (When?)

Table 3.7, continued

Courses for Full-time Faculty Members as They Relate to Areas of Expertise

Faculty	Areas of Expertise	Courses Taught Relating to Expertise
Lauren Mandel	Leadership, Research Methods, GIS and Technology	502: Lead, Manage, Connect Library & Information Services 508: Introduction to Information Science and Technology 557: Document, Assess, Evaluate (Research Methods) 510: Books to Bytes 517: Community Relations for Libraries 570: Leadership in Information Professions
Stefanie Metko	Community services, Use and users	503: Collection Management 504: Searching for Answers: Meeting Users' Information Needs (Reference) 517: Community Relations for Libraries 595: Apply and Reflect 597: Embedded Librarianship
Cheryl McCarthy	School Library Media, Digital Information Literacy Instruction	502: Lead, Manage, Connect Library & Information Services 520: School Library Media Services 596: School Library Media Practicum and Seminar 527: Digital Information Literacy Instruction
Mary Moen	School Library Media, Digital and media literacy	520: School Library Media Services 596: School Library Media Practicum and Seminar 527: Digital Information Literacy Instruction 530: Texts & E-Tools for Tots to Teens
Melissa Villa Nicholas	Reference, Diverse Users, Humanities Information	504: Searching for Answers: Meeting Users' Information Needs (Reference) 525: Multiculturalism in Libraries 508: Introduction to Information Science and Technology 540: Humanities Information and Materials 557: Document, Assess, Evaluate (Research Methods)

Table 3.8

Courses for Part-time Faculty Members as They Relate to Areas of Expertise

Faculty	Area of Expertise	Courses Taught Relating to Expertise
Suellen Adams	Research Methods, Collection Development	557: Document, Assess, Evaluate (Research Methods) 503: Collection Management
Edgar Bailey	Academic Librarianship	522: College and University Library Service
Mark Caprio	Digital Preservation	562: Digital Archives and Preservation
Carina Cournoyer	Social Science Librarianship	541: Social Science Information

Table 3.8, continued

Courses for Part-time Faculty Members as They Relate to Areas of Expertise

Faculty	Area of Expertise	Courses Taught Relating to Expertise
Aaron Coutu	Public Libraries, Management, Information Ethics	521: Public Library Service 502: Lead, Manage & Connect (Management) 503: Collection Management 515: Information Ethics and Policy
Sally Gore	Health Librarianship	537: Health Sciences Librarianship
Amanda Izenstark	Reference	504: Searching for Answers: Meeting User's Information Needs (Reference)
J. Kresten & Heather Jespersen	Cataloging	505: Organization of Information
Frank Kellerman	Indexing and Health Librarianship	545: Indexing and Abstracting 537: Health Sciences Librarianship
Cynthia Lunghofer	Public Libraries, Management	502: Lead, Manage & Connect (Management) 503: Collection Management
Mary MacDonald	Information Literacy, Management	527: Digital Information Literacy Instruction 502: Lead, Manage & Connect (Management)
Daniel O'Mahony	Government Publications	543: Government Publications
Lauren Plews	Special Collections, Data Science	523: Special Library Service
Darshell Silva	Multiculturalism, School Library Media	525: Multiculturalism in Libraries
Jennifer Thomas	School Library Media	531: Information Resources and Competencies for Youth
Olga Verbeek	Information Architecture	547: Information Storage and Retrieval 548: Information Architecture and Web Site Development

Independent Studies are available to students who wish to focus on a topic not immediately available in a course. There have been at least 24 independent studies over the review period. A student asks a professor to supervise the student, and if the professor agrees, the student enrolls with that professor under LSC 593. For a list of independent studies by faculty member please see Appendix B.

GSLIS faculty have been on at least 11 M.A. committees, and 7 Ph.D. committees during the review period. Faculty are encouraged to participate on Ph.D. and M.A. committees throughout the University. For a list of M.A. and Ph.D. Committees by faculty member please see Appendix C.

Advising at GSLIS occurs with the Graduate School's "Program of Study" form, available at http://web.uri.edu/graduate-school/forms/. On this form each student lists, with the input of her advisor, which courses she imagines she will take while in the program. This form is

due in the first year of the program to the graduate school. It provides the students with a basic map of what they will take, so they may see what their years may look like. Students often revise their program of study, as it is not a contract but just a roadmap. The advisor must sign the program of study, and then the director of GSLIS also reviews it, signs it, and forwards it to the graduate school.

GSLIS faculty are actively engaged in service work within the department, A&S, Harrington School, Graduate School, and the university, as well as outside the university. See Table 3.9 for a comprehensive list of GSLIS full-time faculty service work during the review period.

Table 3.9

List of Committees on Which GSLIS Faculty Served, 2010-17

Faculty member	Committee	Position	Org. level	AY
Gale Eaton (retired 2012)	Karla Harry Legislative Commission on RI Library Services	Member	External	2010-12
	RI Coalition of Library Advocates	GSLIS Liaison	GSLIS/External	2010-12
	URI Faculty Senate	Senator	URI	2010-12
	Faculty Senate Library Committee	Chair	URI	2011-12
	Harrington School Steering Committee	Member	Harrington School	2010-12
	Harrington School Curriculum Committee	Member	Harrington School	2011-12
	Ad Hoc Online Advisory Committee	Member	GSLIS/URI	2011-12
	Admissions Committee	Member	GSLIS	2010-12
	GSLIS Search Committee	Member	GSLIS	2011-12
	GSLIS Outcomes Assessment, Mentoring and Recruitment, and Planning and Evaluation Subcommittees of the GSLIS Advisory Committee	Member	GSLIS	2010-12
	External Funding Committee	Member	GSLIS	2010-12
	Arts and Sciences Tellers Committee	Chair	College of Arts and Sciences	2010-12
Donna Gilton (retired 2014)	Cornucopia of Rhode Island: A Library Community of Color	Vice President	External	2010-14
	Massachusetts Black Librarians' Network	Member	External	2010-14
	Committee on Professional Development	Chair	GSLIS	2010-12
	Faculty Development Committee	Member	GSLIS	2010-12
	Annual Gathering Committee	Member	GSLIS	2010-12
Valerie Karno	Admissions Committee	Chair	GSLIS	2014-17
	Curriculum Committee	Chair	GSLIS	2014-17
	Assessment Committee	Chair	GSLIS	2016-17
	Annual Gathering Committee	Chair	GSLIS	2015-17
	RI Coalition of Library Advocates	GSLIS Liaison	GSLIS/External	2015-16
	Rhode Island Library Association	GSLIS Liaison	GSLIS/External	2015-16
	Harrington School Business of Media Search Committee	Member	Harrington School	2015
	Harrington School/GSLIS Data Science Search Committee	Member	Harrington School/GSLIS	2016-17

Table 3.9, continued

List of Committees on Which GSLIS Faculty Served, 2010-17

Faculty member	Committee	Position	Org. level	AY
Yan Ma	Technologies Committee	Chair	GSLIS	2016-17
	Faculty Development Committee	Chair	GSLIS	2015-17
	20th International Conference of the International Association for Intercultural Communication Studies (IAICS) Program Committee	Member	URI	2014
	"Fifty for Fifty" Committee, GSLIS 50th Anniversary Gala	Chair	GSLIS	2013
	Curriculum Renewal Committee	Member	GSLIS	2012-14
	Admissions Committee	Member	GSLIS	2014
	Technology Competency for the Facilities Committee	Member	GSLIS	2014
	Curriculum Committee	Member	GSLIS	2014-present
	Promotion and Tenure Committee	Chair	GSLIS	2014
Lauren Mandel	IDEA Taskforce	Member	URI	2016-17
	Graduate Council	Member	URI	2016-present
	Graduate Council, Curriculum Committee	Member	URI	2016-17
	Assessment Committee	Member	GSLIS	2016-17
	GSLIS Accreditation Committee	Member	GSLIS	2015-17
	GSLIS Admissions Committee	Member	GSLIS	2015-17
	Internal URI Quality Matters Team	Reviewer	URI	2015-17
	Beta Phi Mu, Beta Iota chapter	Faculty advisor	GSLIS/External	2012-17
	Student Chapter of the American Library Association	Faculty advisor	GSLIS	2012-17
	GSLIS School Library Media Faculty Search Committee	Chair	GSLIS	2016-17
	Harrington Data Science/Digital Scholarship Faculty Search Committee	Member	Harrington School/GSLIS	2016-17
	URI Faculty Senate	Senator	URI	2014-17
	GSLIS Continuing Lecturer Search Committee	Member	GSLIS	2015-16
	GSLIS Director Search Committee	Chair	GSLIS	2015
		Member		2013
	GSLIS Annual Gathering Planning Committee	Co-chair	GSLIS	2014-15
	Harrington School of Communication and Media PR Search Committee	Member	Harrington School	2013-14
	Harrington School of Communication and Media Graduate Education Committee	Member	Harrington School	2013-14
	GSLIS Curriculum Renewal Committee	Member	GSLIS	2012-14

Table 3.9, continued

List of Committees on Which GSLIS Faculty Served, 2010-17

Faculty member	Committee	Position	Org. level	AY
Lauren Mandel, continued	Harrington School of Communication and Media Technology Committee	Member	Harrington School	2012-13
	Faculty Advisory Committee to the Office of Online Education	Member	University	2012-13
	RI Coalition of Library Advocates	GSLIS Liaison	GSLIS/External	2012-13
	Association for LIS Education	School Representative	GSLIS/External	2014-17
	American Library Association, New Members Round Table Resume Review Service	Resume reviewer	External	2006-17
Cheryl McCarthy (retired 2016)	RI Coalition of Library Advocates	GSLIS Liaison	GSLIS/External	2012-13
	Association for LIS Education	School Representative	GSLIS/External	2014-17
	American Library Association, New Members Round Table Resume Review Service	Resume reviewer	External	2006-17
	RI Coalition of Library Advocates	GSLIS Liaison	GSLIS/External	2013-14
	New England Library Leadership Symposium Planning Committee (NELLS)	Member	External	2014
Mary Moen	Admissions Committee	Member	GSLIS	2014-17
	RI Coalition of Library Advocates	GSLIS Liaison	External	2014-15
	Curriculum Committee	Member	GSLIS	2016-17
	Curriculum Materials Librarian Search Committee	Member	School of Education	2016-17
	Assessment Committee	Member	GSLIS	2016-17
	School Librarians of Rhode Island	GSLIS Liaison	GSLIS/External	2016-17
	Accreditation Committee	Member	GSLIS	2016-17
Melissa Villa Nicholas	Faculty Development Committee	Member	GSLIS	2016-17
	Curriculum Committee	Member	GSLIS	2016-17
	COA Committee	Member	GSLIS	2016-17
	Rhode Island Library Association	GSLIS Liaison	GSLIS/External	2016-17
	Rhode Island Diversity Committee	Member	External	2016-17
	Reading and Research around Race Committee	Member	External	2016-17

8 Procedures for Systematic Evaluation of Faculty

This section addresses COA Standard III.8 Procedures are established for systematic evaluation of all faculties; 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.

8.1 Full-time Faculty

URI's GSLIS adheres to the university policies for systematic evaluation of all full time faculty. Tenure-track faculty and lecturers participate in the annual review, and all tenure-track faculty members vote on each candidate (or can abstain with written reason). Mandatory student IDEA forms, distributed at the end of each course, are part of each faculty member's dossier.

For full discussion of URI policies, please see the Provost's Tenure and Promotion website at http://web.uri.edu/provost/promotion-and-tenure. Teaching, research, and service are evaluated in a faculty member's dossier.

Department annual review policies, in adherence with the AAUP Contract, are voted on yearly for the following year by all tenure-track GSLIS faculty, and are submitted to the College of Arts and Sciences Dean's office by May 1. Please see Appendix 5G in Chapter 5 for a copy of several year's Annual Review Procedures.

Also please visit the URI AAUP website at http://www.uriaaup.org/20-publications.

8.2 Part-time faculty

Part-time faculty unionized and created a contract with the URI administration in 2010. For general information on the URI Part-time Faculty Union (PTFU) please see http://www.uriptfu.org. Since 2010 part-time faculty must be evaluated according to the Part-time Faculty Union contract.   That contract can be found at http://web.uri.edu/hr/files/AAUPPartTime-Faculty-Union-7-1-10-6-30-12.pdf.

Part-time faculty for any given course are chosen based on expertise and seniority, according to the PTFU contract. The director of GSLIS submits part-time faculty hire requests each semester to the dean's office, and after the dean's approval based on adherence to the contract, the director is able to offer courses to part-time faculty.

Part-time faculty classes are assessed by students the same way full-time faculty classes are assessed: via IDEA forms distributed to students. The director reviews the scores and responses each part-time faculty course receives. The director contacts part-time faculty with suggestions for improvement, during the course should need arise due to student complaint, or after the course based on IDEA ratings. Individual faculty IDEA scores are available upon request.

9 Evidence of Decision-making Processes and Evaluation of Faculty

This section addresses COA Standard III.9 The program has explicit, documented evidence of its ongoing decision-making processes and the data to substantiate the evaluation of the faculty.

9.1 Full-time Faculty

GSLIS follows mandated university annual review policies for full-time faculty and continuing lecturers. These procedures are given in the AAUP-URI contract, and detailed in our yearly-approved Departmental policies. Please see department meeting minutes (in Sakai) for March and April department meetings where annual review policies are discussed, voted on, and approved.

Tenure-track faculty are evaluated yearly as assistant professors, then every two years as associate professors, and every four years as full professors. Full professors can also move up in rank, to Full Professor III (after 12 years in rank), through the annual review.

9.2 Part-time Faculty

As noted above, part-time faculty unionized and created a contract with the URI Administration in 2010. For general information on the URI Part-time Faculty Union (PTFU) please see http://www.uriptfu.org. Since 2010 part-time faculty must be evaluated according to the Part-time Faculty Union contract. That contract can be found at web.uri.edu/hr/files/AAUP PartTime-Faculty- Union-7-1-10-6-30-12.pdf.

Part-time faculty for any given course are chosen based on expertise and seniority, according to the PTFU contract. The director of GSLIS submits part-time faculty hire requests each semester to the dean's office, and after the dean's approval based on adherence to the contract, the director is able to offer courses to part-time faculty.

Part time faculty classes are assessed by students the same way full time faculty classes are assessed: via IDEA forms distributed to students. The director reviews the scores and responses each part-time faculty course receives. The director contacts part-time faculty with any suggestions for improvement, both during the course should need arise due to student complaint, or after the course based on IDEA ratings. Individual faculty IDEA scores are available upon request.

10 Use of Faculty-Evaluation Results for Systematic Program Improvement

> This section addresses COA Standard III.10 The program demonstrates how the results of the evaluation of faculty are systematically used to improve the program and to plan for the future.

The GSLIS director and A&S dean use the annual review to suggest to faculty where they should improve in teaching, research, and service. Assistant professors are given feedback yearly by the GSLIS Director and the A&S Dean on how to improve in those these areas if improvement seems appropriate. GSLIS uses student teaching evaluations (IDEA) to work on improving areas of the curriculum. With the support of the provost's office, GSLIS asked for and received IDEA-aggregated data and has used it to systematically improve the program. For instance, we were surprised to notice in the aggregated data that the teaching of teamwork did not rank highly. Thus, we applied for an assessment grant at URI to study how to better our teaching of teamwork, and we are now engaged in the work of that assessment grant. (Please see Exhibit F for the letter of Award of the Assessment Grant). Additionally, if IDEA scores for professors are notably low the GSLIS Director speaks with the professor about improvement (e.g., recommending seeking professional assistance from the ATL or thinking about other courses the professor might use her strengths in instead). If necessary, suggestions for improvement in scholarship and service areas are also made.

For part-time faculty, Director Karno has monitored their successes through the IDEA results, and has discussed issues which have arisen with individual faculty—to improve programmatic delivery.

11 Future Directions

In the future, our goal is to move in four directions for faculty:

1) Recruitment and Retention of New Faculty: We want to continue to increase the size of our faculty, and that is being written into our online program budget currently under construction.
2) Revised Tenure and Promotion Guidelines and Revised Faculty Handbook: We intend to revise our departmental tenure and promotion guidelines to reflect the current university annual-review procedures—while maintaining discipline-specific research, teaching, and service goals for faculty.
3) Increased Global Presence in keeping with Harrington Mission/Vision and URI Strategic Plans: We intend to continue expanding our international outreach—in the courses we offer, the students and faculty we recruit, and the research we produce.
4) More Collaborative Research within faculty and with students: We intend to continue working collaboratively with fellow faculty, increasingly as the Harrington School enables an increase in interdisciplinary research.

CHAPTER 4: STUDENTS

Highlights of the chapter:
- The GSLIS at URI Student ALA group won ALA Student Chapter of the Year (2013) and continues to foster community through programming and outreach.
- The School Library Media program's students and faculty are involved throughout New England, attend conferences, and provide workshops for students and librarians.
- The GSLIS program at URI provides strong regional ties to the New England library community with students completing their PFEs, student involvement in library programming, and student-librarian relationships in Rhode Island and New England.
- GSLIS provides active support for socialization into the field through URI resources, career prep programming, advising, and PFE support.
- GSLIS provides personal interaction between professors and students through lower course caps, faculty advising, and conference attendance opportunities.
- GSLIS has increased recruitment efforts of students of all backgrounds by attending conferences nationwide.
- GSLIS has increased diversity in student populations over the past few years.
- GSLIS provides a flexible program of study tailored to students' interests.
- GSLIS alumni are becoming library directors and managers, and are becoming leaders in industry throughout Rhode Island and New England, and they continue to stay involved in the Advisory Board, as PFE supervisors, and as support networks to current students.

1 Introduction

GSLIS at URI considers students to be the heart of the program. GSLIS makes every attempt to recruit, retain, advise, and provide financial, academic, and career support to students so that they will have success in their personal and professional lives.

From 2010-2017, students and faculty have been active in programming such as the Student ALA (SALA), career-enhancement programming, conference attendance, and faculty partnerships. A strong network is established among students, staff, faculty, administration, and local and national librarians and library supporting groups.

GSLIS also maintains a dynamic relationship with its alumni in person and through electronic platforms, as a strength for maintaining community, creating a path from graduate school to their careers. GSLIS alumni are major financial contributors to our program and are frequently advisors for assessment and improvement. For the last two years, GSLIS has administered an exit survey to recent graduates as a first step for tracking job placement. Although the URI Graduate School has not yet formally tracked alumni job placement, they have indicated this is a future goal. The URI Alumni Relations Office sends yearly communications about the program to alumni via the addresses the university has gathered from them. Also GSLIS maintains a Constant Contact account to communicate with alumni and other stakeholders. We invite alumni at each recruiting conference to add or update their email addresses for this list.

In recent years, GSLIS has focused on improving student recruitment, with provision of new student tracks for academic advisement, improved course design based on current trends and student assessment, and a reinvention of the award-wining SALA. Improvement of assessment has been a top priority in continuing GSLIS' relevance and improving student services.

In fall 2009, four out of 300 students were underrepresented: in fall 2016, GSLIS had 5 out of 102 underrepresented students.

2 Student Recruitment is Consistent with Mission, Goals, and Objectives

This section addresses COA Standard IV.1. The program formulates recruitment, admission, retention, financial aid, career services, and other academic and administrative policies for students that are consistent with the program's mission and program goals and objectives. These policies include the needs and values of the constituencies served by the program. The program has policies to recruit and retain students who reflect the diversity of North America's communities. The composition of the student body is such that it fosters a learning environment consistent with the program's mission and program goals and objectives.

In fulfillment of its mission, GSLIS supported the following mission and six goals in the 2010 self study:

Mission: In support of the University of Rhode Island's mission, the Graduate School of Library and Information Studies leads 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.

- 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): To 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 in New England.

In 2016 GSLIS revised its mission and goals to reflect the present GSLIS culture and objectives. GSLIS has centered our mission on the advancement and enrichment of students:

The Graduate School of Library and Information Studies educates future leaders in the global information world through innovative teaching, research, and service, in accordance with the University of Rhode Island's mission and that of the Harrington

School of Communication and Media. GSLIS prepares knowledgeable, ethical, and engaged library and information professionals to serve the information needs of diverse communities. ("GSLIS Strategic Plan," 2016)

Likewise, the goals for achieving our new GSLIS Strategic Plan seek to promote the well-being and success of GSLIS students, as identified in

Goal IV: Students: Recruit, educate, and retain a diverse community of highly motivated and academically qualified students, foster a culture of mutual respect and collaboration, and promote student socialization into the field.

Objectives for Goal IV:

- Develop recruitment strategies to reach different populations in the next two years; after this, increase enrollment of diverse students by 5% annually
- Broaden recruitment efforts to increase enrollment by 5% annually
- Create guidelines for advising in one to two years, and evaluate annually
- Develop a plan to examine retention rates and strategies to increase retention within three years
- Increase and support opportunities for student membership and participation in professional organizations and in giving conference presentations (ongoing)
- Develop increasingly robust career resource/support for students within the next three years
- Increase involvement of students in the governance of the school in one to two years and maintain student involvement (ongoing)
- Develop strategies to increase graduate assistantships and research assistantships
- Seek and publicize scholarship opportunities (GSLIS Strategic Plan, 2016)

GSLIS at URI maintains an active recruitment and retention of a diverse student body and has recently participated in a statewide collaboration with library faculty, professionals, staff, and state employees in creating an active pipeline of diverse library students, librarians, and library managers. GSLIS aligns itself with the University of Rhode Island's Office of Community, Equity and Diversity in its passion about promoting a campus culture and community where diverse students are welcomed, respected, and valued, "to create an inclusive and supportive environment where each individual can thrive" ("Diversity," 2017). The systematic collection of student data is conducted by the Office of Institutional Research, which is responsible for the collection and dissemination of information concerning students ("Welcome Message," 2017).

GSLIS has also strategically funneled some of our admission fellowships in 2016-2018 towards increasing our diverse student population. We have been successful in doing this, raising the percentage of our diverse students from 2% of total students (3/155) in 2010, and 4% in 2014 (4/98), to 8.8% of total students (9/102) in 2017.

2.1 Recruitment, Admissions, and Retention

GSLIS recruits through conferences, digital and print advertising, active maintenance of the website, and word of mouth.

In 2014 and 2015 GSLIS had on-site open houses that engaged faculty, SALA, and students, and in 2014 and 2015 GSLIS hosted a Professional Field Experience fair, in which the

PFE site supervisors met prospective students in person. Since 2010, GSLIS at URI has actively attended local, national, and international conferences recruiting, admitting, and retaining new graduate students and promoting a strong LIS community. GSLIS has regularly attended the New England Library Association (NELA) and the Rhode Island Library Association during the 2010-2017 review period. In the review period, GSLIS attended the American Association of School Librarians (AASL) in Hartford, CT (2013), American Library Association (ALA) Annual (2013-2016), participated in the ALISE shared booth, and had our own exhibit table at the ALA Midwinter in Boston in 2015. In 2016 and 2017 GSLIS oversaw the "Friends of ALISE" table, as a part of our goal to increase our engagement in the broader LIS community. For photos and social media of our presence at conferences please see "Conference Photos" in the Sakai COA 2018 site.

We have distributed new program brochures and printed information at conferences consistently since 2014, including NELA, RILA, the Connecticut Library Association (CLA), the New Hampshire Library Association (NHLA), the Massachusetts Library Association (MLA), the Massachusetts School Library Association (MSLA), the Vermont Library Association (VLA), the Virginia Library Association (VLA) in 2015, and most recently in 2016 and 2017 at the Connecticut Association of School Librarians (CASL). From 2011-2015 GSLIS faculty attended and presented at NELA and RILA, and in 2015-2017, GSLIS faculty and the director sat at the table at these regional conferences so that prospective and current students may meet with GSLIS representatives (not merely students) in person. GSLIS sponsored RILA in 2016 and 2017. In spring 2017 GSLIS also sponsored the Connecticut Library Association.

GSLIS actively engages in recruitment and retention through digital mediums and social media. In 2014-2015, the Harrington School, the Graduate School, and the provost office began sponsoring the GSLIS' Google and Facebook digital advertisements for social media and digital recruitment of new students. The Harrington School and GSLIS promote GSLIS in their social media accounts on Facebook, Twitter, and Instagram. The GSLIS website is regularly updated by full-time faculty and the graduate assistant, to admit, recruit, and retain students. According to the URI web statistics, the GSLIS' website is the most frequently visited site of all Harrington School departments.

As Figure 4.1 indicates, GSLIS full-time and part-time enrollment declined in 2010-2012 and has mostly maintained a small margin of consistency from 2012-2016. In 2014, *Library Journal* conducted a nationwide study on the trends in MLIS program enrollment, and found that while national enrollment has increased over the past decade, it has done so unevenly with a handful of programs declining in enrollment in recent years (Mulvaney & O'Connor, 2014).

Parallel to declining applications (Table 4.1), degrees conferred have been on the decline through 2016 (Figure 4.2). Consistent with LIS national trends, our applicants are overwhelmingly women with a varying number of men who have enrolled in GSLIS.

GSLIS is a local and regional program, and increasingly expanding to recruit students nationwide with our planned transition to an online program with competitive tuition prices. Applications are received from Rhode Island, regionally throughout New England, and nationally. GSLIS's population from 2010-2016 has maintained its majority from the Northeast, with a small percentage from the Midwest, South, and Western parts of the United States (Figure 4.3).

Figure 4.1. Total enrollment, Fall 2010-Spring 2016.
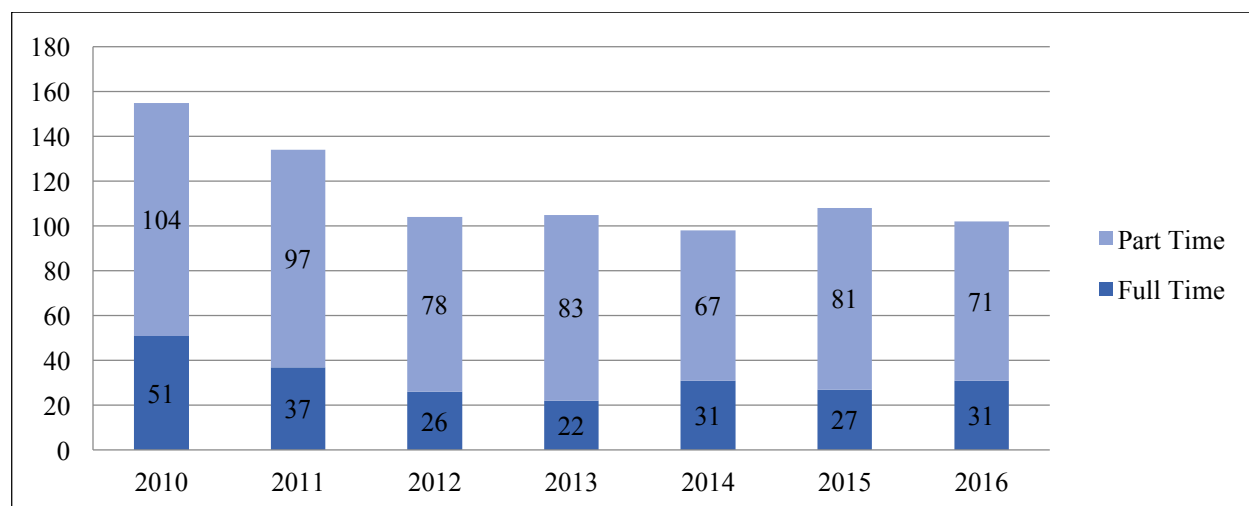
Table 4.1

Applications, Refusals, Acceptances and Registrations, Ratios of Acceptance/Applications and Registration/Acceptances, 2010-2016

	2010	2011	2012	2013	2014	2015	2016
Accepted	60	63	30	46	44	52	38
Not Accepted	15	10	5	6	3	4	5
Total Applications	75	73	35	52	47	56	43
% Accepted	80%	86%	86%	88%	94%	93%	88%

Figure 4.2. Degrees conferred by gender, 2010-2016.
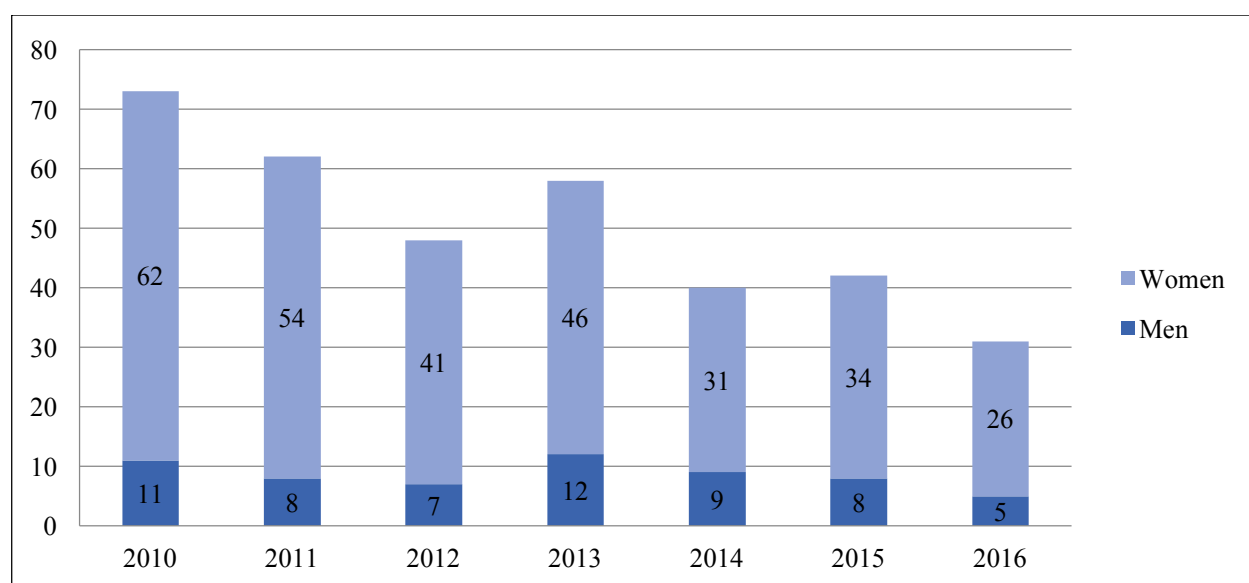
Figure 4.3. Student attendance by region, 2010-2016.*
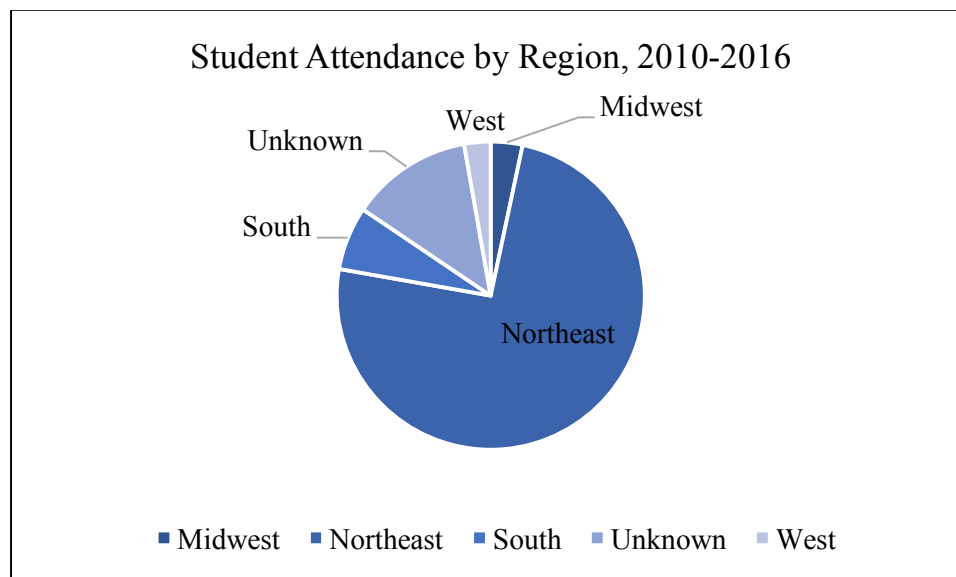
GSLIS maintains its strength as a regional school, with 74% of attendees over the past 7 years from the Northeast. GSLIS prides itself in our strength of local and regional partners throughout Rhode Island and New England, and the student attendance by region demographics is consistent with the program. GSLIS also attracts students from various regions throughout the United States and continues to expand, focusing on in-person recruitment at New England regional conferences.

The University of Rhode Island is a member of the New England Regional Student Program (RSP), run by the New England Board of Higher Education. As URI is currently the only ALA-accredited MLIS program at a public university in New England, regional tuition is available to students from Connecticut, Maine, Massachusetts, New Hampshire, and Vermont. This tuition break represents a savings of about one-quarter of the out-of-state rate.

2.2 Student Diversity

GSLIS is dedicated to recruiting and supporting a diverse student body that comprises diverse academic backgrounds, fields in librarianship, race, ethnic, and national diversity, as well as differently abled people. See Figure 4.4 for a breakdown of GSLIS students by racial and ethnic background.

The racial and ethnic diversity of GSLIS is of utmost importance to our organization. Consistent with the LIS field, Caucasians are overwhelmingly represented, and African Americans, Hispanics, Asian/Pacific Islanders, Native Americans, and people of multiple races are underrepresented. To reach a diverse population, GSLIS recruits at a diverse array of New England conferences including: NELA, RILA, CLA, VLA, MLA, and we have begun to reach out to networks of School Media Library Associations on the West Coast, networking with the diverse array of aides that often run school media centers.

 GSLIS is also a member of a network of Rhode Island librarians, library directors, state officials, and professional organizations in a diversity committee that is recruiting and retaining an increasingly diverse workforce; the committee includes:

- Aaron Coutu, Assistant Director, Cumberland Public Library
- Valerie Karno, Director, GSLIS
- Jack Martin, Executive Director, Providence Public Library
- Ida McGhee, Co-Founder of Cornucopia of Rhode Island
- Karen Mellor, Chief of Office of Library and Information Services
- Edward Garcia, Library Director, Cranston Public Library
- Melissa Villa-Nicholas, Faculty, GSLIS

Figure 4.4. Racial and ethnic background of GSLIS students.
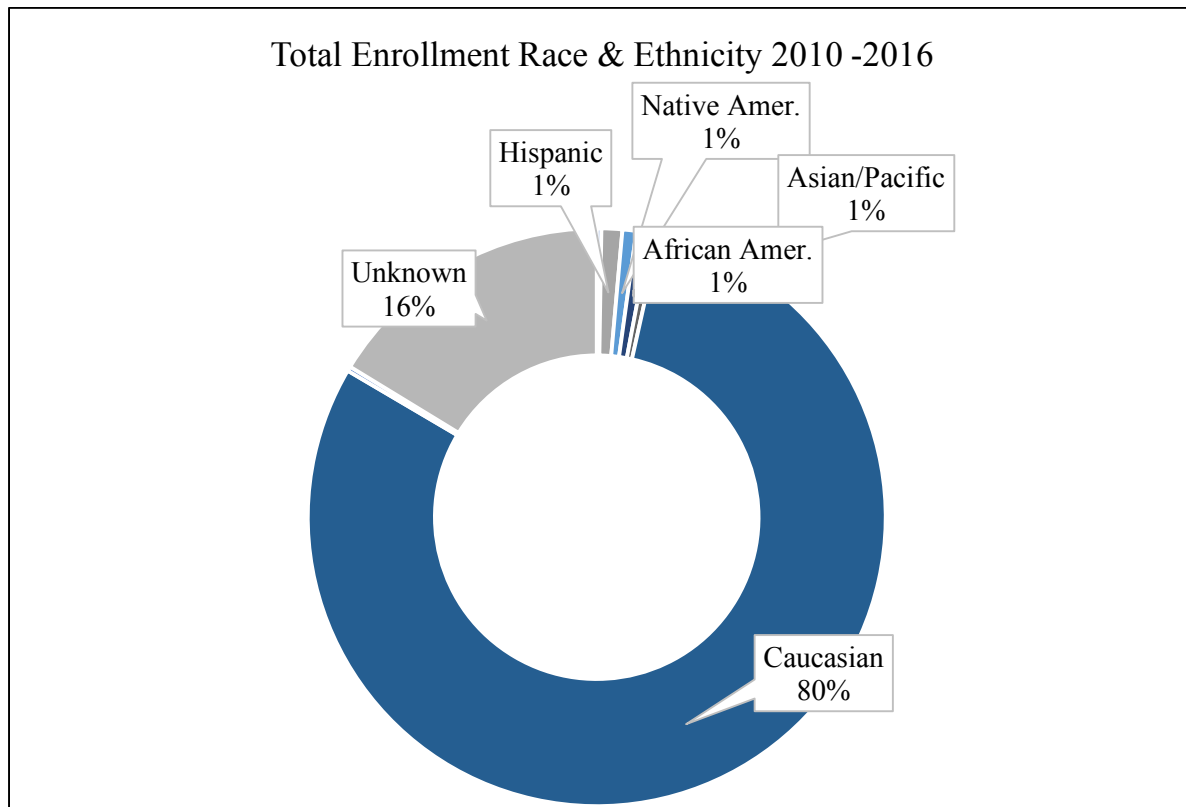
GSLIS' student body thrives in age diversity, with students ranging from their early 20s into their 60s. Many of our students have come directly from their undergraduate degree, but many of the GSLIS students choose to return to their school later in life, after establishing families, moving into second careers, and obtaining their MLS while working, often, in a library. Age distribution of GSLIS students has remained stable during the review period, with the same median age of 32 in 2010 and 2016, with the median fluctuating only slightly from 31-37 during the period (see Table 4.2).

Table 4.2

Age Distribution of GSLIS Students

	2010	2011	2012	2013	2014	2015	2016
Average Age	35	36	34	37	35	36	37
Median Age	32	37	31	35	31	34	32
Min Age	23	23	23	24	23	24	24
Max Age	63	64	57	59	64	58	60

Educational diversity is also a great strength of GSLIS applicants. Students are accepted from an array of undergraduate academic backgrounds including arts and humanities; social sciences; science, technology, engineering, and mathematics; business and administration, and criminal justice. This educational diversity contributes to the students' experiences and contributions in the classroom, and also strengthens their prospects in their LIS career. Figure 4.5 demonstrates the undergraduate majors of all students enrolled in GSLIS from 2010-2016.

Figure 4.5. Undergraduate majors of students enrolled at GSLIS, 2010-2016.

2.3 Part-Time Program

The part-time program offers the flexibility for our diverse demographic of students to manage their family, home, and work lives, while completing their degree (See Table 4.3 for enrollment by full- and part-time status). Many GSLIS students work part or full time at regional libraries and have returned to complete their Master's to further their careers in libraries. In a survey at the 2014 Fall orientation, all students in attendance noted that they worked while attending GSLIS. Full-time enrollment in graduate coursework at URI is a minimum of three classes per semester, but students can take one or two classes per semester as part-time students. Each student has five years to complete the program.

Table 4.3

Total Enrollment of Full-Time and Part-Time Students at GSLIS, 2010-2016

	2010	2011	2012	2013	2014	2015	2016
Part-time	104	97	78	83	67	81	71
Full-Time	51	37	26	22	31	27	31
Total Enrollment	155	134	104	105	98	108	102

2.4 Disability Services for Students

The University of Rhode Island offers extensive services for students with disabilities. Disability Services for Students, in the Dean of Students office, works with students and all units of URI to foster an inclusive, welcoming, and accessible environment. They work with faculty and students to support students' academic endeavors, independence, and self-advocacy.

The URI suggests that GSLIS faculty include the following disability statement in their syllabi:

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 302 Memorial Union, Phone 401-874-2098. (Syllabus Statement)

Disability Services also helps students to integrate into campus life and with problem solving. They meet with students each semester to arrange accommodations and necessary support, give advice about communications with professors, develop time-management strategies, study skills, stress management, and navigating the campus, provide career development, assist with resources on campus, and connect students further with student activity on campus.

GSLIS professors are trained in developing online courses that are accessible to differently abled people through the Division of the Office for the Advancement of Teaching & Learning. Online Pedagogy Competency Courses include "Accessibility Training," which adheres to the principles of Universal Design for Learning (UDL). URI has a new Academic Testing Center where accommodation is possible (http://web.uri.edu/atc/).

2.5 Financial Aid

GSLIS provides financial support for the student body through an array of funding sources such as graduate assistantships, scholarships and prizes, travel support, and University of Rhode Island Fellowships. Students are also employed at the URI Carothers Library and other libraries regionally and nationally during their studies. The GSLIS website provides funding and financial aid information to students (Scholarships & Awards, 2017).

At a spring faculty meeting, GSLIS faculty vote to select scholarship recipients, and subsequently those names are forwarded to the Arts and Sciences' Dean's Office, as well as RI Coalition of Library Advocates (COLA) and School Libraries of Rhode Island (SLRI) for their approval. These academic scholarships are distributed every year in similar though not identical amounts, depending on available monies in each scholarship fund/endowment. All scholarships and awards are described on the GSLIS website, where students can apply for scholarships through the online Scholarship Application form. Scholarships are distributed each fall semester. Annual awards in the review period of 2010-2017 have included: The J. Kresten Jespersen Scholarship, Elizabeth D. Futas scholarship, the GSLIS Scholarship, the GSLIS Prism Scholarship, the Mattoon-Kline Scholarship in GSLIS, two COLA scholarships (The Linda Aldrich Award and the William Bergeron Award), the Frank Iacono Memorial Scholarship, the Stewart P. Schneider Scholarship, the Lucille Chernack Fund, the Betty Fast Memorial Endowment, the Mildred P. McKay Scholarship, and SLRI for the Maurice Tougas award in academic excellence for school library media students. See Table 4.4 for GSLIS scholarships awarded FY2010-FY2017 and Table 4.5 for assistantships awarded 2014-17.

GSLIS has additional funding for students who are traveling to present papers and posters, and to attend workshops at academic conferences. Students are advised at the GSLIS orientation in the Fall and Spring and through the GSLIS ListServe that they can email Valerie Karno for conference funding support. Students are also eligible for the A&S Hope and Heritage funds. GSLIS provides funding upon request when a student proves acceptance to participate in a conference as presenter or for professional development experience. Students can obtain approval for funding by emailing the director directly. In 2016 and 2017, GSLIS student Sam Simas was funded to attend a national writing conference in Portugal and SALA co-chairs Sam Simas and Alyssa Taft were funded to attend ACRL in New England. Students have also been funded to attend ALA Midwinter in Boston and NELA. In 2017 Estefania Arias was funded to attend the NELA Diversity Summit and to participate in the Pushing the Margins Symposium: Women of Color and Intersectionality in LIS, with GSLIS faculty. There are also several opportunities for working on campus, with the URI Carothers Library and placements through URI's Work Study program.

GSLIS has nominated students to attend the ALA Student to Staff over the past accreditation period, including:
- Kirsten Anderson (2013)
- Catherine Damiani (2014)
- Jessica Franco (2015)
- Alicia Vaandering (2016)

As a result, we have seen GSLIS students go on to become successful alumnae and alumni and librarians in the workforce. For example, Catherine Damiani of graduating class of 2015 was an ALA RUSA Emerging Leader in 2016, and alumna Stefanie Metko of graduating class of 2013 was an Emerging Leader (2016).

Table 4.4

GSLIS Scholarships and Fellowships Awarded, FY2010 - FY2017

Fund	Total Amount Awarded	# of Recipients
Admissions Fellowships	$ 2,000	10
Dean's "CT. Scholarships"	$ 1,500	1
Fast, Betty Memorial Fund Graduate Library School Scholarship	$ 5,783	7
Futas, Elizabeth Scholarship	$ 22,335	9
Graduate Library School and Information Studies Scholarship	$ 10,689	11
GSLIS Prism Scholarship	$ 2,906	6
Iacono, Frank Scholarship	$ 9,300	10
Jensen Scholar	$ 500	1
Kellerman, Frank Scholarship	$ 3,500	1
Mattoon-Kline Scholarship in GSLIS	$ 3,367	7
Melvil Dewey	$ 18,876	24
RI Coalition of Library Advocates Scholarship Endowment	$ 2,289	6
Schneider Scholar	$ 1,300	3
Wilson, H.W. GSLIS Scholarship Fund	$ 18,498	15
Yare, Yvonne Hunter and Robert Sayles Yare Scholarship	$ 3,000	3
Total	$ 103,843	104

Table 4.5

Assistantships Awarded to GSLIS Students, 2014-17

Assistantships	# of Recipients	Period	Total Amount Awarded
Graduate Research Assistant	1	2014-2017	$ 40,950.00
Graduate Teaching Assistant	1	2014-2015	$ 15,844.00
Graduate Admissions Assistant	1	2015-2016	$ 15,844.00
Tuition Fellowships	2	2016-2017	$ 24,432.42
Graduate Student Hire	1	2017	$ 6,495.20
Total	6		$ 103,565.62

URI and GSLIS provide financial support for its student body through many sources. In addition to scholarships, fellowships, and prizes, students are also hired as a graduate assistants, helping them to develop various skills relevant to LIS and further embedding student involvement in the department. In addition to this financial support, some students are employed by the URI Carothers library during the semesters and over the summer.

New funding opportunities for students have been advocated for and obtained over the past few years and are consistently advocated for by the director. In the 2015-2016 and 2016-2017 school years, the Graduate School and the Provost's Office dedicated funds for paying for a graduate assistant (GA) for GSLIS. New scholarships have been created over the past couple years, since 2015, including the J. Kresten Jespersen scholarship. The IMLS Media Smart Libraries Grant has provided financial aid for student tuition, employment, and travel. In ongoing efforts to increase funding for excellent students, two GSLIS students were awarded Graduate School Tuition Fellowships for the 2017-2018 academic year.

3 Information about the program is available to students and the public

This section addresses COA Standard IV.2 Current, accurate, and easily accessible information about the program is available to students and the general public. This information includes documentation of progress toward achievement 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 program demonstrates that it has procedures to support these policies.

Information about the GSLIS program, its mission, goals and objectives, graduate program structure, course descriptions, faculty and staff, graduate student resources, career resources, and admissions is available on the GSLIS website. This site is updated by the GSLIS GA and faculty with information for current and prospective students. Incoming and current students are enrolled in the GSLIS Student Guide in Sakai, which includes information on forms, the comprehensive exam, getting to and around campus, and other relevant information. The GSLIS has updated printed brochures and consistently updates its website.

Information updating the community about GSLIS' work towards our goals and objectives is shared biannually at the Advisory Board, which includes student and part-time faculty involvement (see Chapter 1 for advisory board members).

On the GSLIS website, students are regularly prompted that they can contact faculty, the director, and their faculty advisor for course and career guidance.

The GSLIS MLIS program provides students with the flexibility to build their own course programs based on their interests and academic and career goals, and students can choose to take tailored tracks. The website lists the MLIS required core courses. Optional tracks include School Library Media, Digital Media, and Libraries, Leadership & Transforming Communities, covered further in section IV.4. The flexibility of optional tracks or the students' customizable program also allows for new and evolving tracks to emerge according to LIS trends.

Further information on the courses is available on the website under "MLIS Requirements" and also in the URI Catalog (MLIS Requirements, 2017, http://web.uri.edu/catalog/). Course syllabi are made available on the first day of classes, and are available for full view on the self-study Sakai site. URI provides guidelines for composing a syllabus, typically updated at the beginning of the semester, with language related to disability access and effective course design. Syllabus guidelines are also on the ATL website, http://web.uri.edu/teach/syllabus/. To evaluate student progress and success, GSLIS faculty are encouraged to use rubrics and provide them at the beginning of each semester so that evaluation of student performance is clear and transparent (See Sakai site).

GSLIS' webpage provides recent news about faculty and students displayed on the front page of the site and in the GSLIS News & Stories section. This information is also promoted by the Harrington School of Communications and Media Social Media.

GSLIS faculty have web pages that give information about their academic background, frequently taught courses, research, and professional activities. GSLIS faculty introduce themselves in person at the new student orientation, and they meet with students in a small group to answer questions, and, at the beginning of the semester, through the Sakai course site so the students can get to know their instructors on a personal level (see Figure 4.6).

Figure 4.6. Faculty webpage example.

Mary Moen

Assistant Professor, Graduate School of Library and Information Studies

Assistant Professor/ Faculty & Staff/ Graduate/ Library & Information Studies
Telephone: (401) 874-4654

Email: mary_moen@uri.edu

Office: Rodman 105

Mary Moen, PhD, is an Assistant Professor and Coordinator of the School Library Media Program in the Graduate School of Library and Information Studies in the Harrington School of Communication and Media at the University of Rhode Island. She has a PhD in Education from the University of Rhode Island and Rhode Island College joint program, an MLIS from University of Rhode Island, and a BA in Art History and German from Brown University. She holds a PK-12 Library Media Certification from the Rhode Island Department of Education and is a former high school librarian. In 2015-2017, she was the program director of Media Smart Libraries, a $500K National Leadership grant project awarded to GSLIS from the Institute of Museum and Library Services. See CV for full list of professional activities.

Dr. Moen's research interests include digital and media literacy in K-12 education, self-directed informal learning, and digital badges for adult professional learning. She has taught the following courses:

LSC520: School Library Media Services
LSC527: Digital information Literacy Instruction
LSC530: Texts and E-Tools for Tots to Teens
LSC596: School Library Media Practicum and Seminar

4 Standards for Admissions Are Applied Consistently

This section addresses COA Standard IV.3 Standards for admission are applied consistently. Students admitted to the 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 the program, the program's goals and objectives, and the career objectives of the individual. Within the framework of institutional policy and programs, the admission policy for the program ensures that applicants possess sufficient interest, aptitude, and qualifications to enable successful completion of the program and subsequent contribution to the field.

The GSLIS admission policy and practices are detailed in the GSLIS website and aligned with the Graduate School of URI. Prospective students may choose to apply to the MLIS degree

program, or a dual-degree program. When students apply, they can choose an optional track as a subplan. As of 2014, all applicants use the URI online application system Apply Yourself.

The following admission criteria for the MLIS program are laid out on GSLIS' website:

1. A Bachelor's degree from an accredited institution (two official transcripts from all colleges or universities attended are required; one will be sent to the University Graduate School, the other will be sent to the GSLIS. Please see below for details).
2. An undergraduate grade point average of 3.0 or better.
3. Two letters of recommendation, preferably from previous instructors or employers. Students are rated by their recommenders according to their personal strengths as well.
4. A current resume.
5. A statement of purpose. (A personal statement)
6. $65 application fee for in-state and out-of-state applicants.
7. Proof of residence in the state of Rhode Island for in-state tuition, or MA, ME, NH, CT or VT for regional tuition.

In the 2016-2017 academic year, the faculty voted to drop the GRE requirement, effective with the 2017-2018 academic year. Prior to this, the GRE was required for all applicants with an undergraduate GPA below 3.0, and the GRE score was considered in concert with the applicant's academic record.

Applicants can contact the director, and the GSLIS graduate assistant by telephone, email, or in person in the GSLIS office about questions on the admissions process. The GSLIS GA closely monitors applications and follows up with applicants promptly. Applications are accepted on a rolling admissions basis, and are due by June 15 for a September admission, October 15 for a January admission, and March 15 for a May admission.

In fall 2013, the faculty voted for a senior faculty member to volunteer as a second reader before the applications were sent to the director for approval. Prior to 2014, an admissions committee with three faculty read through paper files and decided yes or no on the applications, and the department chair signed off on the final application. GSLIS students began using the online Apply Yourself application system in fall 2014.

Currently, once an application is completed through the online Apply Yourself system, the GSLIS Admissions Committee evaluates completed applications. The Admissions Committee is composed of two GSLIS faculty and the director, all of whom review each application holistically, considering the applicant's prior educational background and performance, personal essay, work experience, and letters of support. After review by the director, the Committee's recommendations are forwarded to the Graduate School. Final decisions on admissions are approved by the dean of the Graduate School.

Students can take classes prior to their formal application and official acceptance in non-matriculated status. Up to 6 credits taken in non-matriculated status can be counted toward the MLIS. After students are admitted to GSLIS, they receive a letter of admissions from the Graduate School and have an allotted time to accept their admissions. They also receive a welcome letter from GSLIS with information on orientation and their faculty advisor.

5 Students Construct a Plan of Study

This section addresses COA Standard IV.4 Students construct a coherent plan of study that allows individual needs, goals, and aspirations to be met within the context of requirements established by the program. Students receive systematic, multifaceted evaluation of their

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

All graduate students at URI are required to complete a Program of Study (POS) by the end of their first year in their program. In GSLIS, students complete their POS with the guidance of the faculty advisor, beginning with required courses and selecting the electives that meet their career needs and interests. Students must have a final plan of study version at the beginning of their final semester that is a 1 to 1 correlation to their transcript.

While the School Library Media Track has historically been offered at GSLIS, the optional Digital Media and Libraries, Leadership, and Transforming Communities tracks were added as a dynamic new part of the program in 2015. Hence, there are three "Tracks" that students can choose from to follow in their graduate program: Digital Media; Libraries, Leadership, and Transforming Communities; and School Library Media. GSLIS encourages individualized approaches that are flexible for graduate students' career plans, however we offer extensive support when students choose an optional track. From 2014-2016, each track offered students the opportunity to take 9 credits of electives. Students are not required to specialize in these tracks, and have the freedom to design their own program that reflects their desired learning and professional goals.

Students are encouraged to take three courses (LSC 502: Lead, Manage & Connect Library and Information Services, LSC 504: Searching for Answers: Meeting Users' Information Needs, and LSC 505: Organization of Information) early in the programs as these classes introduce students to fundamentals, skills, and introductory concepts in library and information studies. They are also frequently listed as prerequisites to the other courses. The other required courses, LSC 557: Document, Assess, Evaluate and LSC 595 Apply and Reflect or LSC 596 School Library Media Practicum and Seminar, require the completion of 15-18 credits of LSC courses as there are capstone experiences for students to coalesce their knowledge gained from other GSLIS courses.

Students end their program with LSC 595 (general MLIS) or LSC 596 (MLIS with School Library Media Certification). LSC 595 and 596 give students hands-on experience in professional librarianship in public, academic, and school libraries and other non-profit organizations, museums or other cultural institutions under the supervision of a professional librarian with an MLIS or equivalent degree. More about the PFE experience is in section IV.6 .

The faculty give students systematic and multifaceted evaluation of their work through a number of avenues. As URI requires, all GSLIS course syllabi include detailed descriptions of assignments, how many points or percentage of the grade each assignment is worth, and a grading scale. Many GSLIS faculty use grading rubrics to promote objectivity in grading. Students receive feedback on their work throughout the semester. Depending on the course, this may take the form of weekly feedback or feedback at the end of each module. Most GSLIS faculty use the Gradebook in Sakai to report grades and give assignment feedback directly to students throughout the semester. Faculty are encouraged to provide feedback early in the semester to see student improvement throughout the term. Some faculty will also provide a window of time for students to adjust assignments to demonstrate improvement.

Students have the right to contest grades. A student appeal process is based on the general URI Appeal procedure (See URI Manual at http://web.uri.edu/manual/).

Additionally, the Assessment Committee meets once a month and regularly examines the IDEA student-feedback data and student assessment of the courses and general program. This

committee considers the improvement of student experience in the overall GSLIS program and the GSLIS courses.

Students have access to their individual faculty advisors, who provide career guidance, academic counseling, and career placement. This can take the form of informal conversations, review of cover letters and resumes, practice job interviews, etc. This can also include guidance on seeking additional degrees, assistance with graduate applications, and letters of recommendation. Faculty keep track of a student's progress each semester and monitor their library career goals, and as students near graduation, faculty will often update students on relevant library jobs, connect them to resources on campus, and write letters of recommendation for them.

The Graduate School hired Cara Mitnick as Professional Development Director in 2016. She is an additional career guidance and support resource for GSLIS students. She gave a resume and cover-letter workshop for GSLIS students in spring 2016 and another cover-letter workshop for GSLIS students on October 11, 2017.

6 The Program Provides a Supportive Environment

This section addresses COA Standard IV.5 The program provides an environment that fosters student participation in the definition and determination of the total learning experience. Students are provided with opportunities to:
IV.5.1 Participate in the formulation, modification, and implementation of policies affecting academic and student affairs;
IV.5.2 Participate in research;
IV.5.3 Receive academic and career advisement and consultation;
 IV.5.4 Receive support services as needed;
IV.5.5 Form student organizations;
IV.5.6 Participate in professional organizations.

6.1 Participate in the Formulation, Modification, and Implementation of Policies Affecting Academic and Student Affairs

Students are a crucial part of GSLIS, and they are active in advising the program in evaluation, assessment, and student resources (Table 4.6). Over the past few years GSLIS has begun assessing how to involve students further in the representation process to engage current students in policies, academics, and student affairs. Some of the GSLIS committees deal with sensitive information and materials that restrict student involvement, such as the faculty department meeting and the Admissions Committee. Students have previously been included in a faculty search committee, the Technology Committee, the Advisory Board, the Rhode Island Library Association, School Librarians of Rhode Island, and regular advisement in the Media Smart Libraries grant.

Student representatives are involved throughout the department and state to provide input and assessment. From 2015-2017, the IMLS Media Smart Libraries grant has had active participation, feedback, and decision making from Graduate Assistants Allison Barker (2015-2016), Samuel Simas (2016-2017), and Alyssa Taft (2015-2017). The Technology Committee had its first student representative in 2016-2017. RILA also began including the SALA student

group representative into full board meetings (bi-monthly), and the SALA President sits on the GSLIS Advisory Board. Graduate students can participate in the URI Graduate Council.

In fall 2017 the faculty unanimously voted to include students on the Curriculum Committee and the Assessment Committee. The Assessment Committee is conducting a grant-funded assessment project in 2017-2018 that includes a paid graduate student worker.

Table 4.6

MLIS Student Representatives on Organizations and Committees

Organizations and Committees	MLIS Student Representative	Category
Advisory Board	SALA President representative as advising member	GSLIS-External
RILA	SALA representative voting member on full board	External
Curriculum Committee	The faculty-approved student representation on monthly committees effective 2017/2018	GSLIS
Technology Committee	Student Representative (2016/2017)	GSLIS
Faculty Search Committee	Student Representative (2011-2012)	GSLIS-URI
SLRI	Student Representative (every year)	External

6.2 Students Participate in Research

GSLIS supports student research as one of the most important skills and learning objectives during a student's' program. GSLIS uses course training, partnership with faculty, conferences, and grants to help students do research.

During the 2016-2017 academic year, the monthly faculty meeting examined writing samples from the past comprehensive exams. The faculty agreed that LSC 557 would continue to be a required core course to train students in their research and writing skills. All students in GSLIS learn about the research process, research design, and the application of research results during the required course LSC 557: Document, Assess, Evaluate (formerly Research and Evaluation in Library and Information Services). LSC 557's course catalog description says, "Introduction to research methods for community analysis, information needs assessment, and evaluation of library and information services; and a critique of published research. Includes substantial paper involving significant independent study . . . .This course prepares students to conduct research and evaluation in library and information services, including how to develop a proposal for grant funded research" (2015-2016 Undergraduate and Graduate Catalog, p. 250). This course requires students to understand all concepts of the research process, including research ethics, research design, and data collection.

Students may further their research with independent studies. GSLIS students can approach professors with research ideas that they would like to pursue independently for elective credit, and professors can approach students whom they would like to work with to further a research project. The faculty have guided several independent studies over the past 7 years. Notably, Dr. Mandel has worked with Kimberlee DeWall in spring 2013 on strategic planning for a public library, Rena Lapinski in spring 2013 on developing a social media presence for a public library, Rhoads Elliot Stevens in the spring 2014 on Instructional Design in Academic Libraries, Lisa Perry in Fall 2015 on a User Design Study at the Rhode Island College's Adams Library, Michelle Perry in spring 2017on Building Barrington Middle School Makerspace, and Jennifer Boettger in summer 2017on Building a Better Summer Reading Program. Dr. Yan Ma worked with Steven Miller in summer 2017 focusing on survey research skills and the information technology support in LIS graduate school programs.

From 2016-2017, the IMLS Media Smart Libraries Grant team, including three GAs, has been engaged in a digital badge research project. These GAs experienced IRB training, data collection and analysis, and writing up research results.

6.3 Student Advising Approach

From their application acceptance, students are assigned an academic advisor who guides them through the program, helping them to choose appropriate courses, assisting them with questions or concerns, giving reliable career advising, and directing them to the appropriate reliable campus and professional resources. Before course selection, students are strongly advised to connect with their faculty advisor.

The goal of the advising system is for students to speak with their advisor prior to picking their classes, once in the fall and once in the spring. In their welcome letter, students are provided with the name of their advisor. Along with assigned faculty advising, the GSLIS Director is committed to an open-door policy in which GSLIS students may have in-person or online meetings for advising. Students are encouraged to receive advising every semester about their courses for the following semester. As GSLIS students are at the graduate level, there are no mandatory advising meetings; it is up to the students to meet with their advisors based on their need. While GSLIS does not have an advising handbook, shared advising information is available through the GSLIS website and student Sakai site.

From 2010-2013, GSLIS held annual new student orientations every fall semester. In 2014 GSLIS began to host a new student orientation at the beginning of the fall and spring semesters. During the orientation program, students can meet with their faculty advisor in an informal setting. At these roundtable meetings students can ask questions about the program and courses while getting to know their advisors, fellow students, and SALA co-chairs and current members. After orientation, students meet with their faculty advisors throughout the year to plan their courses. These meetings can take place online, on the URI Providence campus, or at the URI main campus.

The GSLIS Graduate Assistant has been funded by the Provost and Graduate School since 2014. GAs counsel students on URI and GSLIS application and admissions procedures and resources. They also track students' progress throughout the program via a shared Google Sheet (shared with all faculty advisors and the GSLIS GA), maintaining a record of students' completed credit hours, track assignments, and form submissions and approval dates.

GSLIS students receive career advising in a number of avenues including URI career services, courses, academic advisors, and on-site training in the required courses LSC 595 and LSC 596. In LSC 502 students are taught a section on professional development titled "Managing Your Career" (Mandel, "Managing Your Career"). In LSC 570, Dr. Mandel teaches students how to build leadership skills in their professional development (Mandel, LSC 579 Syllabus). In LSC 596, Dr. Moen focuses a section of the course on resume building, writing cover letters, and job-search expectations. In LSC 595, Dr. Ma and Dr. Karno provide assessment and evaluation, and professional-development advising for students as they complete their PFE practicum.

Students can approach their academic advisors throughout the semester for individual career advising, and will receive resources such as sample resumes, cover letters, and job-interview advice. Faculty also write student letters of recommendation for job applications.

In fall 2016, Cara Mitnick, URI Graduate School Career Professional Development Director, hosted a career development training for GSLIS students. She discussed interviewing skills and resume building. As a result of her workshop on the Job Search and Cover Letters, a number of GSLIS students have consulted with her throughout the past academic year for assistance with job-application materials and for practicing mock interviews. She has continued to offer career workshops for GSLIS students in 2017, after the review period ended.

The Harrington School has two career education specialists from the Center for the Career and Experiential Education and Alumni Career Advisors, who also provide events, trainings, and individual counseling for students to improve their career application process and professional development. The GSLIS website also hosts a page titled "Internships & Career Resources," which directs students to various resources including alumni career services, job postings, and the PFE database. Students also learn about current job openings regionally, nationally, and internationally through the GSLIS ListServe.

6.4 Students Receive Support Services as Needed

GSLIS provides a number of support services to help students have a fulfilling and successful experience during their MLIS program. For a successful MLIS experience, faculty have clear guidelines on student success in their classes. All courses are designed so that they are anchored to the course objectives, with lesson plans, weekly readings, and assignments structured around those objectives, which are also anchored to the overall mission and vision of the department.

The Graduate School provides Ph.D. and Master's students with resources and assistance to create a professional development plan, and opportunities to define and develop skills, explore career resources and options, and help students thrive in their careers. The Professional Development Director assists in creating and improving CVs and resumes, cover letters, devising strategies for job searching and interviewing (including mock interviews), identifying opportunities for academic and industry careers, bolstering digital presence, obtaining funding, skill building, and more, through workshops, presentations to individual classes and programs of study, and through group and one-on-one advising sessions.

On Sakai, URI provides Instructional Technology Services trainings for students. ITS provides a help guide and personal assistance through AIM, E-mail, phone, and social media. Students can meet with or call people at the URI Help Desk, whose mission is to "improve the URI student experience by providing excellence in tech support to members of the URI

community" (Help Desk, 2017). Students can ask for technological support in person, through chat, over the phone, or through email. The Office of Online Education provides an Online Learn Orientation for students in online classes. This orientation introduces students to the important aspects of taking online courses, and students are free to contact Online Education by email with further questions.

The URI Division of Research and Economic Development provides training for URI students for research protocols. These training sessions include Human Subjects Protections, Conflicts of Interest, Research Misconduct, Responsible Conduct Research, and the Collaborative Institutional Training Initiative (CITI). The Division of Research and Economic Development offers workshops to support searching and applying for relevant grants and fellowships.

Students are encouraged to learn the value of professional development through workshops, conferences, and technology training. Annually, students may attend the URI Carothers Library Search Savvy Seminars (Search Savvy Seminar, 2017), which teach database tutorials, citation tools, and research development. Students are also encouraged to participate in the GSLIS IMLS-funded Media Smart Libraries events, which teach many technological and professional skills, hosted around Rhode Island and the larger New England region (Past Events, 2017). Workshops include Digital Literacy, Computer Coding with Scratch, Raspberry Pi Basics, Makerspaces, and Social Media Literacy, to name a few. Rhode Island's Office of Library and Information Services also offers professional-development workshops for Rhode Island library professionals. GSLIS students are also invited to attend these workshops for professional development and career networking. Students have access to training, workshops, and one-on-one meetings with the University Libraries' Professor Mary MacDonald, who is head of instruction and information literacy, and library liaison to GSLIS, and the 2017 winner of the ACRL/IS Miam Dudley Instruction Librarian Award.

GSLIS students living close to the URI campus also have access to the newly renovated Ranger Hall, which houses the Harrington Hub Media Equipment Center. GSLIS students can use a wide range of technology hardware such as video cameras, auto recorders, studio lights, laptops, and a fully equipped computer lab. In spring 2017, the hybrid course LSC 540: Humanities Information and Materials was hosted in a "flipped classroom" in Ranger Hall.

GSLIS works with Disability Services for Students and Online Learning to provide classes that are accessible and inclusive to all. For example, Online Learning provides transcription services to all online courses, and LSC 502, 504, 508, 510, 525, 557, and 570 provide scripts that follow along with all online lessons for the visual and/or audio impaired.

GSLIS students have available services from the URI Counseling Center, which "provides confidential support for the personal, emotional, and academic well-being of our students" (Welcome, 2017). Students can choose from individual counseling, group counseling, and referrals for assessment.

6.5 Form Student Organizations

While GSLIS is a smaller regional program, the Student Chapter of the American Library Association (SALA) is highly active in promoting the social, cultural, intellectual, and professional growth of its members and supports GSLIS. SALA focuses on field trips to a range of libraries throughout New England, career development such as professional events, and social

gatherings to build the community of future librarians and information professionals, such as a virtual interview series in 2016-2017 that featured LIS professors and professionals.

According to the SALA Facebook Group page:

Student ALA at URI is a student chapter of the American Library Association, which is the main professional organization for librarians and libraries. As mentioned on the home page, our group has been around for some time, but was relatively inactive. It is now being revitalized and reinvigorated—with your help! The organization is here to support its members' professional growth, GSLIS, and the profession as a whole.

Since Fall 2009, we have held potlucks, coordinated trips to ALA Midwinter, and are now working to plan more programs and activities. So join us—see what we are all about while actively taking part in furthering your career! (SALA, Facebook Page)

In 2013 SALA received the "Student Chapter of the Year" award from the American Library Association. This award was given to SALA based on their numerous career development events featuring local and regional librarians and professionals, including a day-long conference in Spring 2013.

The Mission Statement of SALA says:

American Library Association Student Chapter at the University of Rhode Island shall promote the social, cultural, intellectual, and professional growth of its members and support the Graduate School of Library and Information Science. It will also facilitate and encourage participation in local, regional, and national chapters of the American Library Association. It will encourage professional contacts within the field of librarianship both at URI and elsewhere, and will actively promote involvement in professional activities beyond the classroom. It will also promote information freedom and equity of access among people of all ages and backgrounds through a variety of programs and activities across New England. (About, SALA)

SALA is an active student group that hosts events each semester and brings students together via in-person and online meetings. SALA has been active in building community among graduate students, alumni, current New England librarians, GSLIS faculty, and affiliates. In 2012-2013 SALA hosted the GSLIS Conference titled "GSLIS Conference: Catapult your Career," socials, and co-hosted the PFE Networking Open House. In 2014-2015 SALA hosted such events as the "Let's Talk Tech: A Technology Conference for Librarians" at the URI Memorial Union. In 2015-2016 SALA hosted such events as Trivia Night, a Library Crawl in New Haven, "Spirits Tour and Tasting" at a local brewery, and student meet and greets (SALA, Facebook 'Events' page). In 2016-2017 SALA hosted a "SALA Lecture Series," a series of online meet-ups that allowed students to interview professors and librarians of GSLIS and the surrounding New England area, and a "Library Crawl" in Providence.

GSLIS has provided active support for SALA. In 2013 the GSLIS chair provided financial support of $2000 to host the SALA conference. Then SALA president Stefanie Metko wrote to the chair about the success of the conference,

I also had a few librarians approach me saying they had been concerned about the library school now being part of the Harrington School, and that it was great to see first hand how beneficial this truly was for us students. I think it brought a lot of recognition to the

Harrington School, particularly among the library community and helped them to understand how Harrington School is truly enhancing the mission of the library school, and creating library leaders for the 21st century. (Metko email correspondence, 2013).

To support the 2012-2013 Student Chapter of the Year Award, Dr. Lauren Mandel, Stefanie Metko, and Catherine Damiani were funded by GSLIS to attend ALA and accept the award.

6.6 Participate in Professional Organizations

GSLIS students are highly encouraged to join professional organizations and participate in committees of professional organizations. They are financially supported in their attendance at conferences for presentations, posters, workshops, and professional development. Students can learn about these groups through several venues: the SALA electronic information resources, which contains resources for GSLIS students and encourages them to join a professional organization; advisors who promote their involvement in professional organizations in a one-on-one setting; through the GSLIS ListServe, which regularly updates students on current events in LIS; and through course announcements.

SALA maintains an active LibGuide that refers GSLIS students to relevant professional organizations including ALA, SALA, the Rhode Island Library Association (RILA), the New England Library Association (NELA), the Public Library Association (PLA), the Special Library Association (SLA), and the Association of College and Research Libraries (ACRL). Every year through SALA, GSLIS members also have the unique opportunity to sit on the Rhode Island Library Association (RILA) board, which is made up of regional librarians, library directors, and GSLIS faculty; the board meets bi-monthly to discuss statewide concerns for libraries.

GSLIS actively encourages students to present at, attend, and engage with professional organizations to start them on a lifelong journey of career professional development. If students want to attend a local, regional, national, or international conference, they can email the director and will receive funds, pending availability. This information and process is communicated regularly to students throughout the fall and spring semesters through the GSLIS ListServe.

GSLIS students have regularly attended RILA and the Connecticut Library Association over the past 7 years. During the 2015-2016 academic year, GSLIS students Sam Simas and Alyssa Taft were funded to attend ACRL New England. GSLIS students were also funded to attend the ALA Midwinter meeting in Boston in 2016, and to attend the 2016 NELA conference. In the 2016-2017 school year, GSLIS sponsored a number of students to attend conferences where they presented and actively engaged in professional organizations. For example, Rashaa Al-Sasah presented her digital website project on Syrian refugees in Rhode Island at the 2017 NELA conference poster session. In the Summer of 2017, NELA hosted a one-day diversity summit, and GSLIS funded first-year student Estefania Arias to attend this meeting for professional development. Two other GSLIS students, Kathleen Fieffe and Miranda Dube, were also in attendance, and all three were the only students present at the conference to receive the conference attendance award supported by NELA.

School Library Media students are given free membership to School Librarians of Rhode Island, and are encouraged to attend the SLRI Annual Conference each year. SLRI also provides a mentoring program for GSLIS graduates during their first year on the job. Graduates are paired up with seasoned School Library Media librarians who meet and provide feedback and emotional support during the year.

Annually, GSLIS also has the honor of inducting new members into the Beta Iota chapter of Beta Phi Mu, the International Library & Information Studies Honor Society. Each year, GSLIS faculty vote on new nominated BPM members who have excelled in academia and who display the characteristics that will make them successful LIS leaders. These students are celebrated at our Annual Gathering and initiated into BPM with the support of the local and regional library community and GSLIS faculty.

7 Evaluation of Student Achievement

This section addresses COA Standard IV.6 The program applies the results of evaluation of student achievement to program development. Procedures are established for systematic evaluation of the extent to which the program's academic and administrative policies and activities regarding students are accomplishing its objectives. Within applicable institutional policies, faculty, students, staff, and others are involved in the evaluation process.

GSLIS has used a range of tools to assess student success in our program, including course design, individual and independent plans of study, practical experience in the field with their LSC 595 PFE and LSC 596 practicum, and through the final comprehensive exams. However, from 2010-2016 GSLIS did not implement a systematic evaluation, and in the 2016-2017 academic year the faculty put into place a more systematized evaluation system for assessing student achievement.

In previous years, faculty meetings and comprehensive exams have led to unofficial assessment of student achievement. The monthly faculty meeting has been especially reflective on students' final comp exams. Comp exams have helped faculty observe the quality of students' writing, their ability to think critically, and their attainment of GSLIS learning outcomes. The comp exams have informed core courses such as LSC 557 in our need to help students improve their writing grants and research. All GSLIS students are required to pass a comprehensive examination, administered in their final semester (or their final spring if they are graduating in summer). The comprehensive exam is designed around the GSLIS learning outcomes such that each exam measures several department learning objectives. See Chapter 1 Systematic Planning for data on passage rates in the table on GSLIS Alignment of Student Outcomes to Comp Exam Assessment 2012-2014, and Table 1.X for the alignment of learning outcomes to the exams. The faculty and the GSLIS Director also review IDEA data after the previous year, to assess the students' perceptions of their success in courses.

From 2010-2016, student achievement was not systematically evaluated in GSLIS. In the spring of 2017, the full-time faculty attended a full-day retreat and revised our method of evaluating student achievement. GSLIS will now assess student achievement with (1) the use of student portfolios in LSC 595 and 596 to replace the comprehensive exams and provide a broader view of student-learning in the MLIS program; (2) a survey that is sent out to graduating students about their GSLIS experience, achievement of GSLIS programmatic learning outcomes, and plans of employment; and (3) a department-wide meeting every 5 years that reevaluates the curriculum according to trends at competing LIS schools (GSLIS Retreat Minutes, 2017). The faculty also agreed at the retreat to include a student representative on the Curriculum Committee for improved insight into the student experience.

Despite not having systematic evaluation from 2010-2016, many faculty did use (a) grading rubrics, (b) grading checklists, and/or (c) grading criteria to assess student assignments.

A few of the grading rubrics demonstrate direct correlation to course learning outcomes. Below are samples showing one grading rubric (Figure 4.7), one grading checklist (Figure 4.8), and one grading criteria (Figure 4.9). More samples are available in the COA 2018 Sakai Site.

Figure 4.7. Grading rubric example.

Final Paper/Project Rubric LSC530

Criteria & Score	5.0 Exceeds	4.5 Meets	4.0 Nearly Meets	3.5 Below	0 No work sub-mitted
Content CLO 1, 2, 3, 5, 6 GSLIS SLO 1.1, 2.3, 2.4, 2.6, 2.1, 3.1, 3.3, 4.5, 4.6	• Topics and ideas relevant to course content and readings. • Content aligns to assignment. • Content expands on course readings and issues to show evidence of deep understanding	• Topics and ideas relevant to course content and readings. • Content aligns to assignment to show • Evidence of understanding	• Limited relevance to course content and readings. • Content repetitive or off topic • Evidence of basic understanding	• Off topic or few topics relevant to course content. • Limited or no evidence of understanding	
Analysis CLO 1, 2, 3, 5, 6 GSLIS SLO 1.1, 2.3, 2.4, 2.6, 2.1, 3.1, 3.3, 4.5, 4.6	• Evidence of a broad range of critical thinking, i.e. multiple connections to course content and readings, alternate viewpoints considered • evidence of insightful reflection	• Evidence of critical thinking • connections to course content and readings • ability to reflect	• minor evidence of critical thinking, few connections to course content and readings, • limited ability to reflect	• No evidence of analysis	
Presentation CLO 4 GSLIS SLO 2.6, 3.4, 4.6, 4.8	• Extremely creative and visually appealing • well organized and flows seamlessly • Voice, text, message, audio and/or visuals thematically connected to each other and appropriate for audience. • No errors in writing mechanics. • Oral presentation exemplifies professionalism (clear, audible and confident voice, excellent use of content vocabulary) • Keeps to time limit.	• Visually appealing • logically organized. • Voice, text, message, audio and visuals appropriate for audience. • Minor errors in writing mechanics but do not deter from presentation • Oral presentation demonstrates professionalism and confidence (clear,, audible and/or confident voice, good use of content vocabulary. • Runs not more than one minute over or under	• basic visual appeal • organization needs improvement. • Voice, text, message, audio and visuals may not be appropriate for audience • Several errors in writing mechanics that deter from presentation • oral presentation flat, hard to hear • some use of content vocabulary • Runs not more than two minutes over or under	• No evidence of visual appeal • Inappropriate voice text, message, audio and visuals for audience • Citations missing or multiple errors • Multiple errors in writing mechanics • Oral presentation difficult to follow and hear • Little use of content vocabulary • Can not finish in time allotted even with two minute leeway	
Comprehensive ness	All elements of assignment completed with additional details included	All elements of assignment completed	One or two elements of the assignment missing	Most elements of assignment not completed	

Total score _____ x 13 = _____ out of 260

CLO = Course Learning Outcome
GSLIS SLO = GSLIS Student Learning Outcome
Comments:

Figure 4.8. Grading checklist example.

UNIVERSITY OF RHODE ISLAND
GRADUATE SCHOOL OF LIBRARY AND INFORMATION STUDIES
LSC 502 Management of Library and Information Services
Fall 2009
Budget Rubric
0=NOT GIVEN   2=VAGUE   4=FAIR   6=GOOD   8=V. GOOD
10=EXCELLENT

_____I. Includes Mission, Goals, Objectives, Activities
     (Strategic Plan from Assignment 1)

_____II. Identify Budget items and money needed for each item
     (Include previous year and request for next year)

_____III. Budget figures show change from previous year or % increase
A. Current Year's budget figures given as comparison
B. Financial figures for next year reflect reasonable increase

_____ IV. Budget figures adequately represent stated needs in MGOA and Materials Budget
includes a variety of items clearly identified in breakdown
A. Budget includes print and serials
B. Budget includes media, electronic resources, network, online fees
C. Budget includes equipment, supplies, service contracts, etc.

_____ V. Budget figures realistic for size and type of library

_____ VI. FORMAT
A. Uses spread sheet
B. Figures easy to read an presentation layout professional
C. Items clearly labeled and items well placed

_____ VII. JUSTIFICATIONS
A. Specific and focused for each item in relation n to library's needs

_____ VIII. JUSTIFICATIONS
A. Well researched and clearly presented
B. Identify % of increase based on published data

_____ IX, JUSTIFICATIONS
A. Well reasoned and persuasive based on MGOA
B. Library's rationale for financial resources articulate and convincing
C. Target specific goals and objectives

_____X. OVERALL
Your budget proposal is approved because presentation of request for funding items and
justifications is well documented and persuasive based on your Mission, Goals, and Objectives

Used by Cynthia Lunghofer with permission of Dr. Cheryl McCarthy

Figure 4.9. Grading criteria example.

Final Project (22 points): Students will complete a final project by building a digital tool (webpage, infographic, presentation, animation, etc) that demonstrates comprehension of the key concepts in the course and application of technology tools. The objectives of these assignments are for students to (a) synthesize course materials and produce a cogent discussion of information and its essential nature; historical debates in the field as to the essential nature of information, theories of information, theories of information behavior, organization of information, and ethics of information; and the information professions and their key concepts and foci; and (2) apply various technology tools and their varied uses. Assignments are assessed as follows:

An 'A' Project:
- Makes appropriate reference to 9-10 or more course readings/videos
- Project demonstrates total understanding of all assigned topics
- Synthesizes all included course readings and personal opinion into a cogent argument
- Appropriately incorporates elements demonstrating key technology skills from the labs
- Writes clearly with no confusing phrases and projects is organized so that it flows logically
- Adheres to all formatting guidelines, including avoiding errors in grammar and APA format
- Projects thoroughly addresses all required topics

A 'B' Project:
- Makes appropriate reference to 7-8 course readings/videos
- Webpage demonstrates total understanding of some assigned topics, a few areas of the project might be inaccurate
- Synthesizes most of the included course readings and personal opinion into a cogent argument
- Appropriately incorporates elements demonstrating some key technology skills from the labs
- Writes fairly clearly with some confusing phrases and webpage is organized so that it flows logically
- Has a few errors in formatting, grammar, and/or APA format
- Project addresses 4-5 required topic

A 'C' Project:
- Makes appropriate reference to less than 7 course readings/videos'
- Webpage demonstrates some understanding of some assigned topics, but much of the webpage is inaccurate
- Synthesizes a few of the included course readings or personal opinion into a cogent argument
- Appropriately incorporates elements demonstrating 3-4 key technology skills from the labs
- Writes fairly clearly with some confusing phrases and webpage is disorganized so that it does not flow logically
- Has some errors in formatting, grammar, and/or APA format
- Project addresses 2-3 of the required topics
A 'D'-'F' is unacceptable

7.1 Professional Field Experiences (PFE) in LSC 595 and LSC 596

LSC 595 and LSC 596 give students practical on-site experience, connect students to potential long-term job opportunities, and prepare students for their careers.

Library and information profession workplaces can apply to host GSLIS students and be PFE Site Supervisors during fall, spring, and summer semesters. Site supervisors must have an

MLIS or equivalent degree and agree to adhere to the URI PFE Supervisor Guidelines. Potential supervisors apply to host a student through the Google Docs application https://docs.google.com/forms/d/e/1FAIpQLSdLe6xXjh_Sfvfh-h_R0QuCEFTlTBHuCOjGVg4Sj4SO4NmoWg/viewform or by contacting the director.

Students looking for a PFE opportunity can read through the PFE database https://docs.google.com/spreadsheets/d/1HclsFR8T5_oLbx0GfcDzWz3xESEl4ejNC16DAb5Tm-I/pub?output=html and find a site that they are interested in previous to the course, and are free to contact the site supervisor before the course to set up an interview. Students are also welcome to choose their own site, and inquire with them if they would host a PFE. PFEs can be done anywhere, so long as they are supervised by someone with an MLIS degree. In 2014 and 2015, GSLIS hosted in-person PFE fairs at the URI Memorial Union and The Alumni Center. At these events, students were invited to attend the fair and meet prospective Site Supervisors, to find out how they would spend their time during the PFE, and determine if those PFEs were a good fit for the student. These were discontinued because of low in-person student turnout, and greater demand by students to find PFEs near their places of residence across New England.

LSC596 is the culminating course for candidates completing the requirements to be Rhode Island Department of Education certified School Library Media Specialists. The course consists of a three-credit seminar class and six credits of full-time student teaching for 12 weeks, six weeks at the elementary level, and six weeks at the secondary level. The field experience and training play an important part in the development of the future school librarian. Under the mentorship of a master school librarian, the candidate is introduced to the widest range of activities to demonstrate competence in the ALA/AASL Standards for the Initial Preparation of School Librarians and the Rhode Island Professional Teaching Standards (RIPTS). Candidates' learning is evaluated using two critical performance tasks, a final student teaching observation by the university supervisor and an electronic portfolio that demonstrates competence in the ALA/AASL and RIPTS standards. A resume and cover letter, as well as advice on job-search and interview strategies are integral learning activities during the seminar portion of the class.

The PFE is widely praised locally and nationally for providing site supervisors with quality information services from students with years of experience working in library and community settings. Students in the PFE are highly motivated to learn new information tools and to be recruited as employees in LIS fields. At the end of the PFE term, students are evaluated based on their performance, with a PFE Student Evaluation Form. These forms are given to the LSC 595 Site Supervisor and LSC 596 Site Coordinator, and are evaluation tools for students to improve their professional skills. Students are given quantitative and qualitative evaluations based on "Professional Attitude and Performance," "Skills and Knowledge," and student responsibilities.

An example of exemplary evidence of student PFE experiences is, "Kassie is an excellent and reliable student and will make a welcome addition to the librarian community when she graduates. This PFE provided Kassie with a good overview of working in a small academic library" (Olga Verbeek, Salve Regina University Library). Another example is "Angela completed her Professional Field Experience at the Cumberland Public Library this Spring and I was impressed by her passion for public service and librarianship, her rapport with the patrons, her technical savvy, and her ability to quickly assess what needed to be done in the department and how to accomplish it" (Melissa Chiavaroli, Cumberland Public Library).

Another example of student reflection about the PFE is

As a student interested in developing digital literacy programs in public libraries, I had the opportunity to work with Ed Garcia and the Cranston Public Library system to complete my Professional Field Experience requirements. During my time at the Cranston Public Library's Arlington branch, I worked on compiling branch statistics, collection development for the branch's DVD collection, and creating various technology assistance programs. The majority of my time was spent creating lesson plans for technology lectures geared for senior citizens as the Arlington branch is located in the Cranston Senior Enrichment Center. This included basic computer skill courses, one-on-one technology appointments, and sessions on how to access the library consortium's digital material lending site (eZone). My time at the Arlington branch and in the Cranston Public Library system as a whole gave me the experience I needed to later become a full-time Digital Services Librarian as my first professional position. (C. Damiani, personal communication, November 10, 2017)

The PFE often leads to regional jobs. For example, the Memorandum from Melissa Chiavaroli at the Cumberland Public Library demonstrates that a GSLIS student was offered a Reference Assistant position because of that student's positive demonstration of work during her PFE.

GSLIS students may also complete their PFE at a cultural institution. Graduate Jared Jacavone completed his PFE at the Bristol Historical & Preservation Society in May 2017. Jared received high compliments from his supervisor, Heidi Benedict, the University Archivist, and Interim Director, Catherine Zipf. Jared's supervisors noted that, "Jared's work is commendable and his exemplary organizational skills have been evident throughout these past few months. We have been extremely pleased with his work" (Benedict & Zipf, 2017). Jared's digital showcase for the society can be viewed at the Omeka site http://bhpsri.omeka.net/exhibits/show/explore .

8 The Program Uses Appropriate Measures for Student Learning

This section addresses COA Standard IV.7 The program has explicit, documented evidence of its ongoing decision-making processes and the data to substantiate the evaluation of student-learning outcomes, using appropriate direct and indirect measures as well as individual student-learning, using appropriate direct and indirect measures.

GSLIS has had a curriculum-evaluation plan (see Appendix 1D and 1E), but the assessment process has not been implemented in this accreditation cycle. In the 2016-2017 academic year, the Assessment Committee revised this evaluation plan to reflect the new GSLIS learning outcomes and it will be implemented in fall 2017 (see Chapter 2: Curriculum).

While the curriculum evaluation plan was dormant, GSLIS has had a number of measures to evaluate student-learning outcomes. Course instructors and the GSLIS Director review the IDEA student ratings of instruction each semester. Full-time faculty and part-time instructors use student IDEA evaluations and informal course feedback to make revisions and improvements to course design and implementation. Information on the IDEA process and curriculum review is in Chapter 2. IDEA ratings are included in the evaluation of faculty.

The primary measure of student achievement during the review period has been the comprehensive exam. Each comp exam addresses many learning outcomes. When the program had eight learning outcomes, it was not possible to address them all in one exam, since each

exam had only six questions, but faculty ensured the exams did cover the array of outcomes each academic year. Now that GSLIS has four programmatic learning outcomes, the faculty ensure the exams measure all of them.

Table 4.7 demonstrates the alignment of GSLIS student-learning outcomes to the comprehensive exams from 2012-2014, and Table 4.8 demonstrates the alignment of GSLIS student-learning outcomes to the comprehensive exams from 2015-2017.

Table 4.7

Alignment of GSLIS Student Learning Outcomes to Comprehensive Exams, 2012-2014

Learning Outcome	Term								
	SP 12	SU 12	FA 12	SP 13	SU 13	FA 13	SP 14	FA 14	SU 14
1. Foundations of the Profession	✓	✓	✓	✓	✓	✓	✓	✓	✓
2. Information Resources			✓			✓		✓	✓
3. Organization of Recorded Knowledge and Information			✓					✓	✓
4. Technological Knowledge and Skills	✓	✓	✓	✓	✓	✓	✓		
5. Reference and User Services	✓	✓			✓	✓			
6. Research			✓	✓		✓	✓		
7. Continuing Education and Lifelong Learning	✓	✓	✓	✓		✓	✓	✓	
8. Administration and Management	✓	✓	✓	✓	✓		✓	✓	✓

Table 4.8

Alignment of GSLIS Student Learning Outcomes to Comprehensive Exams, 2015-17

Learning Outcome	Term					
	SP 15	FA 15	SP 16	SU 16	FA 16	SP 17
1. Foundations	✓	✓	✓	✓	✓	✓
2. Lifelong Learning	✓	✓	✓	✓	✓	✓
3. Digital Media	✓	✓	✓	✓	✓	✓
4. Leadership and Ethics	✓	✓	✓	✓	✓	✓

Faculty and part-time instructors use the IDEA evaluation forms to reflect on student feedback and shift their courses accordingly. For example, in LSC 504, students frequently requested more experience in virtual reference (VR) services than they had before. As a result, one assignment is based on their reflection of VR experience, and one synchronous course uses the WebEx platform for students to practice VR chat with each other according to the RUSA standards. Students are also frequently given feedback throughout the semester in response to their course discussions, assignments, and group work. The core required courses are especially active in giving feedback within a few weeks of assignments so that students may see their own active assessment and improvement over the semester. In LSC 530's IDEA forms for spring 2016, a student requested all information regarding the class to be funneled into one easy-to-

access tool. As a result, Dr. Moen adjusted her communications with the class so it all happened through the "Announcements."

In 2016-2017, the Assessment Committee requested the Provost's Office to supply aggregated IDEA data for 2010-2016. The report is available on the GSLIS website and shows that the lowest-rated objective overall is related to group work. As group work is a critical skill for library and information professionals, the Assessment Committee has applied for and been awarded a small grant to conduct further research into this learning objective and ways to strengthen the teaching of group work skills.

9 Systematic Application of Evaluation

> This section addresses COA Standard IV.8 The program demonstrates how the results of the evaluation of student-learning outcomes and individual student-learning are systematically used to improve the program and to plan for the future.

While we had the SLOs written as a guide, from 2010-2016, GSLIS did not systematically apply the SLOs to improve the program in a timely manner. In spite of a lack of systematic evaluation and application of SLOs, GSLIS has incorporated the them into various aspects of the program.

The eight programmatic learning goals (Student-Learning Outcomes) in effect from 2010-2014 were:
1. Graduates will be prepared to apply professional values, ethics, and thinking to present and future information services.
2. Graduates will be prepared to create and manage collections of print, non-print, and electronic resources.
3. Graduates will be prepared to organize information resources for retrieval.
4. Graduates will be prepared to apply appropriate technology to create effective interfaces between recorded knowledge and its users.
5. Graduates will be prepared to mediate effectively between information users and relevant recorded information.
6. Graduates will be prepared to understand, enrich, and disseminate the professional knowledge base of our field.
7. Graduates will be prepared to promote the meaningful use of recorded knowledge and information for lifelong learning in their communities.
8. Graduates will be prepared to manage library and information services for the benefit of the communities served.

The updated programmatic learning goals in the 2014-2015 catalog are:
1. Foundations: Graduates explain and apply the ethics, values, and foundational principles of library and information studies.
2. Information Literacies and Lifelong Learning: Graduates consider users' diverse needs in support of multiple literacies and lifelong learning.
3. Media and Technology: Graduates describe the evolving nature of media and technology and evaluate the appropriateness of new technologies for relevant library and information services.
4. Management and Leadership: Graduates apply management and leadership principles to information service provision for diverse communities.

Example #1 (SLO 1): In LSC 508: Introduction to Information Science and Technology, students spend a section learning and debating about various theories and topics around information ethics, and in the elective LSC 515: Information Ethics and Policy, students spend the semester on "Ethical, legal, and policy approaches to key LIS issues (Including privacy, intellectual property, and intellectual freedom) in a world of rapidly changing technology; professional decision-making" (2016-2017 URI Undergraduate and Graduate Catalog, p. 260).

Example #2 (SLO 2): To understand diverse information needs, students are encouraged to take LSC 525 Multiculturalism in Libraries: Determining information needs and planning library collections, services, and programs for diverse populations. Historical, philosophical, and comparative aspects of multiculturalism in libraries will also be considered."

Example #3 (SLO 3): Students discuss debates and current topics of media and technology in their comprehensive exams (see Chapter 1 for more details around Comprehensive Exams and Table 1.5: GSLIS Alignment of Student Outcomes to Comp Exam Assessment 2012-2014).

Example #4 (SLO 4): In LSC 502: Management of LIS, GSLIS students are taught management and leadership principles of information services to prepare for their professional careers.

In the 2016-2017 academic year, the full-time faculty reviewed the SLOs and developed goals to assess the SLOs. The revised student-learning outcomes are now accompanied with Specific, Measurable, Attainable, Relevant, and Timely "SMART" goals (see Figure 1.4 in Chapter 1 for further detail on assessment and application). The goals that accompany student-learning outcomes were approved as follows:

Goal 1:
4.1. Graduates defend principles of intellectual freedom and equitable access to information.
4.2. Graduates explain the evolution of different types of information services in response to changing technologies and community needs.
4.3. Graduates summarize the concepts and issues related to the lifecycle of recorded information and knowledge, from creation through acquisition, storage, archiving, and disposition.
4.4. Graduates explain the principles involved in the organization of recorded knowledge and information.
4.5. Graduates employ the national and international standards of cataloging, metadata, indexing, and classification systems for organizing recorded knowledge and information for retrieval.

Goal 2:
2.1. Graduates locate, retrieve, evaluate, and synthesize information from diverse sources to meet users' information needs.
2.2. Graduates explain and apply the concepts, principles, and techniques of reference and user services in providing diverse individuals and groups with access to relevant and accurate recorded knowledge and information.
2.3. Graduates explain information, digital, media, and other literacies.
2.4. Graduates develop and assess programs and services designed to increase diverse individuals' knowledge and skills in information, digital, media, and other literacies.
2.5. Graduates identify, evaluate, and synthesize central research findings of the field, assessing the value and quality of conducted research.

2.6. Graduates demonstrate critical-thinking skills.

Goal 3:

3.1. Graduates compare and recommend information, communication, assistive, and related technologies to serve diverse users' needs.
3.2. Graduates identify, describe, and apply professional ethics and service norms to the use of digital media and technology in library and information service environments.
3.3. Graduates identify and analyze technologies and applications to design and implement innovative services.
3.4. Graduates recognize changing and new technologies and continually develop their digital media knowledge and skills.

Goal 4:

4.1. Graduates evaluate professional-development needs and formulate plans for continuous professional learning.
4.2. Graduates analyze and apply legal and ethical principles under which libraries and information agencies operate.
4.3. Graduates analyze and solve professional problems with diplomacy and multicultural understanding.
4.4. Graduates describe and apply the principles of strategic planning, budgeting, and effective personnel practices in libraries and other information service agencies.
4.5. Graduates assess community needs and evaluate library and information services, resources, and facilities to inform planning and data-driven decision-making.
4.6. Graduates describe the importance of partnerships, collaborations, networks, outreach, and advocacy.
4.7. Graduates define the concepts, issues, and strategies pertaining to principled leadership.
4.8. Graduates communicate effectively to a range of audiences using written, oral, and digital media.

These SMART goals are applied throughout core courses: LSC 502, 504, 505, 508, 557, 595, and 596, fundamental track courses 527, 530/531, 528, 570, and 517, and our final Comprehensive exam. The SMART goals are assessed over a two-year period and completed in a six-year rotation, in conjunction with the Assessment Committee and the corresponding course instructor (see chapters 1 and 2 for more detail).

10 Future Directions

Our program's strengths lie in the personalized academic experience of students as they have regular and personal contact with and connection to faculty, our department's rigorous assessment and improvement process of core courses and electives, and participation with local and regional librarians, libraries, and library leadership. GSLIS plans to further incorporate the SLOs into a regular plan of assessment through the Assessment Committee.

In fall 2017, GSLIS saw an exponential growth in self-identified underrepresented students, with 9 out of 102 students identifying as diverse students. We attribute this to more extensive outreach throughout New England and nationally. In 2016, GSLIS began planning and implementing a "diversity initiative," that includes a multi-tiered system of cultural

competencies courses, recruiting additional underrepresented students, financial and mentor support for incoming students of color, a partnership with the state of Rhode Island librarians, and a recruitment at diversity-based conferences and professional organizations that support underrepresented people in LIS. In the future, we plan to ensure the successful recruitment of a more diverse student body nationwide through a number of measured steps: our program will be available fully online with competitive rates, providing high-quality education at affordable tuition rates; we will expand our recruitment tabling to nationwide conferences such as the Joint Conference of Librarians of Color (JCLC) and ethnic caucus conferences. We have also begun meeting with statewide library leaders and directors in Rhode Island, who unanimously agree that they would like to diversify the job pool and are collaborating on a diversity committee to generate new ideas, funding sources, and plans that will support a diverse body of GSLIS students and future librarians. A "Diversity Certificate" is in development and will include cultural competencies around race, gender, sexuality, immigrant/migrant information services, ableism, and class. One example of this new initiative is our attendance at the NELA Diversity Summit in summer 2017, in which three GSLIS students received attendance scholarships from NELA, and one student was provided funding by GSLIS for travel.

We understand there will be a change in recruitment in our transition to an online program. GSLIS plans to maintain the personalized nature of our program as we transition online, keeping the crucial PFE requirement, maintaining personalized advising, and employing instructional strategies of best practices. We also plan to maintain a sense of community while online, continuing to encourage "SALA Schmoozes" over WebEx, resume and cover letter writing workshops, and new student orientations online and in person.

We continue to update and maintain our website, listerve, social media, and online documents to communicate with students. Students have a deeply personal relationship to their professors, and their emails, phone calls, and we regard requests for in-person and online meetings are regarded as extremely important.

GSLIS admissions standards are rigorously applied and are consistent with those of the URI Graduate School. We dropped GRE scores as a requirement as of fall 2017 to open up admissions to an increasingly diverse body of students who were hesitant to take (or could not afford to take) the GRE, but who still have potential for excellence in LIS. GSLIS is moving toward incorporating a student-exit survey into the Taskstream platform, to use data for improving annual assessment. GSLIS will continue to maintain our strong alumni network, which boasts the second largest number of donors on the URI campus.

Currently, students find success creating their own independent programs of study, or taking an optional "Track." We plan to add programs of study that will include "certificates," available to current students or anyone who has a baccalaureate degree and is seeking professional development. The certificate topics were approved by the Faculty in 2016-2017 and the paperwork is in process of being submitted to the Curriculum Committee, the faculty, the Arts and Sciences Curricular Affairs Committee, the Graduate Council, and the Faculty Senate in 2017-2018.

GSLIS students are often already employed in local, regional, and national libraries upon graduation. They often find jobs in the field during their coursework, or find that their PFE transitions into a full-time library career. Our PFE site supervisors are extremely satisfied with the performance of students and encourage GSLIS to continue the PFE program with their libraries. We plan to consult further with PFE site supervisors to assess the types of skills and professionalism that our students need further training and coursework in, and adjust our courses

and learning objectives accordingly. In addition, students will also be funded from OLIS for future conferences.

GSLIS faculty have voted to move away from the comprehensive exams and towards student portfolios on display through their LSC 595/596 coursework.

In 2016 the GSLIS faculty voted to approve student representation on the GSLIS Curriculum Committee, effective fall 2017. We look forward to having student representatives on campus and online, as they will continue our assessment and evaluation of advising, resources, course improvement, and the program as a whole.

CHAPTER 5: ADMINISTRATION, FINANCES, AND RESOURCES

Highlights of the Chapter:

- GSLIS remains a distinct department, yet we are fully integrated into the Harrington School.
- GSLIS maintains independent decision making over curricular matters, hiring processes, and financial decisions.
- GSLIS is supported with resources from A&S, the Graduate School, the Harrington School, and the URI Provost's Office.
- GSLIS has refurbished Rodman 110, and has access to new multimedia technology and support staff in Ranger Hall.

1 GSLIS Is an Integral Yet Distinctive Academic Unit Within URI

This section addresses COA Standard V.I The program is an integral yet distinctive academic unit within the institution. As such, it has the administrative infrastructure, financial support, and resources to ensure that its goals and objectives can be accomplished. 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 program within the general guidelines of the institution. The parent institution provides both administrative support and the resources needed for the attainment of program objectives.

1.1 Organizational Structure Overview

Below is the organizational chart showing the relationship of GSLIS to the Harrington School of Communication and Media, the College of Arts and Sciences, and the Graduate School of the University of Rhode Island (Figure 5.1). The Chart demonstrates that GSLIS is a distinctive unit in the Harrington School, and the College of Arts and Sciences, yet nonetheless is housed in these units and receives resources from and contributes to these units. Further detailed description of the relationship is featured below the chart.

Figure 5.1. Organization chart showing the relationship of GSLIS to the university as a whole and to the College of Arts and Sciences, Harrington School, and Graduate School.
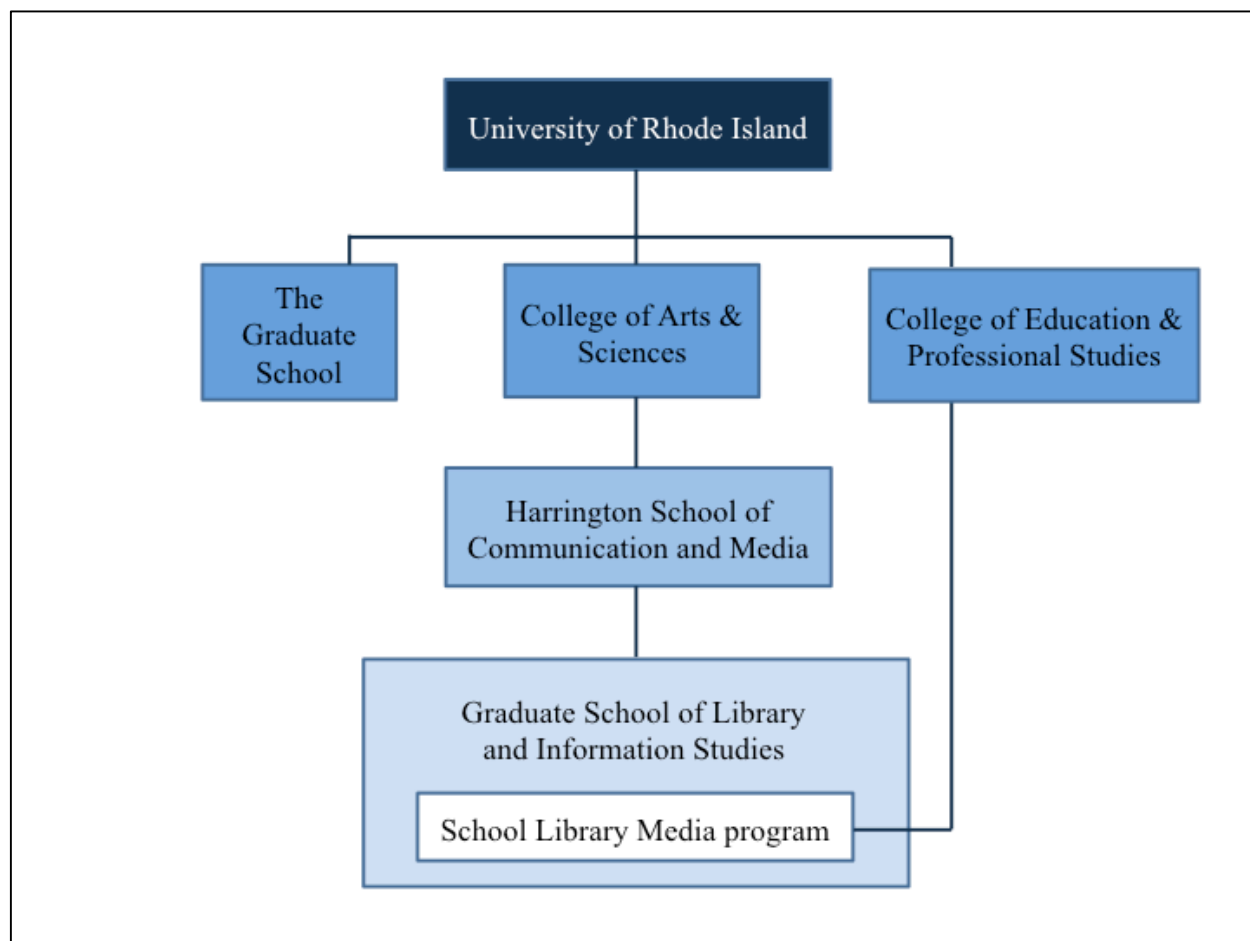
1.1.1 Reporting structure. Before the Harrington School was formed, the GSLIS director reported directly to the College of Arts and Sciences, which has a dean and several associate deans. When the Harrington School hired its first director, the GSLIS director then reported to the Harrington School Director and the Deans of the College of Arts and Sciences. A detailed explanation of the reporting structure throughout the review period follows.

From fall 2010 through spring 2012, the GSLIS Director reported directly to the deans of the College of Arts and Sciences, Associate Dean William Dvorak and Dean Winnie Brownell. Renee Hobbs was hired as the Founding Director of the Harrington School in January 2012. When GSLIS Director Gale Eaton retired in June 2012, Renee Hobbs also became Interim Director of GSLIS. As Interim Director of GSLIS, Hobbs reported to Associate Dean of Arts and Sciences Patricia Morokoff (Assoc. Dean Dvorak had also retired) and Dean Brownell. After Hobbs stepped down as Interim Director of GSLIS, Valerie Karno became Interim Director of GSLIS in January 2014. She reported to Hobbs as Director of the Harrington School and to Associate Dean Morokoff and Dean Brownell for Spring 2014. Hobbs stepped down as Director of the Harrington School in May 2014 and Adam Roth became Interim Director of the Harrington School. As of fall 2014, Karno reported to Roth, Morokoff, and Brownell. As of fall 2017, Roth has become Associate Dean of Arts and Sciences and Director of the Harrington

School so that Karno now reports to Roth and the new Dean of Arts and Sciences, Jeannette Riley.

    1.1.2 Operating budget. GSLIS has its own operating budget, given to it by the College of Arts and Sciences yearly, and the GSLIS Director has full authority over the use of that budget during the year (see recent GSLIS Budget as Appendix A). GSLIS also has its own foundation account (comprised of donated funds) for the Director to use at her discretion (see recent foundation account budget as Appendix B). GSLIS has a regional account, with funds generated from special programs designed for regional, and increasingly national, part-time students. That money is used at the director's discretion to support regional, national, and international outreach (see recent regional account budget as Appendix C.)

    1.1.3 Personnel and hiring requests. Before there was a director of the Harrington School, the GSLIS director made hiring requests directly to the College of Arts and Sciences. Since 2012, the GSLIS director has made hiring requests first to the Harrington School, and those are then decided on and prioritized as a group by the Harrington Chairs, a group that includes the GSLIS director. Final decision-making power for prioritizing the Harrington hiring requests resides with the director of the Harrington School after consultation with the Harrington chairs. Prioritized hiring requests are then presented from the Harrington School to the College of Arts and Sciences. Through this model, in the last four years, the two faculty members who retired (Dr. Cheryl McCarthy and Dr. Donna Gilton) were replaced by tenure-track faculty members Dr. Mary Moen and Dr. Melissa Villa-Nicholas.

    From 2010-2015, GSLIS had a full-time administrative assistant, a "Senior Word Processing Typist" (SWPT), a URI designation for administrative assistant-type positions, paid 100% from GSLIS's regional account fund. In 2015, GSLIS was given a shared full-time Administrative Assistant paid partially by GSLIS, the Harrington School, and the College of Arts and Sciences, shared among GSLIS, Journalism, and the Film Department. In 2016, the College of Arts and Sciences designated this position to be paid entirely by the college through the Harrington School budget. This Administrative Assistant sits in the GSLIS Main Office in Rodman Hall 3.5 days a week, and is in the Film Office in Swan Hall 1.5 days a week. The phone number for GSLIS rings in either office where the administrative assistant sits. GSLIS also enjoys assistance from the Harrington School fiscal clerk, who oversees many of our purchases (and serves the entire Harrington School). Between our fiscal clerk, our administrative assistant, and other Harrington staff available to us, GSLIS receives all the support it needs to conduct business in a timely way each day.

    GSLIS maintains and updates the content of its own website, though it is nested under the Harrington School website. Please see Chapter 4 for more information on how the website provides information to students.

1.2 GSLIS Relationship to the Graduate School

    1.2.1 Admissions. GSLIS autonomously conducts its own admission decisions. An Admissions Committee of three GSLIS full-time faculty, including the director, review and decide on all applications, and report the decisions to the Graduate School. Reviews of applications for admission are conducted in ApplyYourself via the Graduate School rules. After the Admissions Committee has reviewed an admissions file and a final admission decision has been made by the director, it is submitted to the Graduate School. The Graduate School reviews the applications to make sure students recommended for admission meet the standards specified

by the Graduate School, which then issues the official letter of admission. Subsequent to that, GSLIS sends a note to all students as well, notifying them of their advisors, orientation dates, and other pertinent information. See Chapter 4 for a detailed timeline of the changes to the admissions process in the review period.

For the last four years, GSLIS has also had its own Graduate Admissions Assistant (a GA position that offers a stipend and tuition assistance). From 2014 to 2017, this position has been partially funded by the Graduate School, and partially funded by GSLIS. In AY 2017-2018, GSLIS is funding the position entirely.

1.2.2 Forms. GSLIS uses Graduate School required forms for each student's Program of Study and Nomination to Graduate. Students must fill out Program of Study forms in consultation with their advisor who signs the forms and sends them to the director for review by the end of their first year in the program. The director then reviews and signs each form and sends it on to the Graduate School. Nomination to Graduate Forms must be submitted to the director by the Graduate School's deadline during the last semester of the student's program. Often these are accompanied by a revised Program of Study reflecting the actual classes taken that comprise the requisite 36 credits for the MLIS degree, also reviewed and signed by both the student's advisor and the director, and forwarded to the Graduate School by the director. The Graduate School conducts the final degree audit and awards the MLIS degree.

The director also reviews and approves or rejects all requests for deferral and leave of absence using Graduate School forms, and submits those requests to the Graduate School on behalf the student. To date the Graduate School has approved of all of the current director's requests.

1.2.3. Comprehensive exams. During the review period, the Graduate School requirements for non-thesis master's degree programs included a comprehensive exam. GSLIS composes, delivers, and grades its own comprehensive exam twice a year. All tenure-track faculty participate in the composing, proctoring, and assessing of comprehensive exams. The results are reported to the Graduate School by their deadline each semester. Proctoring rotates, allowing each faculty member to proctor the exam. During the review period, comprehensive exams began in person, written in pen via bluebook during a 4-hour period. We moved the comprehensive exams to an online, take-home format, offered through Sakai (URI's online learning platform) in fall 2015. Comprehensive exams become available on Friday at noon and are due on the following Monday morning by 5:00 a.m. From 2010-2016, comprehensive exams were offered in fall, spring, and summer semesters, and are now offered fall and spring semesters only. Summer graduates take the spring comprehensive exam. Students are informed of the date of the exam at the start of fall and spring semesters each year (usually the first week of November for the fall exam and first week of March for the spring exam). The faculty approved in spring 2017 changing the culminating experience from the comprehensive exam to LSC 505 and LSC 596 because the Graduate School has now made comprehensive exams optional for non-thesis Master's degrees (paperwork for formal curricular change is in process).

1.2.4 GSLIS representation at the Graduate School. GSLIS faculty are invited to participate on Graduate School committees, including Graduate Council. During the review period, Assistant Professor Lauren Mandel has served on Graduate Council, and its subcommittees, including GC Curriculum Committee and GC Scholarships Committee. GSLIS students are also eligible to be representatives on Graduate Council.

1.2.5 Graduate School scholarships. GSLIS nominates students for a competitive, university-wide Graduate School fellowship competition each year. In Spring 2017, two GSLIS

students were awarded full-tuition scholarships from the Graduate School fellowship competition for the 2017-2018 academic year.

1.3 GSLIS Relationship to the Harrington School

GSLIS is the largest graduate arm of the Harrington School. GSLIS is an integral yet distinctive part of that school.

1.3.1 Shared decision-making. The GSLIS director attends monthly Harrington Chairs meetings and participates in all decisions amongst the chairs at those meetings. The GSLIS director also receives regular notices from the director of the Harrington School, and attends the Harrington School picnic, faculty meeting, and Harrington School Advisory Board meetings. GSLIS faculty are invited to participate on Harrington committees such as the Curriculum and Structure committees.

1.3.2 Support. GSLIS faculty are eligible for travel/research funds from the Harrington School each year. The Harrington School has also paid for online advertising for GSLIS, and monitors incoming inquiries that come into the Harrington website. The Harrington School Coordinator and Director forward all e-inquiries which have come into the Harrington website to the GSLIS Director for response. GSLIS also contributes funds periodically to Harrington initiatives, such as the Opening Reception for Ranger Hall, and money to staff the HUB resource room in Ranger Hall. GSLIS faculty and students are welcome to use the facilities in Ranger Hall and schedule classes there. GSLIS also uses the services of the Harrington Fiscal Clerk regularly, as she completes many of our purchase orders.

1.3.3 Physical resources. In October 2016, the Harrington School completed a $6.8 million renovation of the first floor of Ranger Hall, a historic building directly on the university's main quadrangle. The facility now houses state-of-the-art classrooms, a digital innovation lab, audio and video editing suites, a film-screening room, advising center, media equipment center, and living room. All of these resources are available to GSLIS. Plans are in place for additional renovations that will more than double the size of available space in Ranger Hall in the next few years as Dr. Roth, Director of the Harrington School, is now fundraising to renovate the second floor of Ranger Hall. There is no University written commitment to move all Harrington Departments into Ranger Hall when the renovations are complete, but it is the hope of Dr. Roth to have all Harrington departments together there when the project is finished.

The Harrington School is also embarking on an $800,000 renovation of the TV studio to create a video production and broadcast center.

1.3.4 Financial resources. The Harrington School has a multi-million-dollar endowment through which it funds a variety of activities to support faculty and students. For instance, it awards course releases each semester through a competitive application process and it distributes research and conference travel support to all faculty in an amount equal to or greater than $300 per faculty member each year. It has also supplied funding for equipment, technology, and software for faculty. Also, GSLIS benefits from the Harrington School's financial resources through student scholarships. The Harrington School has also received multiple grants to acquire technology and software to support GSLIS students and faculty.

1.4 GSLIS Relationship to the College of Arts and Sciences

      1.4.1 Participation in the College. The director of GSLIS attends a monthly College of Arts and Sciences Chairs meeting along with other Arts and Sciences Department Chairs. The faculty of GSLIS are also invited to be on college-wide committees (e.g., Arts and Sciences Curriculum Committee) and University-wide committees (e.g., Faculty Senate) as elected representatives of the college (for example, Lauren Mandel served on Faculty Senate 2014-2017). The faculty of GSLIS are also invited to attend the Arts and Sciences faculty meetings each year. The dean and associate deans of the college also attend GSLIS department meetings upon request of the faculty, the GSLIS Director, or the deans.

      1.4.2 Funding. GSLIS Faculty and students may apply for monetary support for professional travel or research through the Hope and Heritage Fund. Faculty have historically received $300.00 a year upon application pending availability (see http://web.uri.edu/artsci/beaupre-hope-and-heritage-fund/). GSLIS receives fellowship money from many funds linked to the College of Arts and Sciences (see Appendix D for a list of these fellowships.).

      1.4.3 Annual review/tenure and promotion. GSLIS votes upon annual review policies each year per the AAUP contract. Those policies and procedures are then sent to the College of Arts and Sciences Dean's Office by the mandated May 1 deadline. All policies are in line with the URI AAUP Guidelines. Faculty must submit their electronic dossiers via the instructions laid out on the URI Provost's website; and timelines approved by GSLIS, and in the AAUP contract must be followed. All tenure-track faculty vote for all faculty under Annual Review or Promotion via a form distributed by the provost's website. Choices include whether to retain in rank, promote, not retain in rank, or abstain from voting (with explanation). Please see http://web.uri.edu/provost/promotion-and-tenure/ for the provost's website and forms. After departmental review, annual review and tenure and promotion dossiers are sent to the college for the dean's review. For tenure and promotion, dossiers are then sent to the Council of Deans and ultimately the provost and president for final decision. See Appendix G for a copy of GSLIS Annual Review/Promotion Guidelines for an example from 2016-2017 and 2017-2018. GSLIS also has historic departmental promotion and tenure guidelines in 2004, which are now being updated to be in keeping with college and university expectations.

      1.4.4 Hiring processes. All GSLIS tenure-track faculty are eligible for participating on GSLIS search committees. A search committee reviews all applications, decides on whom to interview (virtually, by phone, and in person), and then gets approval from the Associate Dean of the College of Arts and Sciences, Affirmative Action, and Human Resources at URI. Hiring decisions are made by the faculty in consultation with all who have met the candidates on campus, including the Dean of Arts and Sciences. This dean ultimately approves every hire. In cases of Harrington School hires, other faculty from the Harrington School may also be on the search committee. For affirmative action policies on hiring see https://web.uri.edu/affirmativeaction/search-process/. GSLIS adheres to affirmative action policies in all hiring.

      1.4.5 Curriculum. According to the AAUP contract, faculty control curricular decisions at URI. GSLIS faculty routinely modify the curriculum via vote at either department meetings or Curriculum Committee meetings. Curricular changes that involve new course development or changes in courses must then be approved by the A&S CAC, Graduate Council, and Faculty Senate, before being changed in the URI Catalog. Major program changes proceed through the

process as outlined for course changes, and these must ultimately be approved by the president and the Council on Postsecondary Education, before being changed in the URI Catalog.

2 GSLIS Is Comparable to Other Academic Units at URI

This section addresses COA Standard V.2 The program's faculty, staff, and students have the same opportunities for representation on the institution's advisory of policy-making bodies as do those of comparable units throughout the institution. 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. Decisions regarding funding and resource allocation for the program are made on the same basis as for comparable academic units within the institution.

2.1 GSLIS and the Harrington School

GSLIS was already a unit in the Harrington School of Communication and Media when the review period began. This immediately enhanced our administrative and intellectual collaboration with other departments, as it encouraged interdisciplinary interaction. Now in constant communication and participation with the Departments of Communication Studies including the Public Relations Program, Writing and Rhetoric, Film Media, and Journalism, GSLIS faculty and students may participate in all that the interdisciplinary Harrington School has to offer: expanded technological resources (e.g., Media Services in Chafee, HUB in Swan Hall, and HUB Media Equipment Center and Active Learning Lab in Ranger Hall), expanded administrative staff (e.g., Harrington Coordinator and fiscal clerk who assists in recruitment and budgetary matters), expanded cross-disciplinary interaction in the form of faculty teaching classes across programs (e.g., Dr. Ma teaching a Chinese Hollywood course for Film), and working on co-teaching and creating new programs together, expanded cross-disciplinary projects for students (e.g., a potential planned documentary on how libraries treat homelessness), and shared research opportunities like the Harrington lecture series where faculty and speakers from outside URI are brought to share their work.

This increased exposure to and work across different disciplines in the Harrington School also correlates with URI's larger Strategic Plan, which lists as one of its goals in its "President's Transformational Goals for the 21st Century,

> **Creating a 21st Century 24/7 Learning Environment.** To prepare our students to excel and lead, URI must take full and systemic advantage of the most advanced educational tools and practices. We must provide expanded opportunities for experiential learning (research, creative work, and scholarship), as well as opportunities to learn and work across disciplines and fields of knowledge (URI Strategic Plan at http://web.uri.edu/academic-planning/files/academic_plan_handbook.pdf)

2.2 GSLIS and Other Departments

2.2.1 GSLIS and the College of Arts and Sciences. GSLIS continues to engage with other departments from URI as well. In the College of Arts and Sciences GSLIS maintains dual M.A./M.L.I.S. programs with the English and History Departments, and has regular

representation and discussion with other Arts and Sciences Chairs at the monthly Arts and Sciences Chairs meetings. In the review period, GSLIS has begun a 4+1 B.A./M.L.I.S. degree program with the History Department—and that curricular paperwork is in process. Additionally, GSLIS reaches out to other departments and colleges across campus for collaboration. For instance, the GSLIS 2017 Annual Gathering was on the theme of "Libraries and Health," and involved the College of Health. GSLIS alumnus Bob MacDonald, Senior Information Technologist for the Academic Health Collaborative at URI, spoke on our panel at that event, and the Dean of the College of Health, Gary Liguori, attended the annual gathering. The program for the Libraries and Health Annual Gathering can be found at http://harrington.uri.edu/graduate/library-information-studies/gslis-news-stories/2017-gslis-annual-gathering/

      2.2.2 GSLIS and the School of Education. GSLIS has an administrative and intellectual tie to the School of Education, as our School Library Media track is jointly administered and assessed through the School of Education, linked to the Rhode Island Department of Education (RIDE) accreditation process. The GSLIS School Library Media Coordinator attends monthly School of Education Program Leaders meetings, and also the School of Education Annual Retreat. The GSLIS M.L.I.S. with School Library Media Certification program is RIDE certified, producing School Library Media certified teachers to work in public schools. GSLIS students are encouraged to take education courses when appropriate through the School of Education, especially the Summer Institute for Digital Literacy offered each year. The School of Education also had a representative on the hiring committee for our School Library Media tenure track faculty member in this review period (2016-2017) and GSLIS had a representative on the SOE hiring committee for the Curriculum Materials Librarian (2016-2017 and 2017-2018).

      2.2.3 GSLIS and the URI Library. Additionally, we collaborate with the library whenever possible. GSLIS is in the midst of a joint-appointment tenure track faculty search looking for a data scientist. This position (with a tenure home in the Harrington School) will serve GSLIS to create a track in data science and the Big Data Collaborative of URI now housed in the library and run by the former chair of Computer Science (in the College of Arts and Sciences). Library faculty have also taught some of our courses, included Amanda Izenstark teaching LSC 504 (see syllabi in Sakai), and Mary MacDonald teaching LSC 502 and 527 (see syllabi in Sakai). Mary MacDonald is also the GSLIS liaison librarian and participates in GSLIS fall and spring new student orientation. Additionally, Dr. Cheryl McCarthy was interim dean of the Library in 2015, prior to her retirement.

2.3 GSLIS Representation Across the University

      In and outside of the Harrington School of Communication and Media, there is abundant opportunity for faculty and student representation on policy-making bodies, on par with other units of URI. The director of GSLIS attends monthly Arts and Sciences Chairs meetings, and participates on the Arts and Sciences Chairs Listserv. Additionally the director of GSLIS participates in monthly Harrington Chairs meetings, and contributes to the Harrington Chairs Listserv. GSLIS faculty are invited to participate on committees in the Harrington School and College of Arts and Sciences, in addition to university-wide committees. GSLIS faculty also serve on Master's and Doctoral committees throughout the university, as major professor and committee member for students in departments such as English, Communication Studies, and

Education. The director of GSLIS and the GSLIS representative on Graduate Council are also invited to attend URI Graduate School annual meetings, and the GSLIS Director spoke at one on "Recruitment, Renewal, and Retention" during the review period. The director of GSLIS frequently converses with the assistant and associate deans of the College of Arts and Sciences regarding fellowships, part-time faculty hiring, and budgetary matters. (Please see Chapter 3 for List of Committees by Faculty Member to see where the program has had Faculty Representation over the review period, and Chapter 4 to see where students have been on committees).

For University Manual language about representation on Graduate Council, Faculty Senate, and A&S Committees, please see Chapter 5 at http://web.uri.edu/manual/chapter-5. Note that GSLIS is specifically mentioned as eligible for a representative of the College of Arts and Science on Graduate Council (section 5.65.10).

2.4 Decisions on Funding and Resource Allocation

Funding and resource allocation for GSLIS come from the College of Arts and Sciences (through the GSLIS operating budget and hiring priorities), the Harrington School (through extra funding opportunities made available to all Harrington faculty/students not available to other departments in the College of Arts and Sciences), the Graduate School, and the provost's office. For a comprehensive list of GSLIS funding opportunities please see Chapter 3.

3. GSLIS Administrative Head

This section addresses COA Standard V.3 The administrative head of the 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 administrative head 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.

3.1 GSLIS Administrative Head Is Comparable to Heads of Similar Units at URI

As documented below by publically available salary data (Table 5.1), the director of GSLIS has title, salary, status, and authority comparable to the other heads of similar units in the Harrington School. Note that faculty salaries vary based on time and rank at the university. The chair of Communication Studies is a full professor, with a very large department, hence his much larger salary than the other Chairs noted in the table below.

Table 5.1

Salaries of Harrington School Administrative Heads

Department	Degree(s) Awarded by Dept.	Admin. Head Title	Admin. Head FY17 Salary
Comm. Studies	B.A., M.A.	Chair	$110,802.90
Film/Media	B.A.	Chair	$79,979.12
GSLIS	MLIS	Director	$84,644.04
Journalism	B.A.	Chair	$78,478.92
Writing and Rhetoric	B.A.	Chair	$87,265.10

3.2 GSLIS Administrative Head Qualifications

During the review period there have been three directors of GSLIS: Dr. Gale Eaton was Director from the beginning of the review period until she retired June 30, 2012. Dr. Renee Hobbs was interim director from Fall 2012 until December 31, 2013, when she stepped down. Dr. Valerie Karno has been Director since January 1, 2014 (she was interim director until 2015 when she became director after an internal URI search completed summer 2015).

The CVs of Drs. Eaton, Hobbs, and Karno (available in Sakai site) show that all had doctoral degrees and prior administrative experience. Dr. Eaton was a specialist in children's services and librarianship. Dr. Hobbs was a specialist in Digital Media Education and administered the Media Education Lab at Temple University prior to coming to URI in 2012. Dr. Karno, also with a J.D., is a specialist in law, literature, and culture, and the digital humanities. Dr. Karno has been at URI since 2000, and she is a tenured associate professor in the English Department, with a joint appointment in GSLIS. She has taught and been an administrator solely for GSLIS since 2015, though she still directs and retains Ph.D. students in the English Department.

Dr. Karno had served in numerous administrative and leadership capacities prior to becoming director of GSLIS. She was editor-in-chief of the *Hastings International and Comparative Law Review* while in law school, and she had run a statewide program in Rhode Island, "Changing Lives through Literature," through an agreement among three universities/colleges and the State District Court, enabling low-level offenders to take courses rather than going to jail. Dr. Karno ran this program and also taught voluntarily in the program. Additionally, she has served on numerous committees throughout URI, including chairing the English Department Curriculum Committee, chairing the Faculty Senate Library Committee, serving as acting undergraduate director for the English Department, and advising pre-law, Honors, and University college students. A full list of Dr. Karno's committees and administrative work is on her CV, available in the Sakai site.

Dr. Karno was originally brought to GSLIS to teach Information Ethics and Policy, given her legal knowledge and interests in privacy, copyright, and ethics, and the digital humanities. Her research and coursework explore the forefront of individual (versus collective) rights and responsibilities in the digital environment, and she has published most recently in the peer-reviewed *DESIDOC Journal of Information and Technology* (in India) with Harrington Director Adam Roth on "LIS Education in an Interdisciplinary Frame." Dr. Karno is also the Principal Investigator on a $500,000.00 IMLS Grant (with 1:1 match), "Media Smart Libraries," which is teaching school and public librarians to integrate digital media into programming for their patrons. To view the Media Smart Libraries website please see www.mediasmartlibraries.org. Dr. Karno's research, teaching, and administrative service and history of leadership have prepared her well for understanding the developments and challenges of URI's MLIS program in the changing global information environment.

As Dr. Karno's CV demonstrates on the Sakai site, she attends conferences such as ALA Annual, ALA Midwinter, and the Hawaii International Conference on Education and presents on developments in the field. She also regularly attends ALISE and participates in the Deans and Directors meeting there, to contribute to directions library educators might agree upon taking together.

Please also see:

- CVs of current and prior GSLIS directors during the review period (in Sakai)
- Appendix H: Recent Evaluation of Director Karno by the Dean of College of A&S

4 GSLIS Environment and the Administrative Head

This section addresses COA Standard V.4 The program's administrative head nurtures an environment that enhances the pursuit of the 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.

4.1 Nurturing an Environment that Enhances Pursuit of the Mission and Goals

4.1.1 GSLIS Director, Dr. Gale Eaton. Dr. Eaton was director from 2010-2012. Under her directorship LSC 595, the Professional Field Experience, became a prominent part of the GSLIS Curriculum. Dr. Eaton recognized the need for students to be professionally socialized into the field while in school, and she moved the internship experience into a more central role in the GSLIS curriculum.

4.1.2 GSLIS Interim Director, Dr. Renee Hobbs. As Founding Director of the Harrington School concurrently with being interim director of GSLIS, Dr. Hobbs focused on aligning GSLIS activities with the Harrington mission and goals more so than the 2010 GSLIS Strategic Plan with its strategic goals. It was partially due to her split focus between GSLIS and the Harrington School and the negative impact this had on GSLIS' focusing on its own strategic goals that Dr. Hobbs stepped down as interim director of GSLIS in December 2013.

Dr. Hobbs heavily encouraged GSLIS faculty involvement within the Harrington School. GSLIS faculty attended Camp Harrington in Summer 2012 and Summer 2013. Dr. Hobbs used Harrington School finances to support Assistant Professor Lauren Mandel to attend the Summer 2012 Camp Harrington after she had been hired but before she had moved to Rhode Island. She nominated GSLIS faculty to interdisciplinary committees, such as the Global Education Committee and the Interdisciplinary Ph.D. Committee, and regularly shared GSLIS activities and accomplishments at Harrington faculty meetings. She also arranged for the Journalism Department to move into Rodman Hall to facilitate interdisciplinary interaction and collaboration between Journalism and GSLIS faculty.

Regarding socialization of students, Dr. Hobbs financially supported SALA, including providing funds for the 2013 SALA conference. She recognized Dr. Mandel for her work with SALA with a Harrington Ignite Award in 2013, further encouraging professionalization by showing her strong support for SALA. She also offered workshops through the Media Education Lab that were open to GSLIS students and alumni, whom she encouraged to participate. Even after stepping down as interim director of GSLIS, Dr. Hobbs continues to welcome GSLIS students, faculty, and alumni participation in the Summer Institute for Digital Literacy. Toward the end of her tenure as interim director of GSLIS, Dr. Hobbs applied for and received two IMLS grants (a planning grant and a National Leadership Grant) related to increasing digital literacy skills among school and public youth librarians. After Dr. Hobbs stepped down from GSLIS, the university submitted a request to IMLS to change the PI on the National Leadership Grant,

Media Smart Libraries to Dr. Valerie Karno. Dr. Karno has continued on as PI on the Media Smart Libraries Grant since 2014.

4.1.3 GSLIS Director, Dr. Valerie Karno. The current director of GSLIS has strived to achieve the prior and re-envisioned mission and visions of the Department, as well as its program goals and objectives. Upon becoming interim director in 2014, Dr. Karno worked on modernizing the curriculum, moving the program further online to stay competitive and respond to student demand, stabilizing and improving scheduling and advising processes, hiring new dynamic scholar-teachers in full- and part-time teaching positions, and increasing students' socialization into the field. She has also worked on improving GSLIS's physical and technological resources, in concert with the Harrington School. Dr. Karno, with the assistance of former Dean Brownell, gathered an external Strategic Planning Committee, and engaged the department in a 2-year strategic planning process (2015-2016), which has resulted in our new 2016 Strategic Plan (See Appendix 5K), with new mission and vision statements, goals, and objectives, to guide us through the next seven years. Additionally, Karno implemented further assessment techniques to help us improve our assessment of the achievement of GSLIS educational outcomes, and make programmatic changes based on that assessment. GSLIS has moved to Taskstream as our assessment tool as of fall 2017.

GSLIS has financially supported national and international faculty research and conference presentations, as part of increasing research productivity. Under Dr. Karno's directorship, GSLIS faculty voted and codified the stipulation that they would receive $1,000.00 a year in travel funding from GSLIS to present at conferences (in addition to the grant travel money for some faculty involved with the Media Smart Libraries grant). Dr. Karno encourages faculty and students to attend and present at national and international conferences. In 2017, Drs. Ma, Mandel, and Moen all presented their work internationally, in China, Ireland, and Poland, respectively. Students are also invited to apply for funding for conferences, and GSLIS has funded students to attend and present at NELA, ALA, and writing conferences. Faculty and students are also encouraged to present together. An example of this is that Dr. Moen and SLM students presented together at SLRI conferences and the Summer Institute in Digital Literacy. Another example is that Dr. Mandel and students from LSC 557 presented together at NELA in October 2016.

4.2 Encouraging Collaborations

GSLIS has created new partnerships with professional sites as well as now requiring LSC 595, the Professional Field Experience, and sites actively offer our students professional experience with them through this practical, hands-on internship experience. A list of available PFEs is available on the GSLIS website at https://docs.google.com/spreadsheets/d/1Npjwota7_eM5ZARzynVI3KsVskVQT4KJCMlKh05-ms8/pubhtml. GSLIS is always adding new partnerships for interns, and new sites include the Rhode Island State Library, the Connecticut State Library, the New Bedford Whaling Museum, and the Hasbro Children's Hospital. GSLIS has also added new sites for the School Library Media Practicum, including the Providence Career and Technical Academy in Providence, RI, the Killingly Memorial School in Killingly, CT, the Silas Deane Middle School in Wethersfield, CT, and the Central Middle School in Quincy, MA.

GSLIS held a PFE open house in 2014 and 2015, where PFE sites could showcase their opportunities and students could discuss internship possibilities. This was another example of offering students networking opportunities.

Dr. Hobbs focused heavily on encouraging student and faculty interactions with other academic units, inside URI and with external organizations. She hosted several interdisciplinary conferences that included GSLIS faculty, students, and alumni along with faculty, students, and outside experts in journalism, digital media, and other areas. She also developed a relationship with the *Rhode Island Library Report*. Dr. Hobbs supported a new initiative across the Harrington School for experiential learning through unClassrooms, in which a class partners with an outside organization to complete a project for that organization during a course. GSLIS has taken advantage of this opportunity for its students, offering unClassroom versions of LSC 517 Community Relations for Libraries (partnered with Cranston Public Library) and LSC 557 Document, Assess, Evaluate (partnered with the statewide consortium, Ocean State Libraries, and the state library agency, RI Office of Library and Information Services).

New community partnerships have been forged during the review period, expanding GSLIS relations with outside organizations, especially under the leadership of Director Karno. The IMLS Grant "Media Smart Libraries (MSL)," has created continuing education workshops for librarians throughout Rhode Island and the rest of New England, and has worked closely with libraries like the Providence Community Library, Cranston Public Library, East Providence Public Library, Providence Public Library, and Barrington School District. Through this grant, GSLIS partnered with the Providence Children's Film Festival (PCFF) and the RI Office of Library and Information Services (OLIS). PCFF collaborations have resulted in numerous workshops and a special-topics course (LSC 597 Fall 2015). The OLIS partnership has facilitated nearly all of the MSL workshops and led to ongoing conversations about how GSLIS and OLIS can continue to partner to bring professional development to RI and New England librarians. Under Director Karno, there is a renewed commitment to faculty and student representation at the RI Coalition of Library Advocates, RI Library Association, and School Librarians of RI.

4.3 Nurturing Student Socialization into the Profession

Towards a nurturing environment, which facilitates socialization into the field, GSLIS has also hired tenure-track scholars at the top of their field who are outstanding teachers and mentors. Dr. Karno asks faculty which courses they would like to teach, and embraces the scholar-teacher model, where faculty teach courses on topics of their interest. For example, LSC 570 Leadership in Information Professions has held live class sessions in WebEx with the Chief Officer of OLIS and the Directors of Providence Public Library and South Kingstown Public Library. Students were invited to speak with the guests about their experiences with leadership in the field, and all students in the class participated.

The spring 2017 unClassroom version of LSC 557 Document, Assess, Evaluate required students to complete interviews with RI public library directors. One student actually came away from this experience with a full-time job after graduation due to meeting and networking with a public library director who encouraged her to apply for an open position.

In LSC 520, the capstone course in the final year for students specializing in school library media, students are given free membership in the School Librarians of Rhode Island (SLRI) association. The membership chair visits the class to provide information about the organization and offers an opportunity to complete application materials. Students can join the

monthly meetings as a GSLIS student representative or as a member at large. Students are also invited to attend and present at the annual conference and join in the monthly "watering hole" events where they socialize with school librarians in the field. SLRI recently started a mentorship program pairing GSLIS graduates in their first year on the job with an experienced mentor. In LSC 596, school media students are also socialized into the field during the 12-week student-teaching experience. They are mentored by a school librarian at each site and are immersed into the culture and gradually take on the responsibilities of a school librarian. Many times students procure positions in the districts in which they complete their student teaching.

In LSC 504, School Library Media students often tailor their LibGuides for use in their school libraries.

Students also have access to career-counseling workshops conducted by the Graduate School's Director of Professional Development, Cara Mitnick. These have included the CV/Resume workshop offered Monday, Feb. 27, 2017, exclusively for GSLIS students, and Cover Letter workshop offered Thursday, Oct. 12, 2017, exclusively for GSLIS students). Students also receive ongoing help in job seeking from Cara Mitnick, their GSLIS faculty advisors, and the GSLIS director in a one-on-one meeting. For more details, see Chapter 4.

The school annually hosts the GSLIS Annual Gathering, and often pays for students to attend. In this way, also, students are socialized into the field, and they can network yearly with alumni and friends of the school who attend the event. Additionally, GSLIS students are invited to Harrington-wide socializing events, such as the Harrington beginning-of-the-year picnic and casual pizza networking lunches. GSLIS also hosted an alumni networking event for alumni at ALA Midwinter in Boston (Jan. 2016).

5 GSLIS Staff and Decision-making Processes

This section addresses COA Standard V.5 The program's administrative staff and other staff support the administrative head and faculty in the performance of their responsibilities. The staff contributes to the fulfillment of the program's mission, goals, and objectives. Within its institutional framework, decision-making processes are determined mutually by the administrative head and the faculty; who regularly evaluate these processes and use the results.

5.1 GSLIS Decision-making

GSLIS faculty department meetings are held once a month, or more often if necessary. An agenda is emailed in advance and faculty are invited to add items to the agenda. Meeting minutes from the prior meeting are approved (or amended) via vote. Meetings follow procedures standard at all university meetings. For each item to be voted on, a motion is made, then there is discussion, and then a vote is taken. A majority vote carries the decision of the faculty. Our administrative assistant is present at department meetings. From May 2016 forward, the administrative assistant has taken meeting minutes. Prior to that, either a GSLIS faculty member or an administrative assistant (when present) has taken meeting minutes (see Sakai for all available meeting minutes). The administrative assistant is always welcome to contribute to discussion of issue.

5.2 GSLIS Support Staff

The GSLIS director is in frequent contact with the GSLIS administrative assistant and the Harrington School fiscal clerk, and in consultation with them makes budget decisions based on availability of funds and projected costs. URI has changed its purchasing system steadily over the review period, moving from a paper-based to an electronic-based system of payment. After Dr. Karno approves purchase orders generated by the GSLIS administrative assistant, they are processed electronically through a system of approvals which are electronically routed through the Harrington fiscal clerk. The GSLIS administrative assistant the Harrington fiscal clerk work together in preparing budget documents.

Additionally, the GSLIS administrative assistant performs a host of duties unrelated to the budget, such as answering phones in the GSLIS office, assisting some faculty with electronic travel documentation (as URI has also moved to an electronic travel authorization and payment system using URI travel credit cards issued to faculty), stocking the office with items such as paper, toner, and other supplies, reserving rooms and ordering meals for orientations and Advisory Board meetings, being present for work being done by facilities, and being present at GSLIS meetings as a staff representative and note taker. The GSLIS administrative assistant is in the GSLIS office 3.5 days a week. A list of her duties is available at
http://www.hr.ri.gov/documents/jobs/SENIOR%20WORD%20PROCESSING%20TYPIST.PDF.

The Harrington fiscal clerk ultimately oversees all electronic purchases, and has the URI "P-Card," which enables purchases of up to $5,000.00 to be made quickly if necessary. The Harrington fiscal clerk also supports for the IMLS-funded "Media Smart Libraries" grant, interfacing with the Research/Grants Office of URI around creating a balanced budget. The Harrington fiscal clerk is located in Davis Hall, the central building for the Harrington School of Communication and Media and its Director, formerly Dr. Renee Hobbs, now Dr. Adam Roth.

The GSLIS administrative assistant and Harrington fiscal clerk have steadily evolved into handling various aspects of GSLIS—based on their job descriptions. Position descriptions for Administrative Staff of GSLIS and Harrington School are available at
http://www.hr.ri.gov/classification/descriptions.

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6 Continuing Financial Support from the University

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> This section addresses COA Standard V.6 The parent institution provides continuing financial support for development, maintenance, and enhancement of library and information studies education in accordance 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 program's teaching, research, and service

There are numerous opportunities for financial support for development, maintenance, and enhancement of education related to faculty, staff, resources, and facilities. These opportunities are available to GSLIS through the College of Arts and Sciences, the Harrington School, the Graduate School, and the University Provost's Office. GSLIS has the same access to these opportunities as do other URI academic departments.

6.1. Support for Research and Travel

Support for research and travel is available from the College of Arts and Sciences, the Harrington School, and the provost's office. The College of Arts and Sciences offers the Hope & Heritage Fund, which has up to $300.00 per faculty member each year for conference presentation or research travel. It also offers conference grants to students. The Harrington School has supported GSLIS Faculty by awarding travel money for conference presentations or research, up to $300.00 a year, each year beginning in AY 2015-2016. The Provost's Office offers up to $300.00 per year a faculty member for conference presentations, pending application and approval.

6.2 Support for Faculty Development

The annual GSLIS operating budget has professional development funds ($250.00 per full time faculty member each year) and faculty development funds made available from the College of Arts and Sciences in varying amounts each year. For AY 2016-2017, $597.00 was available, to divide among all GSLIS faculty in AY 2016-2017 (see budget in Appendix A).

6.3 Support for Admissions and Recruitment

In AY 2014-2017, the Graduate School partially supported a GSLIS Graduate Assistant for admissions. The Graduate School paid for tuition or a stipend, while GSLIS paid the other amount. The GA worked 20 hours a week in the GSLIS office in exchange for tuition remission and a stipend.

The Graduate School supported students in AY 2016-2018 through Admission Fellowships. Director Karno was given $20,000.00 in Admission Fellowships to distribute at her discretion.

The Harrington School supported GSLIS program recruitment through online advertising, information sessions, and student brand ambassadors. Director Adam Roth also encouraged the Graduate School and provost's office to contribute money for Google advertising for GSLIS, which they did, in the amount of $1,000 a year for two years. The Harrington School spends approximately $6,000 a year advertising GSLIS and the Harrington School.

6.4 Support for Grants

The Harrington School supported the IMLS Media Smart Libraries grant from application through implementation via pre-award and post-award officers who monitor paperwork and fiscal documents. The Director of Sponsored Projects also sends communications to IMLS on behalf of the grant PI and has made requests for no-cost extensions and rebudgeting.

The Harrington School supported the IMLS Media Smart Libraries grant through a cash match to contribute to the tuition for the Summer Institute in Digital Literacy ($1500.00 a year for two years) and the services of the Harrington fiscal clerk to assist with budget matters.

The School of Education also supported the IMLS Media Smart Libraries grant through a match for the tuition for the Summer Institute in Digital Literacy ($6000.00 in 2017).

7 Compensation for GSLIS Faculty and Staff

This section addresses COA Standard V.7 Compensation for the program's 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.

7.1 Retention of Faculty

During the review period, retention of new full-time tenure-track faculty has been excellent. One assistant professor, Suellen Adams, left in December, 2010, to care for her disabled child in her home state. Four full professors retired during the review period: Drs. Carson in 2011, Eaton in 2012, Gilton in 2014, and McCarthy in 2016.

The retention rate for junior faculty hired between 2010-2017 is 100%. Dr. Lauren Mandel was hired as a tenure-track faculty in 2012, and has been retained. She turned in her promotion/tenure dossier in October 2017, and is considered for promotion to associate professor this 2017-2018 AY. Dr. Melissa Villa Nicholas was hired as a Lecturer in 2016-2017, and we retained her by converting her to a tenure-track position effective this 2017-2018 AY. Dr. Mary Moen was hired in 2015-2016 as a visiting assistant research professor to be the program director for the Media Smart Library Grant (and interim coordinator of the School Library Media Track while Dr. Cheryl McCarthy became interim dean of the URI Libraries 2015-2016). She was then converted to a 1-year visiting assistant professor as the School Library Media Coordinator while a search was done to replace Dr. McCarthy; she is now a tenure-track faculty member (effective 2017-2018 AY) as the School Library Media Coordinator of GSLIS.

7.2 Perquisites in Hiring of Tenure Track Faculty

In the review period, 3 new tenure-track faculty were hired: Drs. Lauren Mandel, Melissa Villa Nicholas, and Mary Moen. Table 5.2 shows perquisites offered in each new hire's contract letter.

Table 5.2

Perquisites Offered to New GSLIS Hires During the Review Period

Faculty	Startup	Travel Funds	Course Releases	Research Funds
Dr. Lauren Mandel	Computer package	$1,000.00/yr	1/yr for first 2 years	$2,000.00
Dr. Melissa Villa Nicholas	Computer package	$1000.00/yr	2/yr	$3,060.00
Dr. Mary Moen	Computer package	$1000.00/yr	2/yr	$3,000.00

In addition to formal, contractually agreed upon startup packages, Drs. Nicholas and Moen each got an iPad from the provost office and a $25 gift certificate from the URI bookstore. The URI library offers $500 for the purchase of books for new faculty, made available to all

three new hires. The College of A&S provided tickets to musical events and plays to all three new faculty.

8 Comparable Financial Support Is Available for GSLIS

This section addresses COA Standard V.8 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.

GSLIS faculty and students are eligible to apply for all university funds and awards below, comparable to other departments in the university. They are also especially eligible for funds from the College of Arts and Sciences (Hope and Heritage Fund), and the Harrington School (Harrington Travel Award), and GSLIS funds (Annual GSLIS travel funds and professional development funds).

- Office of Financial Aid Website: *web.uri.edu/enrollment/financial-aid/*
- Provost's Funding: $300.00 a year per requester: web.uri.edu/artsci/files/FacultyDevelopmentFundRequestForm1.pdf
- Hope and Heritage Funding from College of Arts and Sciences: $300.00 a year per requester: web.uri.edu/artsci/beaupre-hope-and-heritage-fund/
- Center for Humanities Funding: *https://web.uri.edu/humanities/grants/*
- GSLIS Professional Development Fund: Historically $250.00 per year through College of Arts and Sciences (see GSLIS Operating Budget, Appendix A)
- GSLIS Travel Money Policy: $1,000.00 a year per faculty member pending availability (as agreed upon by faculty)
- URI Sabbatical Application Policy: see web.uri.edu/provost/forms-policies/sabbatical-leave/
- Faculty Career Enhancement Grants: web.uri.edu/researchecondev/councilforreasearch
- Harrington School travel money: $300.00 a year per requester
- For Human Resources leaves of absence available, like family leave and extended medical leave, please see the URI Human Resources website at http://web.uri.edu/hr/leaves-of-absence/

9 Physical and Technology Resources and Support for Teaching and Learning

This section addresses COA Standard V.9 The program has access to physical and technological resources that allow it to accomplish its objectives in the areas of teaching, research, and service. The program provides support services for teaching and learning regardless of instructional delivery modality.

9.1 Physical and Technology Resources

GSLIS has physical faculty and staff offices and classroom space in Rodman Hall, as well as classroom space in Ranger Hall, and online learning platforms Sakai and WebEx available for online learning. The URI Office for the Advancement of Teaching and Learning

has three divisions: Faculty Development, Online Education, and Student Learning, Outcomes Assessment, and Accreditation. GSLIS regularly consults these (see https://web.uri.edu/atl/). GSLIS faculty also take advantage of instructional technology assistance through Instructional Technology and Media Services (ITMS). Located in Chafee Hall, ITMS hosts workshops and is also available for phone and virtual assistance for students, staff, and faculty. Workshops cover topics such as Sakai, Google Apps for Education, Techsmith Relay, and WebEx (see http://web.uri.edu/its-training/).

      The URI help desk is available to students and faculty. In the basement of the Carothers Library on the Kingston Campus, the help desk can also be reached by phone and email. For more information, see http://web.uri.edu/itservicedesk/.

      The Harrington School also features technological resources and equipment in the physical space of "The HUB," in Ranger Hall (previously in Swan Hall). The Harrington School staffs a full-time lead information technologist there (Tony Balko), who staffs the space, monitors inventory, and answers questions: http://harrington.uri.edu/about-main/student-experience/learning-spaces/the-hub/.

      GSLIS is committed to supporting online course delivery. The faculty voted in 2017 to increase course fees to provide appropriate online resources for online delivery. This includes financial support for WebEx and Taskstream, among other course-specific technology tools and software.

      URI libraries have a physical reference and research desk in the Carothers Library on the Kingston Campus. Librarians can also be reached for assistance at the libraries on the Providence and Narragansett Bay campuses. URI libraries also provide virtual reference assistance via phone, email, chat, and text. All URI faculty, staff, and students have access to online library databases. The URI libraries have also compiled and provide specific LibGuides for GSLIS and several of the LSC courses, as well as online tutorials. LIS LiBGuides are available at http://uri.libguides.com/sb.php?subject_id=12456. GSLIS often holds its new student orientation in the Galanti Lounge in the Carothers Library, which is available for reserve to URI faculty, staff, or students. The Carothers Library also offers individual and group study rooms, a maker space, a café, and other spaces for use.

9.2 Support for Teaching and Learning

      The Office for Online Education (a division of the Office for the Advancement of Teaching and Learning) offers training for all online courses. Historically called "Online Teaching Fellows," the courses teach best practices in course design and online pedagogy. Pursuant to NEASC requirements, all online GSLIS instructors must show competence in developing and teaching online courses. Therefore, the online office provides online pedagogy-competency courses for instructors to complete, or instructors may have their courses evaluated by Quality Matters reviewers, who assess best practices in online delivery. Additionally, all GSLIS online faculty must take the basic Sakai training course, as Sakai is the official URI Online platform. The Office of Online Education also has an instructional designer for individual consultation upon request. See http://web.uri.edu/online/.

      The Office for Online Education also provides the Online Learn Orientation for all students taking online coursework at URI. This is a Sakai site designed as a self-paced learning course for students to become confortable with all of the tools they will see in their courses and

Sakai sites. More information is available at: http://web.uri.edu/online/online-learning-orientation/.

10 Physical Facilities

This section addresses COA Standard V.10 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 program.

10.1 Rodman Hall

GSLIS is in Rodman Hall, where all GSLIS faculty offices are, and where our administrative assistant and admissions assistant sit in the GSLIS main office. Rodman Hall also has a GSLIS classroom/meeting room (Rodman 110), and several small conference rooms. It also houses our Student ALA Group (SALA) in their own office. GSLIS department meetings (or other physical committee meetings) are held in Rodman 110, and our Graduation Breakfast/Brunch is also held there before or after graduate commencement in May. Prospective and current students come to Rodman Hall if they wish to meet with an advisor, the Administrative Assistant, Admissions Assistant, or GSLIS director.

Although since the last ERP visit three of the offices on the 1st floor of Rodman Hall have been given to the Journalism Department and our administrative assistant is now shared with Journalism, we have enjoyed the collaboration between the two departments and find the environment collegial. The proximity of GSLIS to Journalism offices enables, for instance, documentary filmmaker Professor Kendall Moore to meet GSLIS students and prospective faculty interested in using filmmaking for libraries.

Though there is a movement in GSLIS to increase the number of online courses we offer, we will still invest in our traditional classroom courses so long as student demand for face to face classes exists. We will be aided in this by the Harrington School, which is now renovating Ranger Hall. A $6.8 million renovation was completed in October 2016, and it now houses a range of resources available to GSLIS, including state-of-the-art classrooms, a digital innovation lab, video and audio editing suites, a media equipment center, a film-screening room, an advising center, and a living/learning room. The next phase of renovation, pending fundraising efforts by Harrington Director Adam Roth, will add additional technology, classrooms, and learning spaces, along with administrative and faculty offices to the second floor of Ranger Hall.

10.1.1 Upgrades to Rodman since the last ERP visit. During summer 2013, all the walls in GSLIS offices and Rodman 110 were painted and new carpet was installed. Rodman 110 has had its interior re-furnished since the last accreditation visit. The GSLIS main office (shared with the Journalism Department) now has a new multi-function printer/scanner with color capabilities (purchased by the College of Arts and Sciences in 2017), a welcoming sitting area with table and comfortable chairs, and a Keurig coffee maker and bottled water station to promote the comfort of staff, faculty, and visitors. In AY 2017-2018, Rodman 110 is being refurbished to create a more modern and user-friendly classroom/conference/meeting space; we are purchasing new tables and chairs, a new multi-media projection screen with ceiling-mounted projector, and a media-smart-libraries multimedia podium. Additionally, six new iPad minis and tripods are now part of the digital kit available at GSLIS, replacing the older computers, which

were not being used. We are also converting some of the Rodman 110 space into a meeting area, with comfortable lounge seating for conversation and studying.

10.1.2 Remaining issues with Rodman. While GSLIS has updated and modernized our spaces in Rodman Hall, we are still trying to be moved out of that building as its age creates problems with its pipes bursting (primarily during the winter). In 2016, Provost Donald DeHayes, Vice Provost Dean Libutti, and former Arts and Sciences Dean Winifred Brownell toured Rodman Hall and discussed the need for departments to be moved out of that building. GSLIS Director Karno and Harrington Director Roth subsequently met with Assistant Director of Campus Planning and Design, Ryan Carrillo, in 2016, detailing the problems of Rodman and asking for new facilities. To date, the URI administration has made no plans to move GSLIS out of Rodman Hall prior to moving into the renovated Ranger Hall but the URI administration continues to consider it. Additionally, after a pipe burst and flooded Dr. Ma's office in February 2017, the carpet was replaced with a hypoallergenic floor for her health and comfort. All faculty and students have access to the new Harrington School meeting spaces, classrooms, and facilities on the first floor of Ranger Hall. There is no written commitment by URI to move faculty offices to Ranger Hall after the next phase of the 2nd floor being renovated, but it is Dr. Roth's hope that all Harrington faculty offices can be located there beside each other. The GSLIS faculty enjoy having offices in close proximity to each other, the administrator, Student ALA group, and the Journalism department. We have a central place to meet with each other and our students, and do our work, as well as a GSLIS designated classroom space (Rodman 110). The need to renovate Rodman Hall does dissuade faculty from spending considerable extra time in the building, though especially since our program is mostly online now the physical building does not in any way detract from the program.

10.2 Access to Other Physical Facilities

As just noted, GSLIS students also have access to Ranger Hall classrooms and equipment outside of classroom time. The facility is currently open until 9 p.m. each day. Students can use computers, check out equipment, meet with faculty, receive career advising, or just sit and work on projects. They can also attend a variety of events hosted in the facility. Faculty may teach face-to-face or hybrid classes in the state-of-the-art Ranger Hall rooms and an invitation is issued each semester to GSLIS faculty to reserve space in Ranger Hall classrooms if they wish. GSLIS also has access to the Harrington conference room in the Harrington director's suite in Davis Hall. We have used it for department and committee meetings on an as-needed basis.

GSLIS students can also use URI's Providence campus facilities, including their library and computers. Some GSLIS classes meet at the Providence campus (upon instructor request), and those facilities are available to students and faculty as well. For example, Dr. Karno's LSC 597 Digital Personhood class and Dr. Moen's LSC 596 School Library Media Practicum met in Providence in spring 2017 because students in those courses found that location convenient based on their residence. An estimated 2 courses per semester meet face to face on the Providence campus once per month.

GSLIS faculty can also request general-assignment classrooms on the Kingston campus, comparable to other academic units.

11 Access to Information Resources and Services

This section addresses COA Standard V.11 Instructional and research facilities and services for meeting the needs of students and faculty include access to information resources and services, computer and other information technologies, accommodations for independent study, and media production facilities.

GSLIS students and faculty have access to many instructional and research facilities and services. Computers and media facilities, including state-of-the-art editing stations, are available to GSLIS students through the Harrington School HUB in Ranger Hall. Additionally, the Harrington School has recently acquired the television studio in Chafee Hall and will be renovating it this year and transforming it into a modern video-production and broadcast center.

GSLIS uses the Galanti Lounge and Library Learning Lab in the Carothers Library for its new student orientation. In the Library Learning Lab, our Library Liaison conducts a hands-on, interactive introduction for students to the library databases. Each student sits at a computer and does searches, practicing what they have learned during the session. Additionally, the GSLIS faculty introduce students to Sakai, URI's online learning platform, through an interactive computer session in that room following the library liaison's training. Here again, each student sits at a computer and practices accessing different tools in Sakai in the hands-on training session. The URI library has a Maker Space, which GSLIS faculty and students can use for projects upon consultation with the library, and an Active Learning Classroom. The Library also manages Digital Commons @ URI, an electronic archiving service available for all URI faculty and students. The Carothers Library also houses the Curriculum Materials Library, in which students have had access to curricular materials, smart boards, etc. This has been used by school library media classes for several years during the review period.

The College of Arts and Sciences, the Harrington School, and GSLIS gave the faculty, staff, and Student ALA computers and printers. See Appendix J for the inventory of computers and equipment/software for staff, faculty, and Student ALA. The College of Arts and Sciences technologist, Chris Hinkson, has assisted with technology problems. Additionally, the Harrington School has a full-time lead information technologist who runs the new facility and trains and oversees a team of students who are hired to assist other students with media projects, and together they offer workshops and trainings on how to use software, cameras, equipment, computers, and other devices that are part of the $1 million of equipment available to our students.

Training and support of online learning for faculty and students is available through the Office for Online Education. Details on services for faculty and students are in section 9.2 above. Training is also available for faculty on an assortment of tools through ITMS, discussed above in section 9.1. For a list of services available from ITS and the library see links in section 9.1.

12 Support Services Available to GSLIS

This section addresses COA Standard V.12 The staff and the services provided for the program by libraries, media centers, and information technology units, as well as all other support facilities, are appropriate for the level of use required and specialized to the extent needed. These services are delivered by knowledgeable staff, convenient, accessible to people with disabilities, and are available when needed.

12.1 URI Libraries

The URI libraries on the Kingston and Providence campus, staffed by librarians, offer continuous services to GSLIS faculty, staff, and students, and are ADA compliant.

The URI library is staffed by librarians with MLIS degrees. Our library liaison, Mary MacDonald, assists with our new student orientation by demonstrating databases in the Library Learning Lab. MacDonald has also taught LSC 502 (Management) and LSC 527 (Information Literacy Instruction) for us. Amanda Izenstark, reference librarian, has taught Reference (LSC 504) for us. The current head of technical services for the URI library, Michael Cerbo, is a URI GSLIS alumnus. Additionally, the help desk for instructional technology services is located in the basement in the library, and is always available physically or by phone/virtually to assist with technical matters. E-Mail: helpdesk@uri.edu.

Additionally, the Library in the Providence Campus is also available and staffed by Librarians for student and faculty support.

12.2 Other Services

The Harrington School Ranger Hall "Hub" Media Center is staffed by lead information technologist Tony Balko, and provides media and computer equipment, and offers assistance for GSLIS students, staff, and faculty.

The College of Arts & Sciences has an information technologist as well—Christopher Hinkson. He is responsible for the college's media and technology services and for technology troubleshooting. He is liaison to URI Information Technology Services. He especially assists faculty, staff, and Departments in the College of Arts and Sciences with technological issues.

The URI Office for the Advancement of Teaching & Learning, including the Division of Faculty Development, Online Education, and Outcomes Assessment & Accreditation are all available to assist GSLIS with assessing student outcomes and implementing best teaching practices. A list of their services is at http://web.uri.edu/atl/.

13 Review of GSLIS Administrative Policies and Resources

This section addresses COA Standard V.13 The program's systematic planning and evaluation process includes review of its administrative policies, its fiscal and support policies, and its resource requirements. The program regularly reviews the adequacy of access to physical resources and facilities for the delivery of face-to-face instruction and access to the technologies and support services for the delivery of online education. Within applicable institutional policies, faculty, staff, students, and others are involved in the evaluation process.

13.1 2010-2013

From 2010-2013, Dr. Gale Eaton moved towards retirement and Dr. Renee Hobbs entered GSLIS and began curricular renewal. Dr. Hobbs held many brainstorming sessions with journalists, librarians, and media specialists, to imagine the next phase of GSLIS. These sessions are explained in Chapter 1.

13.2 2014-2017

From the period of 2014-2017, GSLIS embarked on a renewed systematic planning and evaluation process, beginning with forming a new Strategic Plan Committee, and methodically creating a new mission and vision statement, with objectives and goals, for the next 7 years. (See this, attached as Appendix L.) Under the facilitation of former ALA President Maureen Sullivan, the faculty and external committee reviewed the prior GSLIS policies, and decided on new directions for the future. These directions were in line with GSLIS's new administrative location in the Harrington School of Communication and Media, and the strategic plan of the University of Rhode Island. We revised our learning outcomes in keeping with our new goals and objectives, and created new curricular maps to match those learning outcomes. The Strategic Plan Committee had student, faculty, and staff representation. (Please see Strategic Plan Committee Meeting Minutes in Sakai.)

As the program continues to move more fully online, the faculty continue to consider the physical and technological resources necessary for effective online course delivery. Please see:

- Technology Committee meeting minutes comprised of Faculty, Staff, Alumni, Students assess technology needs (see Sakai)
- Department meeting minutes showing programmatic revision occurring from Technology Committee Report (see Sakai)
- Curriculum Committee meeting minutes, in which lab fees are discussed (to determine which classes need different software) along with the total fiscal revenue required for adequate delivery of online resources for online classes, and showing programmatic revision occurring from lab-fee analysis (see Sakai)

Additionally, the faculty discussed moving out of Rodman Hall to improve our physical facilities. Dr. Karno and Dr. Roth had meetings with Assistant Director of Campus Planning and the Provost in 2015-2017 about the physical space of Rodman Hall and requested to renovate Rodman Hall and be moved during renovation, or be moved out of Rodman Hall to superior physical facilities.

14 Evidence of Decision-making Processes

This section addresses COA Standard V.14 The program has explicit, documented evidence of its ongoing decision-making processes and the data to substantiate the evaluation of administration, finances, and resources.

For the review period from 2010-2014, we kept some meeting minutes. One of the reasons Dr. Hobbs stepped down as director was that we did not follow systematic procedures, like recording and archiving meeting minutes. Minutes that GSLIS has available from that period are available in the GSLIS COA 2018 Sakai site.

From the review period from 2014-2017, we took meeting minutes at each department, curriculum, assessment, strategic planning, and advisory board/part-time faculty meeting. For evidence of ongoing decision-making processes please see:

- Department Meeting Agendas and Minutes (on Sakai)
- Curriculum Meeting Agendas and Minutes (on Sakai) for Curriculum and Lab Fees discussions)

- Advisory Board, Part-time Faculty, and Strategic Planning Meeting Minutes (on Sakai)
- Assessment Committee Meeting Minutes (on Sakai)

One example of department meeting minutes is available in Appendix 5N.

15 Use of Evaluation Results for Improvement and Planning

This section addresses COA Standard V.15 The program demonstrates how the results of the evaluation of administration, finances, and resources are systematically used to improve the program and to plan for the future.

From 2010-2013, reporting did occur, but the results were not documented as being used for systematic program improvements.

As a consequence of our strategic planning in 2014-2017, GSLIS decided to move forward on modernizing the curriculum and creating a fully online program in addition to our face-to-face and hybrid offerings. GSLIS put forward curricular-modification and new-0program documents and got 21 courses approved for online delivery through the URI curricular process.

Additionally, GSLIS Director Karno and Harrington Director Roth met with the URI Joint Committee on Academic Planning (JCAP), which reviews major new programs in a pre-proposal process to provide feedback on program-development plans, to discuss moving fully online. That committee encouraged us to move forward with an online program, and GSLIS is now working on the budget for that new online program. See the letter from the JCAP committee encouraging online delivery after the Karno/Roth meeting in Appendix 5L.

In 2016-2017, the faculty looked at course fees levied on students, and it was determined that fees needed to be increased for the school to be able to purchase software that the faculty requested for effective online course delivery. As a consequence of that, Director Karno requested an increase of course fees, which the university approved of. See Lab Fee Memo as Appendix 5M.

GSLIS has also made consistent curriculum modifications at department and curriculum meetings when we saw that changes were needed. For instance, due to the Advisory Board's insistence that GSLIS needed to ensure technological competency, GSLIS re-instated LSC 508 (by faculty vote) as required, and put that paperwork through all curricular channels at URI. For a full explanation of curricular modifications please see the Chapter 2.

In AY 2016-2017 a special Technology Committee, consisting of faculty, alumni, and student representation, suggested that full time faculty needed to fill out a form in advance of classes to request technology software for future courses. The faculty agreed and edited a form together, and that requirement is now in place.

The Assessment Committee determined that a more systematic evaluation of the comprehensive exam and e-portfolios needed to be done. As a consequence of this, GSLIS purchased Taskstream subscriptions for the present and future, and moved the evaluation of the comprehensive exam (and eventually e-portfolios in the future) to Taskstream. This will help us to systematize our data and enable us to run reports.

The Assessment Committee also purchased, with the assistance of the Vice Provost's office, IDEA aggregated data to evaluate teaching effectiveness. While scores were all reasonable, we noticed that our teaching of teamwork in courses was less effective than we anticipated. So we applied for a URI assessment grant to study how to improve teaching

teamwork. We were awarded that grant, and are now implementing that study. See Appendix 3F for the Assessment Grant Award.

Please see:
- Department Meeting Minutes (in Sakai)
- Curriculum Meeting Minutes (in Sakai)
- Assessment Meeting Minutes (in Sakai)

16 Future Directions

The future administration of GSLIS will both maintain our distinct administrative structure and decision making while also increasing collaboration and support from relationships throughout the university.

In consultation with Vice Provost Laura Beauvais, Dean of A&S Jen Riley, Associate Dean of A&S Adam Roth, budget manager for A&S Catherine Robinson, fiscal clerk for the Harrington School Jacqueline Mulligan, and administrative assistant for GSLIS Jessica Nalbandian, GSLIS is currently creating the budget for our fully online program. We anticipate including hiring in this new budget at least one new faculty line that will be a clinical professor heading up our internship program and advisor for our students, and one new faculty line to be a coordinator for the online program. We also expect an increased number of students to be admitted to the program as we build our faculty ranks and student numbers back up to where they were prior to this review period of 2010-2017. Our online budget is based on a projected doubling of our enrollment numbers within the next five years, so that our ideal enrollment within the next review period would move to over two hundred students. We anticipate creating a competitive online tuition structure, which will be on par with other fully online programs across the region and nation, and will attract students.

This online program will include a revenue-sharing program, in which part of the tuition will return to the department. GSLIS will use this money to fund technology resources necessary for effective online delivery, staffing issues, and faculty support. We are currently working with the dean of A&S and the provost's office in projecting revenue percentages needed to offset costs of the online program. This revenue sharing will contribute to the self-sustaining capacity of GSLIS in the future.

Though there is no written commitment from URI that GSLIS will be physically moved from Rodman Hall into Ranger Hall, the future home of the Harrington School, we are nonetheless hopeful along with Director Roth that fundraising efforts will be successful and as part of the Harrington School we will be moved into new office spaces in Ranger Hall when the next phase of renovation is completed in the next review period. The beautiful new facilities in Ranger Hall available to our students will also be immediately visible to all GSLIS students as they enter our new building.

GSLIS will continue to seek additional financial support for students, through University fellowships, grant opportunities, and external donor funding.

GSLIS will continue to expand our reach and impact throughout the University and nation. We will connect more to undergraduates than ever before and link our graduate program to efficient 4+1 programs (BA or BS/MLIS degrees). We will increase our Certificate programs already in development now, to attract post-baccalaureate students who need professional development. We expect to be serving a broader range of students, across a greater geography than we were able to do in the past.

SYNTHESIS AND OVERVIEW

During this review period, the Graduate School of Library and Information Studies has been fully integrated into the Harrington School of Communication and Media, housed within the College of Arts and Sciences. GSLIS is the largest graduate program in the Harrington School, and also leads the way in online education for both the Harrington School and the College of Arts and Sciences. Being both a distinct unit yet integral part of the Harrington School has been a keystone of this review period. GSLIS has accomplished its old strategic planning goals, as well as embarked upon its new strategic plan goals, in partnership with the interdisciplinary opportunities and resources available through the Harrington School. In 2017 Harrington School Director Adam Roth has convened a Strategic Plan committee representing all departments in the Harrington School of Communication and Media, and is working on a new strategic plan for the Harrington School. This strategic plan will include a new mission and vision statement which reflects both the University's and College of Arts and Sciences' goals. GSLIS has a representative on this Harrington School of Communication and Media strategic planning committee.

Within this review period, renewed strategic planning has occurred for the University of Rhode Island, the College of Arts and Sciences, the Harrington School of Communication and Media, and the Graduate School of Library and Information Studies as well. The past several years at GSLIS have been a very active time of systematic strategic planning and a renewed focus on assessment and programmatic improvement. When Director Gale Eaton retired at the beginning of the review period, Interim Director of the Harrington School Renee Hobbs also became Interim Director of GSLIS for a short time. When she stepped down, Interim Director Valerie Karno began a rigorous process of systematically planning for the future of GSLIS. Chapter One of this document explains the processes of planning and assessment in which GSLIS has engaged during the review period.

During the review period, GSLIS has used its planning and assessment to alter its curriculum substantially. The curriculum has been revised three times to add experiential learning via LSC 595 (professional field experience), to lower the total number of credits from 42 to 36 to remain competitive in the US MLIS marketplace, and to increase students' opportunity to personalize their learning by lowering the number of required courses to increase the number of electives students may take as part of their MLIS degree. We have also revised the student-learning outcomes in line with the curricular revisions through an iterative process that culminated in 2016-2017 with measurable indicators of the four GSLIS student-learning outcomes, a revised curriculum map and assessment plan for the next 6-year cycle, and implementation of Taskstream for assessment of the comprehensive exam. We revised our requirements, added optional tracks, and had many courses approved for online delivery as the first step towards offering a fully online program as one mode of our curricular delivery.

Just as there has been considerable revision of the curriculum, there has also been considerable change in the GSLIS faculty during the review period. At the start of the review period GSLIS had six tenure-track/tenured faculty. At the end of the review period GSLIS has five tenure-track/tenured faculty, with another search for a sixth tenure-track faculty member in process. The composition of these faculty has changed considerably, though. Four tenured faculty retired, and one tenure-track faculty member left to care for her disabled child in her home state. Despite the retirements URI has strategically reinvested during the review period in hiring new tenure-track faculty for GSLIS: three tenure-track faculty have been hired (one of

whom is applying for tenure and promotion currently), and another search is in process. Consistently, all tenure-track faculty have two degrees: a Ph.D. (or equivalent) and either an M.L.I.S. or J.D. degree. With the hiring of new Assistant Professors, and a renewed emphasis on research in recent years, faculty research productivity has increased. Chapter three details the resources available to faculty at URI to assist them with their scholarship and presentation of their work locally, regionally, and internationally.

GSLIS faculty are hired based on their expertise, and embracing the scholar-teacher model, each faculty member contributes uniquely to the curriculum teaching a range of courses related to their research areas. Tenure-track faculty are evaluated via the URI Annual Review Process, governed by the AAUP contract. This process is detailed in chapter three, along with many other mechanisms and services GSLIS offers for faculty support and feedback. The URI Annual Review process has remained consistent throughout the review period, though it moved in recent years to a fully online format rather than the paper format which was used at the start of the review period.

GSLIS at URI considers students to be the heart of the program. Chapter four details the ways in which GSLIS makes every attempt to recruit, retain, advise, and provide financial, academic, and career support to students so that they will have success in their personal and professional lives. GSLIS offers both an organized yet flexible advising system for students, as we want students to take exactly those courses which best address their interests and will serve them in the future. Thus, student advising in GSLIS is very personal and constant. Each student works with their advisor when they begin their program to map out a program of study, and then again can work with their advisor each semester to plan their coursework.

It is with this individually tailored approach to learning that GSLIS has increased its regional and national recruitment of students during this review period, and also focused more on getting its students socialized and networked into the field. GSLIS has offered resume and interview workshops with the URI Graduate School's professional development director, Cara Mitnick, to improve student preparation for job hunting. We have also made our Professional Field Experience class (LSC 595) mandatory, and students can take it twice, to ensure students have ample experiential learning opportunities prior to looking for permanent employment. We have increased our exhibit tables at conferences, and offer to pay for students to attend conferences with faculty as well. During the review period we have increased our diverse student population, and will continue to actively recruit and support students from diverse backgrounds. The student chapter of ALA (SALA) has been very active at GSLIS during the review period, and won the award for Best Student Chapter in 2013. Students have continued to be central to our mission at GSLIS, and we continue to assess and improve our support systems for their wellbeing.

 GSLIS has been able to achieve its goals because it is both a distinct unit yet fully integrated in the Harrington School of Communication and Media. While we maintain autonomy in curricular and financial decision making, chapter five demonstrates how we now also benefit from the input, monetary support, and physical resources of the Provost's office, the Graduate School, the College of Arts and Sciences, and the Harrington School of Communication and Media. During this review period GSLIS students have received access to the Harrington School of Communication and Media's renovated Ranger Hall, with excellent new multimedia technology facilities, and a senior lead technologist staffing the building. While we await being moved into Ranger Hall we have also refurbished a number of aspects of Rodman Hall, including creating a modernized class/conference room for faculty, staff, and students.

During the review period we have also begun work on expanding our curricular and online domains, both through interdisciplinary connections and alternative delivery formats. GSLIS administered the IMLS funded Media Smart Libraries grant for the last several years, and we realized the need for continuing professional development in this area. Thus, we are now working on several non-degree certificates for librarians and para-professionals seeking professional development. We are continuing to work towards moving to a fully online program as one mode of curricular delivery for our students, and certificates will be available online as well. Additionally we are working with the History Department to create a 4+1 B.A./M.L.I.S. program, based on student requests. We also look forward to more collaboration with the Harrington School undergraduate departments in the future, as we see ourselves as leaders in online learning at the graduate and undergraduate levels at URI.

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