



Self-Study Report

Dominican University School of Information Studies
Master of Library and Information Science

Presented to the American Library Association
Committee on Accreditation | September 2022



DOMINICAN UNIVERSITY
School of Information Studies



TABLE OF CONTENTS

Glossary of Terminology and Abbreviations.....	4
Tables and Figures.....	7
Declaration Page.....	10
Introduction and Program Information	11
Standard I: Systematic Planning.....	16
I.1.....	16
I.1.1	27
I.1.2	28
I.1.3	29
I.1.4	33
I.2.....	35
I.2.1	35
I.2.2	35
I.2.3	35
I.2.4	35
I.2.5	35
I.2.6	35
I.2.7	35
I.2.8	35
I.3.....	44
I.4.....	45
I.4.1	45
I.5.....	48
I.6.....	49
Standard II: Curriculum.....	52
II.1	52
II.2.1	65
II.2.2	65
II.2.3	65
II.2.4	65
II.2.5	65
II.2.6	65
II.3.....	77

II.4.....	89
II.5.....	95
II.6.....	96
II.7.....	97
Standard III: Faculty	100
III.1	100
III.2	113
III.3	122
III.4	124
III.5	128
III.6	129
III.7.....	133
III.8	137
III.9	141
III.10.....	142
Standard IV: Students	144
IV.1.....	144
IV.2.....	156
IV.3.....	157
IV.4.....	161
IV.5.1	163
IV.5.2	163
IV.5.3	163
IV.5.4	163
IV.5.5	163
IV.5.6	163
IV.6.....	171
IV.7.....	173
IV.8.....	175
Standard V: Administration, Finances and Resources.....	177
V.1	177
V.2.....	180
V.3	185
V.4.....	189
V.5.....	190
V.6.....	194

V.7	195
V.8	196
V.9	198
V.10	205
V.11	205
V.12	207
V.13	211
V.14	212
V.15	213
Synthesis.....	215



GLOSSARY OF TERMINOLOGY AND ABBREVIATIONS

Acronym or Term	Full Name	Definition
AIWG	Academic Alignment and Implementation Working Group	University committee responsible for coordinating the 2017 academic realignment process resulting in 4 college model
BIPOC	Black, Indigenous and People of Color	An umbrella term for people of color
BCHS	Borra College of Health Sciences	One of the university's 4 colleges; includes the Elizabeth T. MacNeil School of Nursing, Nutrition Sciences, Physician Assistant Studies, Post-Baccalaureate Pre-Medical Studies and Health and Wellness
BSB	Brennan School of Business	One of the university's 4 colleges; includes all undergraduate and graduate business majors/programs
Butler/BCLC	Butler Children's Literature Center	Children's literature research and review center housed within SOIS
Canvas	Canvas Learning Management System from Instructure	Learning management system used for online and face-to-face courses
CASS	College of Applied Social Sciences	One of the university's 4 colleges; 4 schools: School of Education, School of Information Studies, School of Social Work, and School of Continuing Studies
CCL	Center for Cultural Liberation	University's center which aims to retain, support, and celebrate students from historically marginalized backgrounds. By fostering an inclusive campus climate that educates and challenges, the CCL upholds the longstanding social justice values of Dominican University.
Cognos	IBM Cognos	Business intelligence tool used to analyze and report upon institutional data from the university's information systems
CRTF	Curriculum Review Task Force	SOIS committee charged with coordinating the curriculum review process
CTLE	Borra Center for Teaching and Learning Excellence	Center for faculty and staff professional development that supports their ongoing pedagogical growth and efforts to develop an inclusive and equitable learning environment
CVS	Caritas Veritas Symposium	University's annual fall symposium connecting mission to contemporary issues, including faculty, student and staff presentations and culminating in the annual convocation
DU	Dominican University	Dominican University
DUConnect	DUConnect	DU intranet for university communications

Acronym or Term	Full Name	Definition
Emsi Burning Glass	Emsi Burning Glass	Economic modeling firm used for data mining of our alumnae/i outcomes and labor market insights data
e-Portfolio	e-Portfolio	Final SOIS project demonstrating student mastery of learning goals and outcomes
Faculty Senate	Faculty Senate	University shared governance structure - the Senate is the representative body for faculty governance
GSLIS	Graduate School of Library and Information Science	Former name of SOIS
HSI	Hispanic-Serving Institution	University status as a Hispanic-Serving Institution since 2011; requires that at least 25% of FTE undergraduates identify as Hispanic. In January 2022, 59% of undergraduate FTE are Hispanic
IMAT	Incident Management Assessment Team	University team charged with developing response to crises or other environmental concerns. The IMAT coordinated all pandemic-related policy and processes, for example.
ISSA	Information Studies Student Association	Student organization within SOIS; registered as a student chapter within ALA
Jenzabar (J1)	Jenzabar (J1)	University student and faculty information and records management system and relational database
LC	Learning Commons	Located in the Rebecca Crown Library, the learning commons houses student study space, learning support services, an innovation lab and collaborative workspaces
LIS	Library and Information Science	Prefix for the SOIS MLIS coursework
MAYL	Master of Arts in Youth Literature	Degree offered in SOIS
MLIS	Master of Library and Information Science	Degree offered in SOIS
MPS	Master of Professional Studies	Degree offered in SOIS
MSIM	Master of Science in Information Management	Degree offered in SOIS
MyDU	MyDU	University intranet integrated in the student information system and used for academic transactions including registration, advising, schedules, resources and accounts management
ODEI	Office of Diversity, Equity and Inclusion	University unit responsible for coordinating all diversity, equity and inclusion programming, policy and practices
OIE	Office of Institutional Effectiveness	University unit responsible for all institutional data analytics, research and reporting services, student learning assessment, strategic planning and accreditation processes

Acronym or Term	Full Name	Definition
OEMC	Office of Enrollment Marketing and Communications	University unit responsible for all print and digital marketing
OP	Dominican Order of Preachers	The designation of a member of the Dominican order
RCAS	Rosary College of Arts and Sciences	One of the university's 4 colleges; includes all undergraduate Arts and Sciences majors
RCL	Rebecca Crown Library	Dominican University library
SAA	Society of American Archivists	SOIS student chapter
SLGOs	Student Learning Goals and Outcomes	Set of stated student learning outcomes built into all SOIS coursework and evaluated by faculty
SLMP	School Library Media Program	SOIS degree pathway leading to the Professional Educator License and/or PK-12 Library Information Specialist endorsement
SOE	School of Education	One of the university's Schools, housed within College of Applied Social Sciences
SOAR	Strengths, Opportunities, Aspirations and Results	A strategic planning tool that focuses an organization on its current strengths and vision of the future for the purpose of developing its strategic goals
SOIS	School of Information Studies	One of the university's Schools, housed within College of Applied Social Sciences
SOIS Faculty Council	SOIS Faculty Council	Full time faculty of SOIS which comprises the main governing body of SOIS
SSE	Student Success and Engagement Division	University unit responsible for all student support services and student engagement, including advising, academic support services, health and wellness, career development, athletics, student activities
SSW	School of Social Work	One of the university's Schools, housed within College of Applied Social Sciences
TRHT	Truth, Racial Healing, and Transformation	TRHT is a nationally recognized, community-based initiative for racial justice. Dominican was named as a TRHT Campus Center in 2020.
UA	University Advancement	University unit responsible for all institutional advancement, fund-raising, alumnae/i relations, donor stewardship and corporate/foundation relations
UCC	University Curriculum Committee	University committee, with representation across all 4 colleges, responsible for approval of new curricular programs and majors
UMM	University Mission and Ministry	University unit responsible for all mission-centered activities and campus ministry programs and services



TABLES AND FIGURES

Standard I

Table I.1 University, College and SOIS Systematic Planning Processes	16
Table I.2 Strategic planning events and purpose.....	18
Table I.3 School name change information gathering chronology	19
Table I.4 Review cycle and outcomes for program vision, mission, and student learning goals.....	27
Table I.5 Program improvements based on assessment data.....	31
Figure I.1 Alignment of SOIS mission to College of Applied Social Sciences & University mission	34
Table I.6 MLIS Program Student Learning Goals and Outcomes.....	36
Table I.7 Alignment of the MLIS Student Learning Goals and Outcomes to ALA Accreditation Standards I.2.1 – 8.....	37
Table I.8 Learning Outcome examples focused on teaching and service	44

Standard II

Figure II.1: SOIS Continuous Improvement logic model for curriculum revision process.....	53
Table II.1 SOIS student learning goals and outcomes	53
Table II.2 Dominican University graduate degrees other than the SOIS MLIS	54
Table II.3 Programs offered in the SOIS	55
Table II.4 Core curriculum revision steps	56
Table II.5 MLIS SLGOs addressed across the core curriculum.....	58
Table II.6 Course changes over the accreditation period	64
Table II.7: Alignment of SOIS Program Learning Goals and Outcomes to ALA Standard II.....	66
Table II.8 Alignment of Courses to ALA Standard II.2.1 – II.2.6.....	67
Figure II.2 Student perception of curriculum emphasis	69
Table II.9: Selected examples of course-embedded activities and assessments that support learning outcomes aligned to Standard II.2.1.....	70
Table II.10: Selected examples of course-embedded activities and assessments that support learning outcomes aligned to Standard II.2.2.....	72
Table II.11: Selected examples of course-embedded activities and assessments that support learning outcomes aligned to Standard II.2.3.....	73
Table II.12: Selected examples of course-embedded activities and assessments that support learning outcomes aligned to Standard II.2.4.....	74
Table II.2.13: Selected examples of course-embedded activities and assessments that support learning outcomes aligned to Standard II.2.5.....	75
Table II.2.14: Selected examples of course-embedded activities and assessments that support learning outcomes aligned to Standard II.2.6.....	76
Figure II.3 Construction of the MLIS degree.....	78
Table II.15 Number of MLIS certificates completed over five years	85

Table II.16 LIS Interdisciplinary courses - examples	87
Figure II.4 Current (2021-22) student satisfaction with constructing plan of study.....	89
Table II.17 SOIS – LIS Course Alignment with 2021 ALA Core Competencies (ALACCs-2021) ...	89
Table II.18: MLIS Curriculum Alignment to GPAS Competencies	92
Table II.19: MLIS Curriculum Alignment to YALSA Competencies.....	93
Table II.20: MLIS Curriculum Alignment to ALSC Competencies.....	94
Table II.21 Methods used to continually evaluate the MLIS curriculum	95
Standard III	
Table III.1 Full-time faculty rank, tenure status and area(s) of specialty.....	100
Table III.2 Full-time faculty credentials/degree specialties	103
Table III.3 SOIS Follett Chairs 2016 - 2023	104
Table III.4 Part-time faculty by years of service, degree, title/organization & course assignments .	105
Figure III.1 Percentage of MLIS courses taught by part-time and full-time faculty 2015-2022.....	112
Figure III.2 Comparison of SOIS FTE student to full-time faculty ratios 2015-2022.....	113
Table III.5 Appointments and promotions in SOIS since 2015 by effective date.....	114
Table III.6 SOIS faculty service and (number of years served) 2015-2022	115
Table III.7 University Professional Development Grant Funding to SOIS Faculty 2016 - 2022.....	120
Figure III.3 Demographic profile of full-time SOIS faculty 2015-16 compared to 2021-22.....	124
Table III.9 Faculty intellectual contributions 2015 - 2022.....	128
Table III.10 Highlights from full-time faculty members’ professional practice.....	130
Figure III.4 Students’ perceptions of faculty knowledge, accessibility, and course design.....	133
Table III.11 MLIS Courses taught by full-time faculty members (2015-2022)	134
Table III.12: Current SOIS faculty advisee load.....	137
Figure III.5 Graduating student perception of SOIS as “intellectually stimulating” atmosphere.....	139
Figure III.6 Graduating student satisfaction with the overall academic experience in the SOIS	140
Table III.13 Activity, method, or sources for evaluation of faculty	141
Standard IV	
Figure IV.1 Budget allocated toward Dominican marketing plan objectives 1 and 2 - 2021-22.....	145
Table IV.1 MLIS scholarships and assistantships awarded in the accreditation period.....	148
Figure IV.2 Growth in race/ethnic diversity in the MLIS population over 10 years	152
Figure IV.3 SOIS MLIS Enrollment Headcount 2015-16 to 2021-22.....	153
Table IV.2 MLIS student demographics 2015 - 2022	153
Figure IV.4 Growth in out-of-state MLIS students 2015-16 to 2021-22	154
Figure IV.5 Net promoter ratings among MLIS students: “Would recommend DU to others”.....	155
Table IV.3 Retention and completion of MLIS students over the accreditation period	155
Figure IV.7 MLIS Admission Policy Flowchart.....	159

Table IV.4 Comparison of completion rates by conditionally admitted students	160
Figure IV.8 Application to matriculation headcount in the MLIS	160
Figure IV.9 Current (2021-22) student satisfaction with constructing plan of study	162
Table IV.5 Number of certificates offered over five years	162
Figure IV.10 Graduating student satisfaction with faculty advising.....	165
Figure IV.11 Currently enrolled (2021-22) student satisfaction with aspects of advising.....	166
Figure IV.12 Graduating student satisfaction with career advising and preparation.....	167
Table IV.6 Alumnae/i reporting of employment outcomes one-year post completion	168
Table IV.7 MLIS graduate (2000 – 2021) outcomes data mining output for in-field employment ..	168
Table IV.8 MLIS graduate (2016 – 2021) outcomes data mining output for in-field employment ..	169
Table IV.9 Procedures to gather input on student achievement for program development	172
Figure IV.13 Employer rating of student achievement along SOIS learning goals	173
Table IV.10 Direct and indirect measures of student learning outcomes	174

Standard V

Figure V.1 CASS Organizational Chart	177
Table V.1 Program leadership roles among SOIS faculty.....	178
Table V.2 SOIS faculty university, college, and school service.....	181
Table V.3 SOIS faculty and student involvement in Annual <i>Caritas Veritas</i> Symposium	184
Table V.4 Director 2021-22 evaluation results regarding leadership efforts and skills	186
Table V.5 Director 2021-22 evaluation results regarding staff and faculty development.....	188
Table V.6 Director 2021-22 evaluation results regarding administration and management	189
Table V.7 Current CASS and SOIS administrative and support positions	191
Table V.8 SOIS committees	193
Table V.9 Comparison of SOIS to College and University faculty salaries by rank.....	195
Table V.10 Faculty Retention in the SOIS.....	195
Table V.11 Professional development funding and expenditures, FY17 - FY 21	196
Table V.12 Grant Funding to SOIS Faculty 2016 - 2022	197
Table V.13 Scholarship funding and expenditures, FY17 - FY 21.....	198
Figure V.2 Comparison of student satisfaction with IT services over 5 years	200
Table V.14 Computer classrooms and labs used by SOIS.....	201
Table V.15 University computer lab inventory.....	201
Table V.16 SOIS graduating student satisfaction with university services 2016 – 2021	205
Table V.17 Space availability for student study and collaboration in the Crown Library.....	206
Table V.18 Selected items from the Crown Library budget.....	210
Table V.19 Procedures to gather input on administrative, fiscal, support and resources.....	212



DECLARATION PAGE

DECLARATION TO ACCOMPANY FINAL SELF-STUDY

The chief academic officer of the **institution** and chief academic officer of the **program** declare that:

1. To the best of my knowledge, the academic unit offering the **Master of Library and Information Science program** offered by Dominican University, for which accreditation by the American Library Association is sought, does not discriminate in recruitment, admissions, or financial aid of students, appointment, promotion, or pay of faculty and support staff based on age, ancestry, color, creed, disability, gender, individual lifestyle, marital status, national origin, race, religion, or sexual orientation.
2. I acknowledge and agree that a review of the Master of Library and Information Science program offered by Dominican University is scheduled for a visit fall 2022; and am familiar with and hereby agree to proceed according to the procedures established by the Committee on Accreditation and described in the document [Accreditation Process, Policies and Procedures \(AP3\)](#).
3. To the best of my knowledge, the information contained in the self-study is accurate and reliable with respect to the program for which accreditation is being sought and with respect to the institution that offers that program.

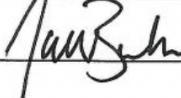
Chief academic officer of the institution:

Name: Laura Niesen de Abruña, PhD Title: Provost and Vice President for Academic Affairs

Signed:  Date: September 2, 2022


Chief academic officer of the college:

Name: Jacob Bacher, PhD Title: Dean, College of Applied Social Sciences

Signed:  Date: September 2, 2022

Chief academic officer of the program:

Name: Kate Marek, PhD Title: Director, School of Information Studies

Signed:  Date: September 2, 2022



INTRODUCTION AND PROGRAM INFORMATION

Unit

The School of Information Studies (SOIS) is housed within the College of Applied Social Sciences, which is one of the four colleges of Dominican University in River Forest, Illinois.

Program Presented for Accreditation

The program presented for re-accreditation in this report is the Master of Library and Information Science (MLIS). It is a 36 credit-hour program with six required courses and six electives that can be completed in one to six years. Coursework is offered in a number of formats, including in-person at the River Forest campus, online, or blended. Online courses are delivered in both synchronous and asynchronous modalities. Dominican's MLIS program prepares students for professional careers in library and information science, including in public, school, academic, and special libraries as well as in archives, museums, nonprofit organizations, corporations, and other settings.

Director of the School of Information Studies

Kate Marek, PhD
SOIS Director and Professor

Institution

Dominican University
Glena Temple, PhD, President (Chief Executive Officer)
Laura Niesen de Abruña, PhD, Provost & Vice President for Academic Affairs (Chief Academic Officer)
Jake Bucher, PhD, Dean of the College for Applied Social Sciences

Institution Accreditation Information

Dominican University is [accredited by the Higher Learning Commission](#) as a baccalaureate, master's and doctoral degree granting institution. The university's most recent reaffirmation of accreditation was granted in June 2015 for a period of ten years, with the next comprehensive evaluation in 2024-25.

ALA Standards Addressed

This self-study addresses the *ALA Standards for Accreditation of Master's Programs in Library and Information Studies, 2015*.

Background

Dominican University is a coeducational comprehensive university located in River Forest, Illinois, a suburb of Chicago. The university traces its beginning to St. Clara Academy, which was chartered by the State of Wisconsin in 1848. The Academy was established at Sinsinawa, Wisconsin, by the Dominican Congregation, founded by an Italian missionary, the Very Reverend Samuel Mazzuchelli, OP. The Academy became St. Clara College in 1901. In 1922, at the invitation of George Cardinal Mundelein, Archbishop of Chicago, the sisters transferred the College to its River Forest location and incorporated the institution as Rosary College. During the 1920s, Rosary College was a recognized liberal arts college for women offering the Bachelor of Arts and Bachelor of Science degrees. In September 1930, the curriculum was expanded with the addition of a library education

program for both men and women. The goals of the new Library Science Department were the encouragement of scholarship in Catholic institutions through librarianship, and service to the Chicago metropolitan community through the development of high-quality libraries. The first director of the department was Sister Reparata Murray, OP, who served from 1930 through 1949.

In 1938, the library science program was accredited by the American Library Association's Board of Education for Librarianship. The Board also approved a Bachelor of Arts in Library Science for a fifth year of study. In 1949, reflecting changes in education for the profession of librarianship, Rosary College inaugurated a curriculum leading to a Master of Arts in Library Science degree. In 1970, the Department of Library Science became the Graduate School of Library Science, and the title of director was changed to that of Dean. To better reflect the growth and scope of its programs, the Graduate School of Library Science became the Graduate School of Library and Information Science (GSLIS) in 1981. Rosary College became Dominican University in May 1997 to recognize the institution's status as a university with three graduate schools and more than nine graduate degrees.

In the 1990s, with the closings of the University of Chicago's Graduate Library School and Northern Illinois University's Department of Library and Information Science, Dominican had the only ALA-accredited master's program located in the metropolitan Chicago area. In recent years, Chicago State University's MLIS program has also received ALA Accreditation, and together our complimentary programs provide education for new information professionals to the rich and diverse Chicagoland population.

In 2016, our school name changed from the Graduate School of Library and Information Science to the School of Information Studies (SOIS) to better reflect our expanded program offerings. Since our last accreditation, SOIS has added a BAS and BS in Informatics, and master's degrees in Information Management (Master of Science in Information Management/MSIM) and in Youth Literature (Master of Arts in Youth Literature/MAYL). Our undergraduate program in Informatics comprises some new courses and some existing courses in other undergraduate disciplines (math, computer science, business) as well as select MLIS technology and data courses redesigned for the undergraduate students within the Informatics major. Members of the SOIS full time faculty and qualified adjuncts from the rich information environment of Chicago teach across the curriculum.

The addition of these degrees has allowed SOIS to concurrently exploit courses within our rich LIS curriculum and also to expand it, through cross-listings and innovative course offerings. In the meantime, we hold the MLIS as our seminal degree, guarding against potential faculty stresses through management of course load and course enrollment caps. This wider spectrum of student options has increased overall program enrollments, thus increasing the economic viability of the MLIS program itself. As hoped, these degree offerings beyond the MLIS have also enabled our school to broaden our connections through membership in the iSchools Consortium and expand opportunities for our professional development and research within the iSchools community.

As of July 1, 2017, the School of Information Studies is organized within the new College of Applied Social Sciences (CASS), along with Dominican's schools of education, social work, and adult education. The head of the School of Information Studies, Dr. Kate Marek, now reports to the CASS dean as the director of the School of Information Studies (SOIS). A more detailed explanation of the university's 2015 – 2017 academic realignment process is included in Standard I.1.

In addition to its academic programs, the school publishes *World Libraries*, a scholarly journal focusing on international librarianship; is home to the Follett Chair, one of the earliest endowed chairs in library and information science in the country; and houses the Butler Children's Literature Center, an examination center for children's and young adult books published annually in the United States and which is designated as a Center of Distinction within Dominican University.

Students in the SOIS Master of Library and Information Science (MLIS) degree program enjoy a rigorous academic challenge as well as the satisfaction of knowing they are earning a master's degree from an accredited program that has been educating future librarians and information professionals in the Chicago area since the 1930s. Many countries are represented in the SOIS student body and on the faculty, creating a rich and diverse cultural atmosphere and unique learning opportunities.

Overview of Master of Library and Information Science Degree Program

The Master of Library and Information Science (MLIS) degree program is designed to educate entry-level librarians and information specialists and at the same time provide the educational foundations for lifelong professional development. The 36-credit hour curriculum is composed of a range of courses developed to prepare students for professional responsibilities in a broad spectrum of library, media, information centers and consultancies.

The curriculum is organized around five core courses required of all students. Students are also required to complete a technology foundations course or an approved substitute. These required courses cover fundamental aspects of library and information science that are common to all types of work in the library and information field. The program of study also includes elective courses in library and information science and related subject areas that will prepare students for specialized fields of work. SOIS offers a wide range of courses giving students the opportunity to create their own areas of specialization depending on their career goals. To that end, the school offers its MLIS students 15 specialized certificates that can be pursued as part of the MLIS degree program through intentional selection of elective courses that meet the certificate requirements. These certificates are not registered with the state; they serve as concentrations acknowledged by SOIS with an unofficial paper certificate mailed separately from the student's diploma. Students may also pursue a formal Illinois professional educator license for school librarianship as an additional specialization option.

Several partnerships with other universities and library organizations strengthen and expand the reach of the MLIS program by sharing six approved credit hours with the partner degree toward the awarding of both degrees. Dual degrees are offered in collaboration with Loyola University's graduate program in public history (MLIS & MA in Public History) and the McCormick Theological Seminary (MLIS & Master of Divinity). In addition, SOIS has established dual degree partnerships with Dominican's Brennan School of Business (MLIS & MBA) and the Graduate School of Social Work (MLIS and Master of Social Work). A partnership with Roosevelt University's Department of History and Philosophy provides Roosevelt graduate history students access to specialized archives and cultural heritage training (Master of Arts in History & SOIS Certificate in Archives and Cultural Heritage Resources and Services). Finally, SOIS offers dual degrees in our own school, with a dual MLIS/MSIM and a dual MLIS/MAYL. The MLIS degree also provides the foundation for an accelerated MLIS-PhD program to provide a path toward formal research and teaching in LIS.

SOIS faculty members possess academic credentials and experience that enable them to provide a well-balanced and relevant education to students in the degree program. Most of the MLIS faculty members have had substantive careers in libraries or information centers, and many of them have held responsible positions in a variety of organizations. This experience enriches their perspective

and ensures that the curriculum is relevant to professional practice, while grounded in a sound theoretical framework. The content knowledge that each has gained from doctoral work infuses the insights from professional practice so that program content is delivered with attention to both theory and practice in any given specialty. Through both doctoral and postdoctoral activities, the faculty members demonstrate their understanding of and facility with a variety of approaches to research using both qualitative and quantitative methodologies. Library and information professionals who work in the Chicago area also teach courses in SOIS as adjunct faculty, bringing their wealth of knowledge of today's library programs and solutions to the classroom. In addition, experts beyond the Chicago area also teach in SOIS, when possible, in weekend, blended, and fully online course formats.

Since the beginning weeks of the COVID-19 pandemic, SOIS has offered its programs fully online, pivoting quickly to meet the global switch to remote learning. As the risk continues to diminish with the passing months, we are examining the needs of the marketplace and the mission of the program to tailor a variety of course modalities available to our students. Faculty development initiatives in recent years have focused on best practices for remote teaching and learning as well as an expanded focus on justice, diversity, equity, and inclusion.

With the rich environment of information services and libraries in the Chicago metropolitan area, SOIS students have access to hundreds of Chicago's downtown and suburban libraries, information agencies, museums, and media companies for collection access and for practicum and internship sites. While a large percentage of SOIS's 3,000 alumnae/i have worked or are working in the Chicago area, our graduates may be found across North America and around the globe. With this extensive network, students have many opportunities to connect with colleagues.

SOIS Degree Program Enrollment Summary

Degree program	AY non-duplicated enrollment headcount	
	2020-21	2021-22
MLIS	299	331
MAYL	2	8
MSIM	25	21
MPS	1	1
PhD	23	16
BA/BAS Informatics	25	19

Development of the Self-Study

This Self-Study is the result of collaboration by all SOIS faculty members, the director, the administrative staff within the school, college and university, the college dean, the provost, and students, in addition to members of the SOIS Advisory Board and the Alumnae/i Council. The faculty members as a whole participated in the development of the self-study, led by our Self-Study Steering Committee: SOIS School Director (Kate Marek), two tenured faculty members (Don Hamerly and Cecilia Salvatore), the Butler Children's Literature Center curator (Jennifer Clemons), and the Director of Continuous Improvement from the University's Office of Institutional Effectiveness (Anne Deeter). The timeline and participation are illustrated below.

SOIS Self-Study Process and Timeline





Standard I: Systematic Planning

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.

As evidenced by the cycle of planning described in this chapter, the School of Information Studies (SOIS) employs a broad-based, systematic planning process to pursue its mission, goals and program learning outcomes. The process is broad based in that it includes multiple sources of data from across our array of stakeholders: students, alumnae/i, faculty, staff, advisory groups, employers and professionals in the library and information studies field. The process is systematic in that it occurs on an established timeline in alignment with our cycle of accreditation as well as with the broader university and college planning. Table I.1 illustrates how these planning cycles align.

Table I.1 University, College and SOIS Systematic Planning Processes

Planning Focus	Systematic Purpose and Goal of the Process	Data Input	Cycle
University Strategic Planning	Identify and operationalize broad-based institutional priorities and strategies aligned to university vision, identity and mission	SWOT Analyses Broad-based stakeholder input via governance structure and community forums Ongoing institutional data analyses	5 – 7 years
CASS Strategic Planning	Identify and operationalize broad-based College priorities, innovations and programs aligned to college vision and mission	SWOT Analyses with CASS leadership and faculty CASS enrollment and progression data Labor market supply and demand data	Aligned to University strategic plan cycle
SOIS Strategic Planning	Identify and operationalize broad-based school and program priorities, innovations and strategies aligned to SOIS vision and mission and in alignment to CASS and University Strategic priorities Ensure that SOIS is forward thinking and relevant to profession and marketplace need and demand	Appendix I.1: SOIS Continuous Improvement Assessment and Planning Inventory Example inputs include: SOIS Faculty “Table Talks” with LIS professionals SOIS Advisory Board and Alumnae/i Council regular program feedback and environmental scans	5 – 7 years

Planning Focus	Systematic Purpose and Goal of the Process	Data Input	Cycle
		SOIS Employer surveys Student focus groups SOIS enrollment trend data Market share data and ALISE program survey data SOIS faculty expertise – using a SOAR (Strengths, Opportunities, Aspirations and Results) planning process	
SOIS student learning outcomes development planning	Curriculum development, review and revision Market relevance; timely response to developments in the field and student achievement	e-Portfolio data SOIS signature assessment data SOIS faculty expertise	3 – 5 years

The review and use of data throughout our systematic process follows a “what, so what, and now what” discussion format wherein SOIS faculty analyze the data inputs toward the understanding of its implications for program, curriculum, policy and practice improvements or strategies. Examples of these inputs, analyses and improvements follow throughout this narrative.

The SOIS Continuous Improvement Assessment and Planning Inventory ([Appendix I.1](#)) forms the key foundation for this timeline and review process to inform our strategic thinking and planning cycle. The inventory itemizes the stakeholder of focus, the tool and its purpose, indication of direct or indirect measure, and review method and participants.

SOIS Mission and Vision

The systemic planning process supports the achievement of our mission, vision and strategic priorities. Further in this chapter we describe how the SOIS mission and vision are in alignment to the University and College missions and are regularly updated.

Key SOIS Guiding Statements	
SOIS Vision	The School of Information Studies echoes the University vision to be an innovative leader in empowering graduates from diverse backgrounds to meet the challenges of an increasingly interdependent world.
SOIS Mission	The School of Information Studies, through its various degree programs and certificates, empowers students to become professionals who connect individuals and communities to the world of information and learning with reason, compassion, and a commitment to service and radical inclusion.

SOIS Strategic Plan	<p>Key Priorities:</p> <ul style="list-style-type: none"> Build Strength and Advance the Programs of the School Increase the Visibility and Recognition of the School Foster the School’s Learning Community Build Intercultural Competence and Global Citizenship
---------------------	--

Systematic SOIS Strategic Planning

Our planning has evolved to its current structure centered around the seven-year accreditation cycle, specifically to incorporate reflection and lessons learned through our accreditation self-study process and the feedback from the external visit and Committee on Accreditation. This past cycle also included time between strategic plans to incorporate a formal discovery process regarding a potential school name change and then again with the MLIS Core Curriculum Review, both efforts driven by Strategic Priorities extended from our 2015 - 2017 Bridge Plan.

Since our last accreditation (January 2016), Dominican University’s School of Information Studies (SOIS) has been guided by the 2015 - 2017 SOIS Bridge Plan in place at the time of our last visit ([Appendix I.2](#)) and the current 2019 - 2023 SOIS Strategic Plan ([Appendix I.3](#)). These foundational structures have led us through a period of transformative development, including the school's name change, program development, and reviews and updates to our mission, vision, MLIS Student Learning Goals and Outcomes (SLGOs) and the MLIS core curriculum.

The current, five-year SOIS Strategic Plan now in its fourth year was developed with stability and growth as the conceptual foundation, understanding growth to be qualitative as well as quantitative. Table I.2 provides a summary of the planning events in this most recent cycle which led to the development of the Plan’s four strategic directions.

Table I.2 Strategic planning events and purpose

Planning Event and Date	Purpose and Outcome	Participants or Stakeholders
Spring 2016 COA 2015 self-study de-brief	<p>Identify future areas of improvement based on ERP team observations</p> <p>Identify strategies for future self-study process or structure based on the 2015 experience to develop timeline and structure for 2022 self-study</p>	SOIS Faculty Office of Institutional Effectiveness
December 2016 School name change survey	Collect quantitative and qualitative feedback on proposed school name change	Broad SOIS community: Alumnae/i, employers, students, faculty
March 2017 employer survey by discipline	<p>Collect employer input regarding essential skills, dispositions, and disciplinary knowledge base</p> <p>Data used to inform curriculum review and SOIS strategic directions</p>	Broad external LIS professionals and academic community
August 2017 Fall Data Summit	Triangulate employer, alumnae/i and graduating student survey data for curriculum and policy implications	SOIS Faculty
AY 2016-17 Core curriculum review faculty discussions	Continue regular cycle of curriculum review to keep pace with changing needs and responding to our data inputs	SOIS Faculty

Planning Event and Date	Purpose and Outcome	Participants or Stakeholders
August 2018 Fall Data Summit	SOIS Student Satisfaction Inventory Data review to identify further strengths and opportunities	SOIS Faculty
January and March 2019 Planning Retreat Days	SOAR process to identify Strengths, Opportunities, Aspirations and Results to focus and facilitate development of strategic goals	SOIS Faculty
March 2019 Faculty Council Planning Meetings	Create framework for ongoing discussion and planning	SOIS Faculty
August 2019 Fall Data Summit	SOIS Graduating Student Survey Data review	SOIS Faculty
October 2020 Employer survey	Inform strategic plan updates with LIS professionals' insight regarding field trends and training needs	SOIS employers and regional professionals in the LIS community

School Name Change

As part of the 2015 - 2017 Bridge Plan and the initial steps toward creating the next strategic plan, the school launched a discovery process to gather feedback from our current student body and our broad alumnae/i constituency regarding a potential school name change. Considering the rapid changes in the information professions beyond libraries into all types of organizations, the name Graduate School of Library and Information Science was deemed to be outdated and did not clearly communicate the breadth of our curriculum, including the addition of an undergraduate program, and its market potential for prospective students. The Bridge Plan priority of *Program Growth and Innovation* stimulated faculty discussions and actions supporting new degrees. However, it was important to move toward a potential name change of the school thoughtfully and with sensitivity to stakeholders who were currently enrolled at their program of choice, or who had graduated from this school and valued their relationship as a graduate from a previous era. A key part of our communication centered on the choice to retain or to eliminate the word “library” from the name.

The resolution of the name change issue would impact and inform the development of the next planning cycle toward a five-year strategic plan. With this in mind, data from the environmental scanning regarding the name change would direct the decision on the immediate question and would also feed directly into the next stage of our formal planning process. After an extensive information gathering process and a series of thoughtful discussions at faculty meetings, the faculty voted in March 2016 to change the school name to the School of Information Studies. A chronology of name-change-focused information gathering events follows in Table I.3.

Table I.3 School name change information gathering chronology

Time Period	Task and Data Used	Outcome Evidence
Fall 2015	Data gathering Faculty research competitor school names and school characteristics	Compiled list of possible names and frequency with which they are present in marketplace
December 11, 2015	Communicate intention Send open letter and FAQ document to current students (Appendix I.4)	Compiled student feedback for administrative and faculty review
January – February 2016	Input Seeking Dean and Assistant Dean conduct open forums with a) current students, b)	Gathered broad-based feedback

Time Period	Task and Data Used	Outcome Evidence
	alumnae/i, c) Alumnae/i Council, d) Advisory Board, e) DU broad internal community of faculty and staff; offer in-person and remote options, as well as an online response form	
March 2016	Consolidate Stakeholder Input Staff compile all comments for review	Created name change compilation document (Appendix I.5)
March 16, 2016	School Vote Faculty Council discussion of feedback and vote	<i>School of Information Studies</i> approved as new school name (Appendix I.6 : SOIS Faculty Council Minutes of March 16, 2016)
April – May 2016	Informing DU Community Dean Kate Marek makes formal presentations to various DU governance entities: Faculty Assembly/Academic Council, Planning Committee, Board of Trustees Executive Committee	Community informed via PowerPoint presentation to faculty governance entities about school name change (Appendix I.7)
October 6, 2016	University Approval University Board of Trustees votes to approve school name change	Name change unanimously approved
October 2016 – January 2017	Branding and graphics production Work with Office of Marketing and Communications for branding, new logo and general communications such as the SOIS newsletter <i>Off the Shelf</i> and the University's <i>Dominican Magazine</i>	Produced press releases, graphics, letterhead, logo; announced to constituent groups Appendix I.8 <i>Off the Shelf</i> edition about school name change Appendix I.9 <i>Dominican Magazine</i> Fall 2016 edition with article about name change

Planning Toward the New Four-College University Model

It is important to note that this period of 2015 - 2017 was also a moment of reorganization within Dominican University, which was in the process of academic realignment – the combining of schools and programs across campus into a new four college model. For SOIS, this meant that our school was on track to affiliate with the existing schools of education, social work, and professional studies into a college that would ultimately become the College of Applied Social Sciences (CASS). Our messaging to students about our potential school name change also offered students and alumnae/i information about the new college structure.

University Academic Realignment Process

The university employed an inclusive and systematic process to research, design and implement a new academic structure. In 2015, the university president and the Academic Affairs Committee of the Board of Trustees created the Academic Alignment and Implementation Working Group (AIWG), which included broad-based representation from across the university was led by the Provost. Kate Marek, then Dean of the (now former) Graduate School of Library and Information Science was named as one of the eight individuals on this important group.

The rationale for the academic restructuring was summarized as follows:

- While the rich tradition of Rosary College as a Catholic undergraduate liberal arts and sciences institution remains the heart of Dominican, the institution has made a successful transition to university status.

- Continue Dominican’s transformation from a single-campus, undergraduate college to a premier comprehensive, multi-site university.
- Restructure the graduate professional schools to encourage cross-disciplinary collaboration, address new market trends, and position schools and programs as stronger enrollment drivers.
- Continue to shape and advance the university’s vision for expanded offerings in the health sciences.
- Help to identify and implement an effective faculty governance structure for the future that respects the Dominican tradition of shared governance, accounts for the increased size and complexity of the university, and is, at the same time, nimble, responsive and sustainable.
- Manage the division of academic affairs, effectively, strategically and transparently in a time of tight resources and multiple challenges and opportunities, thereby deploying resources to best meet student needs and maximize institutional effectiveness.

The working group determined their work would be mindful of:

- University Mission alignment
- Emerging trends and best practices in higher education
- Furthering the development of the institution as providing a comprehensive portfolio of undergraduate and graduate education

Among its first tasks, the AIWG conducted over 85 listening sessions across the university stakeholders, including faculty, staff, students and alumnae/i. AIWG members also conducted research into academic realignment practices across the higher education landscape. Their chief findings included:

- Academic restructuring was engaged to promote interdisciplinary research and curriculum development, streamline administrative processes, and achieve cost savings.
- Financial savings associated with academic reorganizations, either realized or anticipated, generally arise from the elimination of administrative duties enabled by consolidating support functions or closing programs.
- Effective strategies to achieve stakeholder buy-in for the reorganization process include metrics to support decisions, encouraging faculty to take ownership of departmental realignment, establishing open lines of communication between leadership and faculty, and incentivizing faculty involvement in the process.
- Positive results of academic reorganization include more focused strategic planning, cost savings resulting from streamlined administrative processes, and increased grant funding for interdisciplinary research.

After review of the research, external consultation, and careful listening to the feedback and concerns of the university community, the AIWG articulated key areas of planning and deliberation and named subgroups to manage the various tasks, with broad-based representation:

- Undergraduate Experience Working Group
- Graduate Experience Working Group
- Faculty Governance Task Force
- IT Infrastructure Working Group
- Administrative Structure Working Group
- Communications Working Group
- Civic Engagement Working Group

Ultimately, after this extensive and inclusive process, the AIWG endorsed a new four-college model to include: 1) the Rosary College of Arts and Sciences, 2) the Brennan School of Business, 3) the College of Health Sciences (which would subsequently be named the Borra College of Health Sciences, and 4) the integration of the School of Social Work, the School of Education and the Graduate School of Library and Information Science into one interdisciplinary college – which would soon thereafter be named (by vote of all faculty in those three schools) the College of Applied Social Sciences. On April 16, 2016, the Board of Trustees formally approved the 4-college structure and the timeline for implementation of the new colleges. The College of Health Sciences launched officially in July 2016 and CASS, after a process to develop its administrative structure, mission and vision, was officially launched in July 2017. Documentation of these working group findings, tasks and timelines are included in the Academic Alignment and Implementation Working Group Report to the Board of Trustees April 14, 2016: [Appendix I.10](#).

MLIS Core Curriculum Review

The messaging and inquiry process described above was similar in design for our 2017 - 2018 MLIS Core Curriculum Review, where we gathered information from multiple sources, including competitor programs, employers in leadership roles and in disciplinary specialties, from students, and from the academic and professional literature. The overall 2018 - 2019 planning process that followed would benefit from these sequential exercises by our faculty. Our narrative in Standard II explains the curriculum review process in greater detail.

Ongoing Cycle of SOIS Strategic Planning

With the previous changes in place, SOIS engaged in our next planning process in academic year 2018 - 2019 toward the completion of strategic priorities for Fall 2019 - 2023. The time period for this plan is again reflective of our COA cycle, anticipating a completed self-study in 2022 and a COA accreditation decision in January of 2023, and launching a new cycle of reflection and planning to begin in the spring 2023 semester.

Building on the events and data gathering described from Spring 2016 to Spring 2018 as described above, the comprehensive planning process for our current Plan began with the SOIS Data Summit August 2018 ([Appendix I.11](#)), during which the faculty reviewed 2018 student learning outcomes achievement data and other data points such as employer, alumnae/i, and student satisfaction data. We continued with ongoing faculty council planning meetings ([Appendix I.12](#)). In January 2019, we used the SOAR planning framework (Strengths, Opportunities, Aspirations, and Results) in a full day winter faculty retreat led by an external facilitator. Data from our continuous improvement plan ([Appendix I.1](#)) also populated our strategic planning process, as well as interviews with students, employers, our Advisory Board members, and alumnae/i, and was designed to flow from both the university planning process and university strategic plan, A World of Difference ([Appendix I.13](#)), as well as the strategic plan of the College of Applied Social Sciences ([Appendix I.14](#)). Faculty planning meetings continued monthly for the remaining months of Spring 2019, along with ongoing contributions to an online, shared planning draft document; each monthly meeting built towards the identification of strategic directions and articulated objectives. The final fleshed-out Strategic Plan that follows was approved by the Faculty Council in April 2019 ([Appendix I.15](#)).

Our four SOIS Strategic Priorities for 2019 – 2023 are described below, illustrating greater specification through the articulation of outcomes and initiatives in each area. To further support the implementation and achievement of the intended outcomes of the new Strategic Plan, our SOIS faculty committee structure ([Appendix I.16](#)) was revised and approved to match our faculty committee work with the strategic priorities of the plan.

SOIS Strategic Priority 1: Build Strength and Advance the Programs of the School

Objective 1.1 Expand enrollment

Outcome: 1.1 SOIS graduate programs are delivered in multiple modalities

Initiatives:

- 1.1 a: Rollout online MLIS degree program
- 1.1 b: Offer faculty development and support to successfully deliver online courses
- 1.1 c: Continue to explore and develop innovative educational packages for specialized consumers
- 1.1d: Work with OMC on print and digital advertising initiatives, in keeping with 2019 Graduate Marketing Plan
- 1.1e: Expand programs: Online Students; MSIM, 5-year BA/BS to MLIS, 5-year BA/BS to MSIM, BAS major in Informatics

Objective 1.2 Build enrollment for underrepresented groups

Outcome 1.2 Increased enrollment of students from underrepresented groups

Initiatives:

- 1.2 a: Broaden the Enrollment Management recruiting pool
- 1.2 b: Reach out to DU undergraduate students
- 1.2 c: Teach more in the undergraduate program
- 1.2 d: Identify scholarships for underrepresented groups
- 1.2 e: Look for grant funding to expand diversity of SOIS student body

Objective 1.3 Expand external partnerships

Outcome 1.3.1 SOIS partnerships with libraries and information organizations for program delivery increases

Initiatives:

- 1.3.1 a: Pursue partnerships with Chicago Public Library and Chicago Public Schools
- 1.3.1 b: Identify organizations for customized MSIM delivery
- 1.3.1 c: Expand international education offerings toward degrees
- 1.3.1 d: Work with external partners on grant projects to impact the LIS field

Outcome 1.3.2 SOIS partnerships with organizations on non-degree projects increases

Initiatives:

- 1.3.2 a: Deliver international education offerings toward non-degree programs
- 1.3.2 b: Assist professionals serving non-English speaking populations

Objective 1.4 Expand Internal partnerships

Outcome 1.4.1 SOIS works with Crown Library toward evolution to a Learning Commons

Initiatives:

- 1.4.1 a: Participate in Learning Commons Development Group
- 1.4.1 b: Identify specific collaborations between SOIS and the Crown Learning Commons based on evolving services
- 1.4.1 c: Continue and enhance the SOIS-Crown Library Instruction internship

Outcome 1.4.2 New collaborative CASS programs developed

Initiatives:

- 1.4.2 a: Contribute to proposal development for collaborative PhD program

1.4.2 b: Contribute to proposal development for other collaborative courses and programs

SOIS Strategic Priority 2: Increase the Visibility and Recognition of the School

Objective 2.1 Raise the profile of SOIS internally within Dominican University

Outcome 2.1 SOIS graduate programs are more visible to DU undergraduate students and faculty

Initiatives:

- 2.1 a: Build and market 5-year undergraduate to graduate degree paths for MLIS and MSIM within DU
- 2.1 b: Implement automatic acceptance for eligible DU undergraduates
- 2.1 c: Work with DU Office of Enrollment to market our graduate degrees internally
- 2.1 d: Contribute to news avenues of the University (Dominican Star, TV slides, undergraduate departments class visits, etc.)

Objective 2.2 Raise profile of SOIS externally

Outcome 2.2.1 Dominican's SOIS is more visible to other LIS programs and iSchools

Initiatives:

- 2.2.1 a: Continue to support bi-annual publication *Off the Shelf*; add one issue per year
- 2.2.1 b: Develop "faculty news" alerts via ALISE distribution list JESSE

Outcome 2.2.2 Dominican's SOIS is more visible to prospective students

Initiatives:

- 2.2.2 a: Work with OMC on print and digital advertising initiatives, in keeping with 2019 DU Graduate Marketing Plan
- 2.2.2 b: Promote the Butler Children's Literature Center and the Lecture in various venues
- 2.2.2 c: Increase strategic use of social media

Objective 2.3 Raise profile of SOIS Faculty

Outcome 2.3.1 SOIS faculty are better known to program prospects

Initiatives:

- 2.3.1 a: Work with OMC on faculty profiles in new, more robust framework
- 2.3.1 b: Work with internal and external partners to maximize the Follett Chair

Outcome 2.3.2 SOIS website is a stronger vehicle for sharing information about the faculty

Initiatives:

- 2.3.2 a: Build video content to share faculty snapshots
- 2.3.2 b: Faculty attend and speak at conferences and publish in professional and scholarly journals

Objective 2.4 Strengthen support for faculty research and scholarship

Outcome 2.4 SOIS realizes increased funding from external sources

Initiatives:

- 2.4.1 a: Work with the DU advancement office to identify local grant agencies for specific, externally funded project-based partnerships
- 2.4.1 b: Identify 2-3 local sources of partnerships and sponsored projects per year
- 2.4.1 c: Support faculty with course releases and student assistants

SOIS Strategic Priority 3: Foster the School's Learning Community

Objective 3.1 Integrate cohesive lifecycle support for student success from prospect to professional

Outcome 3.1.1 Students experience seamless progression throughout their academic program

Initiatives:

3.1.1 a: Expand face-to-face and online content and tools for student orientation (such as orientation and other student support modules)

3.1.1 b: Develop process of ongoing review and maintenance of support materials for students

3.1.1 c: Install better signage to help students navigate the SOIS physical space

Outcome 3.1.2 Increased student satisfaction with advising

Initiatives:

3.1.2 a: Monitor advising practices to assess meeting students' needs throughout the academic lifecycle

Outcome 3.1.3 Students successfully transition from academic to professional

Initiatives:

3.1.3 a: Provide multifaceted opportunities for student engagement (e.g., ISSA, SOIS events)

3.1.3 b: Increase student involvement in classroom-to-practice opportunities (e.g., internships, practicums, career search support)

3.1.3 c: Expand awareness of students to curriculum opportunities matched to job specializations

Objective 3.2 Expand academic degree options

Outcome 3.2.1 Increased enrollment

Initiatives:

3.2.1 a Rollout online degree package

Outcome 3.2.2 Pedagogical delivery aligns with current teaching/learning best practices

Initiatives:

3.2.2 a: Offer faculty development and support to successfully deliver online courses

3.2.2 b: Engage in peer observation practices in conjunction with the CASS and DU faculty

3.2.2 c: Monitor course evaluations for signals of areas for improvements in instruction

Outcome 3.2.3 Students' diverse learning needs are more effectively met

Initiatives:

3.2.3 a: Offer faculty development and support toward understanding of students' diverse learning needs and concurrent strategies

Outcome 3.2.4 Students persist more seamlessly to degree completion

Initiatives:

3.2.4 a: Monitor stop-outs through partnership with DU Registrar; expand retention practices in conjunction with advising and student support

Outcome 3.2.5 Student satisfaction with degree options increases

Initiatives:

3.2.5 a: Annual review of data from DU Office of Institutional Effectiveness to identify student satisfaction and correction strategies

3.2.5 b: Individual program review to engage degree-specific alumnae/i with their feedback and suggestions

Objective 3.3 Create and promote a dynamic learning environment for prospects, students, alumnae/i, faculty and staff

Outcome 3.3.1 Students graduate with a sense of SOIS/Dominican identity and community

Initiatives:

3.3.1 a: Partner with the Crown Library to create a library learning lab

3.3.1 b: Increase student engagement in SOIS events (lectures, annual Career Day)

Outcome 3.3.2 Students engage in a variety of learning and professional experiences

Initiatives:

3.3.2 a: Build and sustain mechanisms for faculty collaboration and sharing with students

Outcome 3.3.3 Alumnae/i continue engagement with the SOIS/Dominican community

Initiatives:

3.3.3 a: Build alumnae/i connections and mentoring opportunities

3.3.3 b: Increase alumnae/i attendance at SOIS events

3.3.3.c: Sustain alumnae/i involvement on Alumnae/i Council and Advisory Board

SOIS Strategic Priority 4: Build Intercultural Competence and Global Citizenship

Objective 4.1 Improve multicultural climate at SOIS

Outcome 4.1.1 Increased satisfaction with our institutional culture

Initiatives:

4.1.1 a: Survey students to get a current read of our climate

4.1.1 b: Identify areas for improvement

4.1.1 c: Develop a plan to address the issues of concern

4.1.1 d: Work with Senate Committee on Climate, Equity, and Inclusion

Outcome 4.1.2 Assess and develop a better understanding of student growth in cultural awareness

Initiatives:

4.1.2 a: Develop a pre- and post- evaluation instrument for students to measure their cultural awareness (to be administered in IM/LIS 701 and in the e-Portfolio requirement)

Objective 4.2 Provide enhanced opportunities for students to study and work in intercultural settings

Outcome 4.2.1 Increased number of students in practicums and internships

Initiatives:

4.2.1 a: Build a database for internship opportunities

4.2.1 b: New summer practicum immersion course

4.2.1 c: Internship outreach for students at Curriculum Night and other venues

Outcome 4.2.2 Increased number of intercultural internship sites

Initiatives:

4.2.2 a: Build relationships with new sites

Objective 4.3 Raise faculty awareness and pedagogical application of intercultural issues

Outcome 4.3.1 Increased percentage of use of culturally responsive teaching practices in each course

Initiatives:

4.3.1 a: Survey faculty for an inventory of practices

4.3.1 b: Apply research on culturally responsive teaching

Outcome 4.3.2 Increased opportunities for faculty development of multicultural pedagogies

Initiatives:

4.3.2 a: Develop venues for faculty sharing opportunities about experiences

I.1.1 Continuous review and revision of the program’s vision, mission, goals, objectives, and student learning outcomes

The SOIS vision, mission, goals, objectives, and student learning outcomes form a critical foundation on which our policy and curriculum are designed and delivered. As such, the SOIS faculty council regularly reviews them to keep pace with the changing needs and interests of our stakeholders, namely our students and the library and information studies community at large. In Standard I.1.4, we articulate the alignment of our program’s vision and mission to the College and University as a whole.

As demonstrated in Table I.4, the SOIS vision and mission statements were last updated in 2021, and the student learning outcomes were revised as a part of our curriculum review process conducted between 2017 and 2021.

Table I.4 Review cycle and outcomes for program vision, mission, and student learning goals

Component	Reviewers	Review Cycle	Outcome of Review
SOIS Vision statement	SOIS Full-time Faculty SOIS Alumnae/i Council and Advisory Board	Aligned to strategic planning and self-study planning process	Spring 2021: Created SOIS Vision Statement aligned to SOIS Mission
SOIS Mission statement	SOIS Full-time Faculty	Aligned to strategic planning and self-study planning process	Spring 2019: Faculty reviewed mission statements from other iSchools and generated themes document for review and comparison to SOIS Mission March 2021: After review period, faculty voted to accept a minor revision in the wording to emphasize radical inclusion and to reflect

Component	Reviewers	Review Cycle	Outcome of Review
			applicability across SOIS degrees and certificates.
	SOIS Alumnae/i Council and Advisory Board	Aligned with SOIS Faculty Council review of mission	April 2021: Discussed and endorsed the March 2021 faculty revisions to mission
	SOIS ISSA	Aligned with SOIS Faculty Council review of mission	April 2021: ISSA Representative discussed faculty changes with ISSA Leadership; endorsed mission changes
SOIS Program Goals and Student Learning Outcomes	SOIS Faculty and ISSA Representative	<p>Aligned to curriculum review process</p> <p>Aligned to ALA COA standards changes</p>	<p>Reviewed at August 2016 Data Summit – preliminary to curriculum review process</p> <p>January 2017: Call for student feedback and revised for clarity</p> <p>Revised in 2018 following the core curriculum review process</p> <p>Revised for clarity in language with regard to student preparation for e-Portfolio to move to 3 learning outcomes per goal and added requirement for students to address all SLGOs: March 2021 for Fall 2021 effective date</p> <p>Summer 2021: Faculty aligned all course learning outcomes to revised program learning goals and outcomes and posted in syllabi</p>

I.1.2 Assessment of attainment of program goals, program objectives, and student learning outcomes

Annual review and assessment of progress toward the program’s goals and objectives in the Strategic Plan and the Student Learning Goals and Outcomes (SLGOs) takes place formally two times during the year, with the following designated schedule and process:

- Progress monitoring regarding the attainment of the program’s Strategic Plan goals and objectives occurs at the end-of-year faculty meeting, where we review the Strategic Plan within the context of achievements and challenges and review the data associated with the indicators for each of the plan’s outcome indicators. An objectives and outcomes tracking spreadsheet forms the mechanism for this monitoring and is accessible to the SOIS faculty in the SOIS Teams site. The SOIS Strategic Plan 2019-23 Tracking Sheet is available in [Appendix I.17](#).

- Review of student progress toward program learning goals and outcomes occurs annually at the Fall Faculty Retreat and Data Summit. The student learning goals and outcomes are assessed at the program level primarily through the e-Portfolio and signature assessments. These assessments and student outcomes, along with other standards-aligned course assessments and activities are described in further detail in the Chapter II narrative.
- At the course level, student attainment of learning outcomes associated with each MLIS course is assessed through a variety of faculty-designed, course-embedded assessments. Examples of these assessments are detailed in Standard II.

The annual Data Summit format allows the SOIS faculty to focus their review of data in a systematic way and ensure that data are reviewed thoughtfully to fully understand the trends, outliers, implications and potential action plans. The data discussion format uses the “what, so what, and now what” framework to look closely at the findings and address the implications before moving to proposed solutions. The Director of Continuous Improvement from the university’s Office of Institutional Effectiveness supports both the building of the data visualizations/tabulations and the facilitation of the data discussion to afford the SOIS director and faculty greater opportunity to participate in the data analysis and “closing the loop” processes rather than diverting their focus and energies on reading the data or organizing the group facilitation. Data Summit materials are available in [Appendix 1.18](#). Data is often triangulated during the summits (using the data collection tools itemized in the SOIS Continuous Improvement Inventory) to assist in identifying consistent themes. For example, at the August 2017 Data Summit, employer, alumnae/i and graduating student survey findings were compared, allowing the faculty to identify several consistent themes across employers and alumnae/i responses. The discussion revealed high levels of competence (employers) and confidence (alumnae/i) regarding graduates’ “program planning and delivery skills,” yet consistent lower levels of competence and confidence regarding “managing budgets.”

Each of these formal examinations gives us an opportunity to identify and address areas of concern moving forward.

I.1.3 Improvements to the program based on analysis of assessment data

As evidenced by representative examples described here, SOIS regularly makes improvements to the program based on review and analysis of the various quantitative and qualitative data addressed in our Continuous Improvement and Assessment Matrix. SOIS faculty and staff confirm this practice – as evidenced by the 2020-21 Faculty and Staff Program Effectiveness Survey ([Appendix I.19](#)) in which 72% strongly agreed (and 28% agreed) that “we use student learning outcomes assessment data to consider and make adjustments to our curriculum.” Furthermore, the improvements and changes to our program align with the general categories and goals of our SOIS Strategic Plan.

For example, in academic year 2019 - 2020, the first year of our new strategic plan, qualitative comments from our Graduating Student Survey from Spring 2019, as reviewed at our Fall 2019 Data Summit ([Appendix I.18](#)), revealed an increasing number of references to students’ support needs. In direct response, the SOIS faculty agreed that a closer look at this data was warranted – hoping to more deeply understand how the SOIS could better support a sense of belonging, concern and focus on individual support needs. To do so, they developed a series of student focus groups

([Appendix I.20](#)) subsequently scheduled for February 2020. With specific connections to our Strategic Plan objectives 3.1 (*support*) and 3.3.a. (*community*), we asked student focus group participants two questions: 1) How do you define *support* from your perspective as a student, and 2) What does *community* mean to you as a student?

The summary themes from the four sessions revealed consistent perceptions and preferences regarding the student-advisor relationship and the SOIS community. Students were generally favorable about the quality of advising and the extent to which community is built in the SOIS. Students expressed an appreciation for faculty advising that leans more toward genuine mentoring and network building rather than remaining solely at the course registration and program requirements level. Students clearly intend for SOIS faculty to help them engage in a deeper reflection on their career goals and the variety of ways those goals could be realized through the curriculum and experiential opportunities.

A similar consistent theme was the hope that advising include opportunities for tangible outcomes for their professional networking - such as advisor-led introductions to professional contacts, organizations and other avenues not typically available to a new professional. Advisor responsiveness, and a “culture of caring” were other consistent qualities sought in the advising relationship. Students were clear that the small and relationship-centered environment was what attracted them to the SOIS; seeing that materialize in faculty-to-student “temperature checks,” and reaching out to advisees to see where they thrive or struggle, were all mentioned as important and hoped-for features of the small community.

The insights gained through this process led directly to the development and delivery of a two-day faculty development retreat ([Appendix I.21](#)) for full time and part time faculty (June 29 - 30, 2020 online via Zoom), with Day 1 focused on interactivity and community in online teaching, and Day 2 focused on the review of University, College, and School level support structures available for SOIS students to meet their various needs, including academic support as well as financial aid mechanisms and addressing mental health concerns. This faculty workshop carried added timeliness and gravitas due to the March 2020 pandemic-related lockdown and our pivot to fully online course delivery. Participation was encouraged by a per-diem compensation.

The following year, Summer 2021, also offered a time for engaging full time and adjunct faculty in bi-weekly Online Teaching Happy Hour voluntary discussion sessions via Zoom on alternate Friday afternoons, with the conversations built around the book *Small Teaching Online* (Darby, F. and J. Lang, 2019) toward engagement, community, and support built into online teaching pedagogy. Both full time and part time faculty participated in the discussions over the course of the summer as their schedules allowed. Subsequently, SOIS has partnered with the other CASS schools to participate in the [Mentor Collective organization](#), moving us further into the potential mentorship connections requested by students.

Discussed in further detail in Standard II, curricular changes to the program have resulted from various external and internal signals, collected through examination of peer institutions and surveys to employers and LIS professionals.

Table I.5 summarizes changes to the program as a result of our assessment data review. Additional changes to the curriculum, both as a whole and at the individual course level, can be found in our narrative for Standard II.

Table I.5 Program improvements based on assessment data

Program Improvement	Assessment Data Source(s)	Academic Year	Rationale based on data considered
Expanded methodology of collecting employer and LIS professional community feedback on trends and needs for LIS new professionals' knowledge and skills from online surveys to face-to-face table talks led by Advisory Board members and SOIS faculty	Employer Survey	2016-17	Reflecting on declining response rates, survey fatigue and limited depth of output, faculty expressed interest in greater engagement in the process in order to dialogue directly with constituents in the field with a more qualitative approach (Advisory Board led in 2016-17; refined and subsequently led by SOIS faculty in 2020-21)
School name change	Faculty research re: trends in LIS education and institutional directions	2016-17	Faculty response to research regarding signals in LIS education – response to expanding nature of the field to incorporate information management and informatics
Revised Core Curriculum	Employer and LIS professionals survey data and table talks Survey of LIS school curricula Scan of technology courses in peer schools	2017-18	Update core curriculum to ensure coverage of the requisite knowledge, skills and competencies required for current practice
Transition responsibility of e-Portfolio grading to student's advisor	e-Portfolio	2017-18	Faculty review of the e-Portfolio outcomes and grading process revealed disconnects when the e-Portfolio was graded by a faculty member who was not the student's advisor. Assigning the grading to the advisor allowed for a deeper understanding of the student's overall progress throughout the program.
Eliminated admission requirement of letters of recommendation for applicants with ≥ 3.0 GPA or appropriate GRE score	Student enrollment data trends, and SOIS collaboration with university enrollment management	2018-19	Task force determined that recommendation letters can hamper efficient application processes for academically qualified applicants. In addition, obtaining letters of recommendation for applicants with a non-traditional path created inequitable barriers to application.

Program Improvement	Assessment Data Source(s)	Academic Year	Rationale based on data considered
Technology competency requirement changed from a series of assessments to a list of expectations and ultimately to expanded content embedded in a core course (LIS 709 or advanced equivalent course)	Student focus groups by IT committee Student learning outcomes Employer Survey data Student Experience Survey	2018-19	Data revealed gaps in students' essential professional technology competencies Employer data revealed increasing demand for higher levels of technology competence Student enrollment patterns revealed students avoiding technology-specific courses such as the internet fundamentals elective course, given that it was not required Student Experience Data revealed increasing student interest in more content for technology skill building
Designed and implemented required signature assessments in two core courses	e-Portfolio	2018-19	Faculty noted potential over-reliance on e-Portfolio as evidence of growth in student learning; increased attention on direct measures of student learning in core content
Reconfiguration of SOIS faculty committee structure to align with the strategic plan	Strategic plan components' review	2019-20	Review of the SOIS strategic plan indicated a need for a supporting faculty committee structure
Systematic improvements in student support through increased collaboration between SOIS and university Student Success and Engagement Division supports	DU Graduate Student Needs Assessment SOIS Focus Groups	2019-20 2020-21	SOIS student focus group data supported DU needs assessments indicating increasing student financial, mental health, academic support and resource needs, particularly escalated by the COVID-19 crisis
Change in e-Portfolio structure and requirement to demonstrate achievement on all outcomes (eliminated option to choose 3 of 5)	e-Portfolio Course evaluations	2020-21	Need to align student artifact submission to reflect comprehensive achievement of all SOIS learning outcomes rather than self-selected percentage
Reinforcement of diversity, equity, inclusion and justice work across the program; culturally responsive teaching practice improvements	University and SOIS Strategic Plan areas of emphasis	2020-21 2021-22	Ongoing faculty desire to address issues of equity and justice within the classroom and the field
Program requirement: participation in resume workshop required in student's final semester	e-Portfolio	2021-22	Mixed student performance on resume portion of e-Portfolio rubric and recognition of instruction gap
Mentor Collective resource to match students with participating alumnae/i	Graduating Student Survey Student focus groups	2021-22	Survey and focus group data revealed consistent student interest in enhanced opportunities for professional networking assistance and support

Program Improvement	Assessment Data Source(s)	Academic Year	Rationale based on data considered
Revitalization of the Marketing/Advocacy course	Employer Table Talks and Employer Survey	2021-22	Data revealed increasing employer demand for marketing skills in entry-level employees

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.

The SOIS has a vision, mission and strategic plan that are clearly communicated to its stakeholders through a variety of methods. The [SOIS website](#) and our [DU intranet \(DUConnect\)](#) articulate these key statements and Plan. Additional communication methods include the *Off the Shelf* newsletters, group email memos and announcements, and direct email or print communications ([Appendix I.22](#)).

Direct communication to specific constituent groups also happens through print materials, such as the formal Strategic Plan document and Alumnae/i Council and Advisory Board agendas ([Appendix I.23](#)) and electronic attachments. Email alerts to the full student body provide timely, topical communications to students, and our *Off the Shelf* electronic newsletter is issued in Fall, Winter, and Spring to the alumnae/i community as well as the current student body.

Resources for the Strategic Plan and Support of the University

As described in more detail in Standard V, Administration, Finances, and Resources, the SOIS Strategic Plan is supported by a budget approved by the university and managed by the SOIS director. The Strategic Plan is designed within the limitations and opportunities of School resources, both financial and human. The Strategic Plan is submitted to the CASS Dean, who reviews the Plan within the College of Applied Social Science mission, goals and objectives. The Office of Institutional Effectiveness supports the monitoring of data indicators aligned to the intended outcomes of the plan.

Consistency and Alignment of Mission and Vision Statements

The SOIS vision and mission closely align to those of the University and College of Applied Social Sciences. Figure I.1 illustrates how the various components of each entities' mission connect to each other and support the university's mission-centered focus on the pursuit of truth, compassionate service and the creation of a more just and humane world.

Dominican University Mission

As a Sinsinawa Dominican-sponsored institution, Dominican University prepares students to pursue truth, to give compassionate service and to participate in the creation of a more just and humane world.

Dominican University Vision

Dominican University will be an innovative leader in empowering graduates from diverse backgrounds to meet the challenges of an increasingly interdependent world.

College of Applied Social Sciences Mission

The College of Applied Social Sciences (CASS) prepares and educates professionals in the Sinsinawa Dominican tradition to take on important and rewarding work towards the global common good. The College advocates for social and economic justice and equitable educational opportunities, connects persons and communities to information and resources, and generates new knowledge which empowers individuals and diverse communities to positively transform society.

College of Applied Social Sciences Vision

As a College, we aspire to be a global leader in interdisciplinary professional education, preparing students to make a difference for individuals and society.

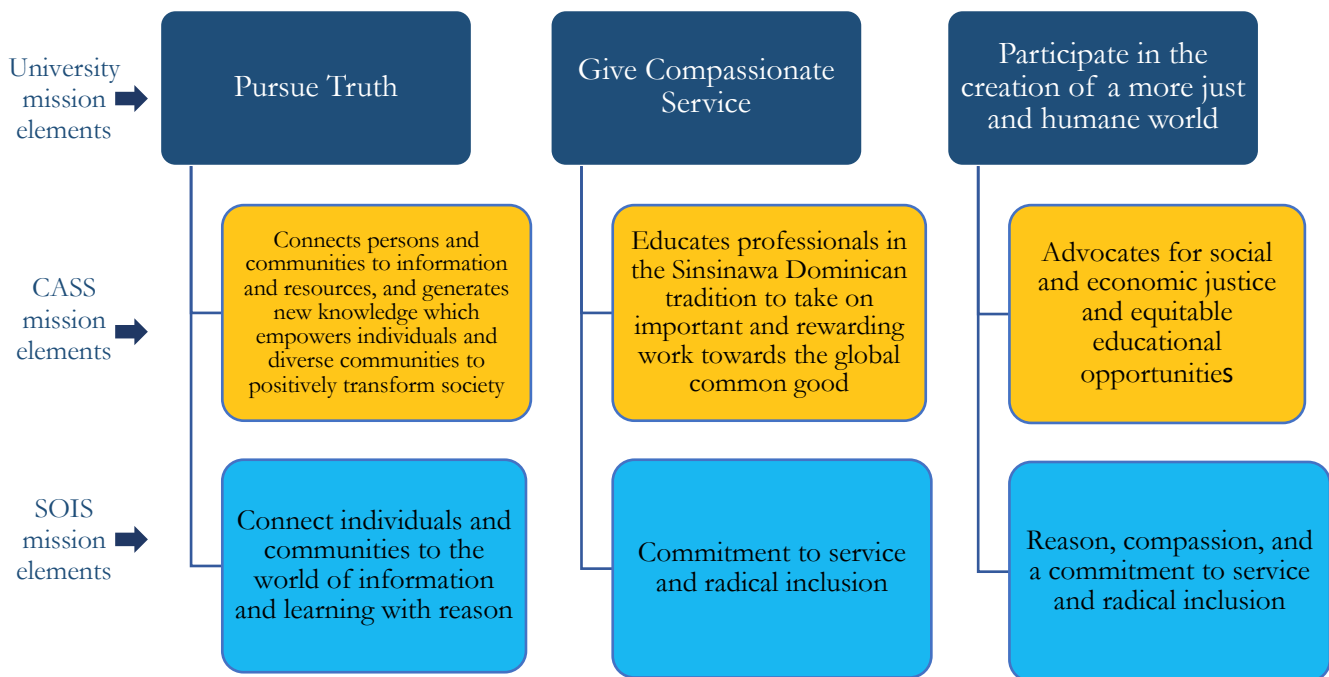
School of Information Studies Mission

The School of Information Studies, through its various degree programs and certificates, empowers students to become professionals who connect individuals and communities to the world of information and learning with reason, compassion, and a commitment to service and radical inclusion.

School of Information Studies Vision

The School of Information Studies echoes the University vision to be an innovative leader in empowering graduates from diverse backgrounds to meet the challenges of an increasingly interdependent world.

Figure I.1 Alignment of SOIS mission to College of Applied Social Sciences and the Dominican University mission



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 a program seeks to serve.

In addition to the strategic goals and objectives outlined in the SOIS Strategic Plan, the SOIS MLIS program is guided by a comprehensive set of student learning goals and outcomes (SLGOs), described in Table I.6. These SLGOs guide the design, implementation and evaluation of the MLIS courses, and serve as the basis on which faculty design course-embedded assessments of student learning. To assess student learning across the MLIS as a whole, core course-embedded signature assessments and the e-Portfolio assessment measure student achievement of these learning goals and outcomes across the program.

These SLGOs have been revised in ongoing review in preparation for the core curriculum review described previously, and on a consistent cycle connected to the annual e-Portfolio student achievement data, especially in terms of clarity for students' understanding of the SLGOs in relation to their ability to select learning artifacts to match each learning outcome for that culminating project. The e-Portfolio and signature assessment components and grading rubric/expectations are described in greater detail in Standard II.

SOIS faculty communicate the expected learning goals and outcomes alignment in every course through the course syllabus. The MLIS Alignment Map to SLGOs Fall 2021 ([Appendix I.24](#)), noting the inclusion of each SLGO across all MLIS courses, demonstrates the extent to which each is addressed across the program (horizontal alignment) and within each course (vertical alignment) – thereby achieving consistency across the curriculum.

Table I.6 MLIS Program Student Learning Goals and Outcomes

Student Learning Goal 1: Develop a professional identity and philosophy within the library and information professions.	
Outcome 1a:	Describe the evolving nature of the core values and ethics within diverse information environments.
Outcome 1b:	Demonstrate how a philosophy, theory, model, and/or major perspective of the library and information profession guides practice in diverse settings.
Outcome 1c:	Participate in professional activities and associations, such as professional conferences and meetings, internships and practicums, and professional email discussions and social media.
Student Learning Goal 2: Understand the essential nature of information and its relevance to our diverse society.	
Outcome 2a:	Describe various definitions and concepts of information.
Outcome 2b:	Explain the impact of information policies on intellectual freedom, access, literacy, information behavior, and other aspects of library and information science.
Outcome 2c:	Develop appropriate responses to assessed information needs within diverse communities/organizations.
Student Learning Goal 3: Navigate, curate, and create information across the spectrum of human records.	
Outcome 3a:	Design resources or tools that facilitate access to information.
Outcome 3b:	Utilize resources or tools to manage information.
Outcome 3c:	Evaluate resources or tools that manage and facilitate access to information.
Student Learning Goal 4: Synthesize theory and practice within a dynamic, evolving, and diverse information environment.	
Outcome 4a:	Apply library and information science theories, principles, and research to professional practice.
Outcome 4b:	Evaluate current and emerging technologies for information capture, organization, dissemination, access, and/or curation to meet the variety of information needs of diverse communities.
Outcome 4c:	Demonstrate teaching and learning principles in relation to professional practice.
Student Learning Goal 5: Effectively communicate and collaborate to deliver, market, and advocate for library and information services.	
Outcome 5a:	Apply marketing and/or advocacy principles to demonstrate and promote the value of libraries and information agencies.
Outcome 5b:	Demonstrate effective professional communication to achieve common understanding as an individual or in group settings.
Outcome 5c:	Demonstrate leadership principles in an educational, professional, or community context.

Written as student-centered learning outcomes, the SLGOs are measurable and are aligned with the ALA 1.2.1 Standards (Table I.7). These MLIS student learning goals and outcomes are operationalized largely through the curriculum and the learning objectives of the courses that comprise them. The scope of the curriculum addresses the essential character of the field of library and information science. The education and career backgrounds of the faculty, the aspirations of the students, and the external relationships pursued by the school express a strong affiliation to the knowledge, skills, and values of the field of library and information studies.

In brief, the Master of Library and Information Science (MLIS) degree program is designed to educate entry-level librarians and information specialists and, at the same time, to provide the educational foundations for lifelong professional development. Students may prepare for positions

in public, academic, school or special libraries, as well as information specialists in knowledge management, publishing, museums, cultural centers, government agencies, for-profit and not-for-profit companies, and community organizations.

As described in more detail in Chapter II, the MLIS curriculum is organized around a set of core courses required of all students. These courses, revised and updated in 2016-2017 with diverse input from LIS practitioners, cover foundational aspects of library and information science that are common to all types of work in the library and information professions. The program of study also includes a wide array of elective courses in library and information science and in related subject areas, which prepare the student for special fields of work across the profession.

Table I.7 Alignment of the MLIS Student Learning Goals and Outcomes to ALA Accreditation Standards I.2.1 – 8

ALA Accreditation Standard	SOIS Learning Goal Alignment	SOIS Learning Outcome Alignment	MLIS Required Core Course Alignment
Std I.2.1 The essential character of the field of library and information studies	Goal 1: Develop a professional identity and philosophy within the library and information professions	Outcome 1a. Describe the evolving nature of the core values and ethics within diverse information environments	Specifically addressed in 4 of the 5 core courses: 701, 703, 707, 708
	Goal 2: Understand the essential nature of information and its relevance to society	Outcome 1b. Demonstrate how a philosophy, theory, and/or major perspective of the library and information profession guides practice in diverse settings	
	Goal 3: Navigate, curate, and create information across the spectrum of human records	Outcome 5b. Demonstrate effective professional communication to achieve common understanding as an individual or in group settings	
	Goal 4: Synthesize theory and practice within a dynamic, evolving, and diverse information environment		
	Goal 5: Effectively communicate and collaborate to deliver, market, and advocate for library and information services		
Std I.2.2 The philosophy, principles, and ethics of the field	Goal 1: Develop a professional identity and philosophy within the library and information professions.	Outcome 1a. Describe the evolving nature of the core values and ethics within diverse information environments.	Specifically addressed in 4 of the 5 core courses: 701, 703, 707, 708
	Goal 2: Understand the essential nature of	Outcome 1b. Demonstrate how a philosophy, theory,	

ALA Accreditation Standard	SOIS Learning Goal Alignment	SOIS Learning Outcome Alignment	MLIS Required Core Course Alignment
	<p>information and its relevance to society.</p> <p>Goal 5: Effectively communicate and collaborate to deliver, market, and advocate for library and information services.</p>	<p>and/or major perspective of the library and information profession guides practice in diverse settings.</p>	
<p>Std I.2.3 Appropriate principles of specialization identified in applicable policy statements and documents of relevant professional organizations</p>	<p>Goal 1: Develop a professional identity and philosophy within the library and information professions.</p> <p>Goal 2: Understand the essential nature of information and its relevance to society.</p> <p>Goal 5: Effectively communicate and collaborate to deliver, market, and advocate for library and information services.</p>	<p>Outcome 1c. Participate in professional activities and associations, such as professional conferences and meetings, internships and practicums, and professional email discussions and social media.</p> <p>Outcome 2a. Describe various definitions and concepts of information.</p> <p>Outcome 4c. Demonstrate teaching and learning principles in relation to professional practice.</p> <p>Outcome 5c. Demonstrate leadership principles in an educational, professional, or community context.</p>	<p>Specifically addressed in 3 of the 5 core courses: 701, 702, 703, 707</p>
<p>Std I.2.4 The importance of research to the advancement of the field's knowledge base;</p>	<p>Goal 1: Develop a professional identity and philosophy within the library and information professions.</p> <p>Goal 2: Understand the essential nature of information and its relevance to society.</p> <p>Goal 4: Synthesize theory and practice within a dynamic, evolving, and diverse information environment.</p> <p>Goal 5: Effectively communicate and</p>	<p>Outcome 4a. Apply library and information science theories, principles, and research to professional practice.</p> <p>Outcome 4b. Evaluate current and emerging technologies for information capture, organization, dissemination, access, and/ or curation to meet the variety of information needs of diverse communities.</p> <p>Outcome 5a. Apply marketing and/or advocacy principles to demonstrate and promote the value of libraries and information agencies.</p>	<p>Specifically addressed in all 5 core courses: 701, 702, 703, 707, 708</p>

ALA Accreditation Standard	SOIS Learning Goal Alignment	SOIS Learning Outcome Alignment	MLIS Required Core Course Alignment
	collaborate to deliver, market, and advocate for library and information services.		
Std I.2.5 The symbiotic relationship of library and information studies with other fields	<p>Goal 1: Develop a professional identity and philosophy within the library and information professions.</p> <p>Goal 2: Understand the essential nature of information and its relevance to society.</p> <p>Goal 3: Navigate, curate and create information across the spectrum of human records.</p> <p>Goal 4: Synthesize theory and practice within a dynamic, evolving, and diverse information environment.</p> <p>Goal 5: Effectively communicate and collaborate to deliver, market, and advocate for library and information services.</p>	Outcome 1b. Demonstrate how a philosophy, theory, and/or major perspective of the library and information profession guides practice in diverse settings.	Specifically addressed in 4 of the 5 core courses: 701, 703, 707, 708
Std 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	<p>Goal 1: Develop a professional identity and philosophy within the library and information professions.</p> <p>Goal 2: Understand the essential nature of information and its relevance to society.</p> <p>Goal 3: Navigate, curate and create information across the spectrum of human records.</p> <p>Goal 4: Synthesize theory and practice within a</p>	<p>Outcome 2b. Explain the impact of information policies on intellectual freedom, access, literacy, information behavior, and other aspects of library and information science.</p> <p>Outcome 2c. Develop appropriate responses to assessed information needs within diverse communities/organizations.</p> <p>Outcome 4b. Evaluate current and emerging technologies for information capture, organization, dissemination, access, and/ or curation to meet the variety of</p>	Specifically addressed in 3 of the 5 core courses: 702, 703, 708

ALA Accreditation Standard	SOIS Learning Goal Alignment	SOIS Learning Outcome Alignment	MLIS Required Core Course Alignment
	<p>dynamic, evolving, and diverse information environment.</p> <p>Goal 5: Effectively communicate and collaborate to deliver, market, and advocate for library and information services.</p>	<p>information needs of diverse communities.</p>	
<p>Std I.2.7 The role of library and information services in a rapidly changing technological society;</p>	<p>Goal 1: Develop a professional identity and philosophy within the library and information professions.</p> <p>Goal 2: Understand the essential nature of information and its relevance to society.</p> <p>Goal 3: Navigate, curate and create information across the spectrum of human records.</p> <p>Goal 4: Synthesize theory and practice within a dynamic, evolving, and diverse information environment.</p> <p>Goal 5: Effectively communicate and collaborate to deliver, market, and advocate for library and information services.</p>	<p>Outcome 3a. Design resources or tools that facilitate access to information.</p> <p>Outcome 3b. Utilize resources or tools to manage information.</p> <p>Outcome 3c. Evaluate resources or tools that facilitate access to and manage information.</p>	<p>Specifically addressed in 4 of the 5 core courses: 701, 702, 703, 708</p>
<p>Std I.2.8 The needs of the constituencies that a program seeks to serve</p>	<p>Goal 1: Develop a professional identity and philosophy within the library and information professions.</p> <p>Goal 2: Understand the essential nature of information and its relevance to society.</p> <p>Goal 3: Navigate, curate and create information</p>	<p>Outcome 2c. Develop appropriate responses to assess information needs within diverse communities/organizations.</p>	<p>Specifically addressed in 3 of the 5 core courses: 702, 703, 708</p>

ALA Accreditation Standard	SOIS Learning Goal Alignment	SOIS Learning Outcome Alignment	MLIS Required Core Course Alignment
	<p>across the spectrum of human records.</p> <p>Goal 4: Synthesize theory and practice within a dynamic, evolving, and diverse information environment.</p> <p>Goal 5: Effectively communicate and collaborate to deliver, market, and advocate for library and information services.</p>		

As Table I.7 demonstrates, there is wide-spread alignment to each of the ALA content standards across the MLIS program. Examples from our course descriptions further illustrate how this content is addressed in various places across our curriculum.

Std I.2.1 The essential character of the field of library and information studies

Aligns to SOIS Learning Outcomes:

- 1a. Describe the evolving nature of the core values and ethics within diverse information environments.
- 1b. Demonstrate how a philosophy, theory, and/or major perspective of the library and information profession guides practice in diverse settings.
- 5b. Demonstrate effective professional communication to achieve common understanding as an individual or in group settings.

Course examples include: LIS 701 Core Values, Ethics, and Issues in the Library and Information Professions offers the most complete overview of the field, addressing a broad array of topics influencing information professionals and information seekers, including privacy, access, and censorship, and considers the role of the profession within a diverse and global context.

Std I.2.2 The philosophy, principles, and ethics of the field

Aligns to SOIS Learning Outcomes:

- Outcome 1a. Describe the evolving nature of the core values and ethics within diverse information environments.
- Outcome 1b. Demonstrate how a philosophy, theory, and/or major perspective of the library and information profession guides practice in diverse settings.

Course examples include: The philosophy, principles, and ethics of the information field are addressed in the SOIS core curriculum courses, with each focusing on course objective appropriate variation: LIS 701 Core Values, Ethics, and Issues in the Library and Information Professions, covering “ethics central to the library and information professions;” LIS 702 Facilitating User Learning and Information Needs, introducing user needs and philosophies of sharing information; LIS 703 Organization of Knowledge, detailing best practices and rationales for knowledge organization; LIS 707 Leadership, Marketing and Strategic Communication, addressing effective

internal and external communication in service of leadership and programming; and LIS 708 Evidence-Based Planning, Management, and Decision-Making, focusing on assessment and decision-making with a goal of demonstrating value to users and constituent groups.

Std I.2.3 Appropriate principles of specialization identified in applicable policy statements and documents of relevant professional organizations

Aligns to SOIS Learning Outcomes:

- *Outcome 1c. Participate in professional activities and associations, such as professional conferences and meetings, internships and practicums, and professional email discussions and social media.*
- *Outcome 2a. Describe various definitions and concepts of information.*
- *Outcome 4c. Demonstrate teaching and learning principles in relation to professional practice.*
- *Outcome 5c. Demonstrate leadership principles in an educational, professional, or community context.*

Course examples include: SOIS core courses provide students with introductions to a variety of library types (public, school, academic, and various special libraries) and the different users and information needs associated with each. As students progress through their chosen course of study into more advanced coursework, they engage with the specialized topics, theories, professional organizations, and practitioners in a given field. For example, LIS 702 Facilitating User Learning and Information Needs provides an overview of information needs, learning theories, and instructional approaches, while LIS 726 Learning Theories, Motivation, And Technology dives deeper into the topic with examination and application of theory and study of pertinent tools and resources, along with LIS 734 Learning Theories and Instructional Design. Students pursuing a SLMP licensure would build familiarity and competence in AASL standards and might further engage with professionals and organizations geared toward a specific age group (ALSC or YALSA).

Std I.2.4 The importance of research to the advancement of the field's knowledge base

Aligns to SOIS Learning Outcomes:

- *Outcome 4a. Apply library and information science theories, principles, and research to professional practice.*
- *Outcome 4b. Evaluate current and emerging technologies for information capture, organization, dissemination, access, and/ or curation to meet the variety of information needs of diverse communities.*
- *Outcome 5a. Apply marketing and/ or advocacy principles to demonstrate and promote the value of libraries and information agencies.*

Course examples include: SOIS core courses utilize current research in the field as introductory and informational text about various topics covered. LIS 708 Evidence-Based Planning, Management, and Decision-Making turns the student into researcher, introducing “research concepts, principles of research design, measurement, and qualitative and elementary quantitative data collection and analysis techniques commonly employed in library and information settings.” The coursework includes projects that specifically emphasize the design, planning, management, and assessment of research, as well as the use of the results in decision-making. For example, this required course includes the development and piloting of a survey project, including a literature review and final assessment of the process and results.

Std I.2.5 The symbiotic relationship of library and information studies with other fields

Aligns to SOIS Learning Outcomes:

- *Outcome 1b. Demonstrate how a philosophy, theory, and/ or major perspective of the library and information profession guides practice in diverse settings.*

Course examples include: The symbiotic relationship between library and information studies with other fields is most clearly illustrated in LIS 701 Core Values, Ethics, and Issues in the Library and Information Professions as students explore the “social, cultural, economic, and political factors that influence access to information” and learn to place the profession in context on a local, national, and global level. For example, students develop an assessment of the information profession in a particular community and the library’s role in supporting that community. As students study different branches of librarianship, the connections to fields such as education, health sciences, government, and business begin to develop.

Std 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

Aligns to SOIS Learning Outcomes:

- *Outcome 2b. Explain the impact of information policies on intellectual freedom, access, literacy, information behavior, and other aspects of library and information science.*
- *Outcome 2c. Develop appropriate responses to assessed information needs within diverse communities/organizations.*
- *Outcome 4b. Evaluate current and emerging technologies for information capture, organization, dissemination, access, and/or curation to meet the variety of information needs of diverse communities.*

Course examples include: The missions of SOIS and the University include a commitment to compassion, service, and inclusion that are woven through coursework at every level. For example, LIS 702 Facilitating User Learning and Information Needs investigates information seeking behaviors and the role that access, systems, and policy can play in people’s lives, and considers learning theories in relation to information literacy and fluency. LIS 703 Organization of Knowledge, in introducing systems of organizing information and materials, evaluates how these systems serve users, and in some ways can potentially restrict access. And LIS 708 Evidence-Based Planning, Management, and Decision-Making emphasizes the evaluation of library services toward measuring the value they bring to all users and constituent groups.

Std I.2.7 The role of library and information services in a rapidly changing technological society

Aligns to SOIS Learning Outcomes:

- *Outcome 3a. Design resources or tools that facilitate access to information.*
- *Outcome 3b. Utilize resources or tools to manage information.*
- *Outcome 3c. Evaluate resources or tools that facilitate access to and manage information.*

Course examples include: Each of the core courses explores the changing role of technology in a topically appropriate fashion. For example, LIS 701 Core Values, Ethics, and Issues in the Library and Information Professions includes issues of intellectual property, privacy, access, confidentiality of records; LIS 702 Facilitating User Learning and Information Needs examines information and program delivery in face-to-face and virtual settings, and the impact on learning and access within the community resulting from different deliveries. In addition to coursework, students are required to complete an e-Portfolio as a requirement for graduation. The e-Portfolio project requires all graduating students to prepare a synthesis of their work from the MLIS courses through the creation of a website unique to their e-Portfolio organization and presentation.

Std I.2.8 The needs of the constituencies that a program seeks to serve

Aligns to SOIS Learning Outcomes:

- *Outcome 2c. Develop appropriate responses to assess information needs within diverse communities/organizations.*

Course examples include: We seek to serve constituents including our students, employers, and patrons across all aspects of information organizations. The combination of our five broad learning goals, each supported by three specific learning outcomes, provides what we consider to be a solid grounding in professional competencies to prepare leaders in LIS careers and to meet the needs of these constituencies. Examples as described in Standards I.2.1 – I.2.7 include examples across our curriculum that serve to meet these needs.

I.3 Program goals and objectives incorporate the value of teaching and service to the field.

The value of teaching and service are deeply embedded in the SOIS, CASS and Dominican University as evidenced by the central role teaching and compassionate service appear in their aligned mission statements (see Figure I.1). Furthermore, SOIS expresses these values across its learning goals and outcomes. We provide these five examples in the SOIS SLGOs:

Table I.8 Learning Outcome examples focused on teaching and service

Learning Outcome	Teaching	Service
Outcome 1c: Participate in professional activities and associations, such as professional conferences and meetings, internships and practicums, and professional email discussions and social media.	✓	✓
Outcome 2b: Explain the impact of information policies on intellectual freedom, access, literacy, information behavior, and other aspects of library and information science.	✓	
Outcome 2c: Develop appropriate responses to assessed information needs within diverse communities/organizations.		✓
Outcome 4c. Demonstrate teaching and learning principles in relation to professional practice.	✓	
Outcome 5b: Demonstrate effective professional communication to achieve common understanding as an individual or in group settings.	✓	✓

The required and elective courses of the MLIS curriculum infuse the principles of teaching and service throughout as core values of the information professions. In addition, multiple experiential opportunities exist across the program for students to put the value of teaching and service into practice. Supervision in these experiential opportunities from our full time faculty ensures the expression of these values is a part of the student learning.

For example, in Spring 2021 SOIS reached out to the local community of Maywood to assist in the development of a digital archive highlighting the community’s cultural heritage. This digital archive has started with the archiving and preservation of the records of the family of the Chicago area Black Panther activist Fred Hampton, who grew up in Maywood and was assassinated in 1969. Professor Cecilia Salvatore met with Fred Hampton, Jr. and his mother, Akua Njeri, to discuss the partnership. In summer 2021, a graduate practicum student began to transcribe oral recordings from the archive. Work on this digital resource for Maywood has advanced with the awarding of a Wittenberg Fellowship to Professor Salvatore. Through the availability of resources from the

fellowship program, efforts are being made to enhance the partnership as part of the LIS 888 (Archives Fieldwork class). Students in this kind of work connect to the archive source material and with the community members as impactful community service.

Students in the Rebecca Crown Library Instruction Internship program, through a partnership with SOIS, work to create bibliographic instruction materials that are ultimately included in the library's web-based resources. In addition, these interns teach in the undergraduate library instruction required information sessions offered each semester.

In another collaboration between SOIS and a university unit, interns work in the university's McGreal Center for Dominican Order Archives to help preserve records from across the nation that are donated to the McGreal Center as the local order's archives close. Again, this work provides learning for the students within the context of service to religious orders which are disbanded due to diminished numbers and funding.

Students seeking their MLIS and their initial Illinois professional educator license in order to become school librarians complete course work and clinical practice that provide experiential learning and supervised practice under the auspices of the School Library Media Program. In LIS 773 School Libraries, students collaborate with school librarians to complete collection analyses and recommend purchases within a budget. Prior to clinical practice, students complete 100 hours of pre-clinical observations in at least four different school libraries. In LIS 820 Clinical Practice, students complete two 200-hour clinical practice placements, one at the elementary level and one at the secondary level.

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.

SOIS planning and assessment activities occur within the context of a university-wide strategic planning process that is comprehensive and ongoing. Continuous methods of internal and external evaluation are conducted, and the results are used to inform and improve the planning process. The evaluation methods are designed to involve and foster input from key constituent groups, each of which are explained below with examples of recent input and impact. These direct and indirect measures demonstrate how students, faculty, staff, employers, and alumnae/i are active participants in assessing our progress toward meeting our program goals and objectives.

The SLGOs are reviewed every three to five years in alignment (explained in more detail in Standard II) with our strategic planning process and our accreditation cycle (Table I.1). The [SLGOs are posted publicly on our SOIS website](#) and those aligned to each course are posted within the course syllabus for transparent communication to the students.

A complete description of the following input methods is described in the SOIS Continuous Improvement Assessment and Planning Inventory ([Appendix I.1](#)), including a description of the

measure's purpose, direct/indirect design, distribution frequency and its review method and participants. Copies of the instruments are included in [Appendix I.25](#).

Current Student Input Measures

SOIS student experience survey: This student survey collects student perceptions of the SOIS experience, including their satisfaction with the quality of instruction, course content, academic rigor, course scheduling/delivery and preparation for their professional goals. Students are asked to rate their satisfaction with SOIS and university services, facilities and faculty advising as well. The University distributes the proprietary, nationally normed *Student Satisfaction Inventory* (SSI) every three years and given the similarity of that instrument to the SOIS Student Experience Survey; we distribute the SOIS instrument only in those years leading up to our submission of the self-study so that we can gather additional input for the study process. The graduating student survey (see below) is administered every year, providing us with annual perception of student experiences.

Student focus groups and ad hoc solicitation of student input: To gather a more qualitative and focused perception of the student experience and needs, we conduct student small group structure interviews (focus groups) as particular strategic planning periods arise – or when other data collection methods reveal themes or areas of deeper investigation. For example, when earlier student experience survey and SSI survey data revealed slightly decreasing student satisfaction with advising experiences and a sense of SOIS community, we conducted a series of focus groups to gather a more robust understanding of student needs, perceptions, and interests.

Graduating student survey: The University's Office of Institutional Effectiveness distributes this survey at three times throughout every academic year to pending Spring, Summer and Fall semester graduates. The survey collects data on graduating students' use of and satisfaction with university services, perceptions of the academic experience, employment plans upon graduation, and general "net promoter" items regarding whether they'd return to Dominican if given the chance, and their recommendations of the DU experience overall. The survey includes an SOIS-specific question branching with items related to student perceived progress on the SOIS outcomes and experience.

Course evaluations: Using the CoursEval tool embedded in each course via Canvas, this end-of-term evaluation provides consistent and standardized student evaluation data about the effectiveness of course content, organization and assignments, faculty teaching effectiveness and engagement of students in relation to the course learning objectives. The evaluation includes an opportunity every semester for qualitative, narrative comments as well. Course evaluation data is shared with the individual faculty member and the School Director and the College Dean, who see data for all faculty within their respective units. As stated in the data collection inventory, the course evaluation data forms the basis for conversation with the faculty and Director for improvements to teaching and course organization. Course evaluation data is included in the faculty portfolio for tenure, promotion and post-tenure review as submitted to the Faculty Appointments Committee and the Post-Tenure Review Committee.

Graduate student needs assessment: A new tool facilitated by the Student Success and Engagement Division in 2020, this survey to all DU graduate students was administered to address the academic, financial, and personal support needs and challenges of our graduate population. These data were disaggregated by School to provide insights into School support strategies and processes. The Student Success and Engagement Division intends to distribute this assessment every 3 – 4 years.

ISSA representation: The ISSA president is invited to attend all SOIS Faculty Council meetings, providing a feedback loop of student input into the council – and council proceedings to be shared with the students.

Alumnae/i Input Measures

Alumnae/i follow-up survey: Distributed annually by the Office of Institutional Effectiveness to university graduates to assess employment status and graduates' perception of preparation and satisfaction with the Dominican experience overall.

Alumnae/i Council meetings: Led by the SOIS director, this council meets once per semester and provides insight from SOIS Alumnae/i Council members into trends and themes in the field, offers feedback on SOIS planning and developments, and keeps alumnae/i engaged in the activities of SOIS.

Employer and LIS Professionals Input Measures

Employer survey: Distributed every three to four years via an online survey to regional supervisory professionals in the LIS field to gather trends in new-employee skill needs. For those who have supervised SOIS graduates, the survey seeks their perception of SOIS graduate competence on skills, on the SOIS learning outcomes, and on the extent to which the SOIS serves the LIS employment demands.

Table Talks: This small group discussion format was launched in 2016 in response to our growing concern that online survey fatigue among LIS employers was resulting in low response rates. Additionally, we recognized that quantitative surveys weren't providing the deeper insights that can come from conversation, and faculty engagement with employers and other professionals would further foster relationships and connections to the field far beyond what more impersonal collection methods would offer.

SOIS Advisory Board: Similar to the SOIS Alumnae/i Council, this group meets once per semester and provides insight from various LIS professionals and industry leaders into trends and themes in the field, offering feedback on SOIS planning and developments, and keeps the professional community actively engaged in the progress of SOIS.

Faculty and Staff Input Measures

Faculty/staff program effectiveness survey: This survey is administered in accordance with our accreditation cycle every 6 years and serves to gather SOIS faculty and staff input into their perceived effectiveness of the organizational structure, leadership and processes of the School.

SOIS faculty committee structure/governance: While this is not a data collection method per se, we list it here as a key avenue through which our SOIS faculty have ongoing input and voice into the management and operations of the program curriculum, policy and processes. See Standard II and V for more detail on our organizational structure and process.

Review of institutional data: Ongoing access to and review of institutional (student) enrollment, progression and completion data is a critical input measure in our planning and systemic review processes. This data is accessed through the DU Analytics Portal, managed by the Office of Institutional Effectiveness, and populated by the university's business intelligence tool, Cognos. The SOIS Director is a Cognos license holder (along with the CASS Dean and Associate Dean), allowing

on-demand access dashboards and drill-through reports regarding student enrollment, progression and completion data, as well as faculty data.

Director evaluation: Every three years, led by the Dean, School Directors are evaluated on their leadership effectiveness. This evaluation is completed by the school full- and part-time faculty, staff as well as key administrators across the university with whom the Director interacts. The results of these evaluations are shared with the Director by the Dean for the Director’s growth, development and, if necessary, to inform the position renewal decision. In the 2021 SOIS Director evaluation, Kate Marek shared a summary of the results with the faculty and student community in SOIS.

Strategic Plan review sessions: In accordance with the SOIS strategic planning cycle, additional data gathering inputs are utilized on an as-needed basis if it is determined that the collection of the methods listed here are not sufficient to inform planning. Examples of this include OIE’s deeper dive into [labor market supply and demand data](#) populated by the Emsi Analyst tool and industry data provided by consultants used in the planning process.

Peer observation: Internal to CASS, faculty observe colleagues’ courses to provide peer-to-peer feedback using a rubric based on teaching criteria outlined in the Faculty Handbook. The Peer Observation Learning Community and peer observation process are detailed in the chapter for Standard 3: Faculty.

I.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.

As described in Standard I.4.1, the SOIS considers broad-based inputs into the evaluation of our program strategic goals, objectives, and student learning outcomes. The Continuous Improvement Assessment and Planning Inventory ([Appendix I.1](#)) explains how each of these direct and indirect measures are used cyclically. We document the evidence of our review and decision-making processes through committee and council minutes and the production of various program reports, including:

- [Faculty Council and Committee Minutes](#) (links to a summary task completion matrix)
- [Advisory Board Agendas](#)
- [ALA COA Biennial Narrative Reports](#)
- [ALA Dominican Trend Summary Annual Statistical Reporting](#)
- [SOIS Strategic Plan 2019-23 Tracking Sheet](#) (Objectives > Outcomes > Indicators)

By engaging in the reflection and planning for this accreditation self-study process, we determined that our documentation of the data and decision-making processes lived in too many disparate storage locations, (i.e., various folders on our internal university shared drives, cloud drives, etc.) making the shared accessibility to this evidence and actions an area for improvement. While we were confident we were documenting our committee work, planning and data review processes, we realized we were not fully satisfied with the “tracking mechanisms” we had to trace action items and completion of decisions made from our various reviews and governance structure.

We responded by creating a new Continuous Improvement site within our learning management system (Canvas) wherein a task completion matrix ([Appendix I.26](#)), noting all SOIS Faculty Council

discussions and decisions, could be easily found and referenced. The site also brings together in one place all committee documents, data measures and results and the strategic planning tracking sheet ([Appendix I.17](#)). Concurrently, the university embarked on a records management process that includes all units across campus, including SOIS, toward a cohesive effort to standardize record keeping best practices for the university. We realized this organizational tool was an excellent and needed mechanism to continue to add stability and consistency in a “one-stop shop” rather than in multiple sites.

I.6 The program demonstrates how the results of the evaluation are systematically used to improve the program and to plan for the future.

The review and use of data for program improvement and future planning is embedded in the governance structure and culture of SOIS – living by the institutional effectiveness value that there is no use collecting data unless we commit to using it for reflection and action. Evidence of this shared commitment appeared in the 2021 Faculty/Staff Program Effectiveness Survey results where 95% of the faculty and staff reported “effective systematic planning processes for program and school improvement processes” within the SOIS. Examples include a well-established timeline for annual Data Summits and Faculty Retreats, which facilitates the accomplishment of these plans for the future. This structure creates a feedback loop which systematically supports the consideration of information toward action. As evidenced by our consistent use of “table talks,” employer surveys and our advisory board’s active presence, we believe we have created a culture of listening and responding to signals in the field – which in turn is translated into our planning and improvements to curriculum and practice in the SOIS. Examples of this proactive – rather than reactive – systematic practice include our expanded curriculum, our School name change, and our embracing of the iSchool movement. Collectively, these efforts are keeping us poised to address the trends of the future.

The SOIS Faculty Council is ultimately responsible for making decisions based on the review of the variety of data collection methods that have been described throughout this Standard I narrative. Proposed action items are also initiated at the SOIS faculty committee level and move upwards to the SOIS Faculty Council, and where prescribed, to various university governance channels such as the University Curriculum Committee, the University Strategic Planning and Budget Committee, the Faculty Senate, and University Collegium. These various governance structures are described in more detail in Standards III and V.



Standard I: List of Appendices

[Appendix I.1: SOIS Continuous Improvement Planning and Assessment Inputs Inventory](#)

[Appendix I.2: SOIS 2015 - 2017 Bridge Plan](#)

[Appendix I.3: SOIS 2019 - 2023 Strategic Plan](#)

[Appendix I.4: Name change open letter and FAQ to students](#)

[Appendix I.5: Name change inputs compilation document](#)

[Appendix I.6: SOIS Faculty Council Minutes of 3.16.16 - approval of school name change](#)

[Appendix I.7: Presentation to faculty governance entities about school name change](#)

[Appendix I.8: Off the Shelf edition about school name change](#)

[Appendix I.9: Dominican Magazine Fall 2016 edition with SOIS name change article](#)

[Appendix I.10: University Academic Alignment Working Groups Summary Report](#)

[Appendix I.11: August 2018 SOIS Data Summit](#)

[Appendix I.12: Planning Meeting Minutes for Strategic Planning process 2018-19 \(January 7, 23 and February 27, 2019\)](#)

[Appendix I.13: University Strategic Plan: A World of Difference](#)

[Appendix I.14: College of Applied Social Sciences Strategic Plan](#)

[Appendix I.15: Faculty Council Minutes of April 2019 documenting approval of the SOIS Strategic Plan](#)

[Appendix I.16: Revised SOIS Faculty Committee structure 2019 approval](#)

[Appendix I.17: SOIS Strategic Plan Progress Tracking Document](#)

[Appendix 1.18: SOIS Faculty Data Discussions](#)

- [Data Discussion 2017](#)
- [Data Discussion 2018](#)
- [Data Discussion 2019](#)
- [Data Discussion 2020](#)
- [Data Discussion 2021](#)

[Appendix I.19: 2020-21 SOIS Faculty and Staff Program Effectiveness Survey](#)

[Appendix I.20: 2020 Student Focus Group Script and Follow-up Notes](#)

[Appendix I.21: Materials from June 2020 Faculty Development Retreat on Online Teaching](#)

- [Course Design](#)
- [Engagement](#)

[Appendix I.22: *Off the Shelf* Newsletter samples \(Winter 2020, Fall 2021, Winter 2022\)](#)

[Appendix I.23: SOIS Advisory Board Agendas](#)

- [Fall 2016](#)
- [Fall 2017](#)
- [Spring 2018](#)
- [Fall 2019](#)
- [Fall 2020](#)
- [Fall 2021](#)

[Appendix I.24: MLIS Student Learning Goals and Outcomes curriculum map \(courses aligned to SLGOs\)](#)

[Appendix I.25: Instruments on the Continuous Improvement Planning and Assessment Inventory](#)

[Appendix I.25a: Graduating Student Survey Instrument](#)

[Appendix I.25b: SOIS Student Experience Survey instrument](#)

[Appendix I.25c: Employer/LIS Professionals Survey Instrument](#)

[Appendix I.25d: Alumni Survey Instrument](#)

[Appendix I.25e: LIS Professionals Table talks Notes](#)

[Appendix 1.25f: SOIS Faculty and Staff Program Effectiveness Survey Instrument](#)

[Appendix I.26: SOIS Task Completion and Decision Matrix](#)

[Appendix I.27: SOIS Biennial Reports to COA](#)

[Appendix I.28: ALA Annual Statistical Reporting](#)



Standard II: Curriculum

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.

The School of Information Studies has planned, developed and implemented an MLIS curriculum that reflects the school's values and mission and is responsive to the needs of the constituents it serves and to the profession. The MLIS curriculum is grounded in the SOIS mission, which empowers professionals to connect individuals and communities to the world of information and learning with reason, compassion, and a commitment to service and radical inclusion. Furthermore, the mission statement provides the conceptual basis for the MLIS program's Student Learning Goals and Outcomes (Table II.1), which are articulated within the broad context of and emphasis on an abiding commitment to the information profession and its core values, leadership, global awareness, service, issues of diversity, equity and inclusion, social justice, and an attention to evolving technologies and media. All full time and part time faculty members teaching in the program are provided with the Required Syllabus Elements document ([Appendix II.1](#)) to ensure that their course objectives are consistent with the learning goals and outcomes of the MLIS degree. Each faculty member has mapped specific course learning objectives to the program's SLGOs ([Appendix II.2](#)).

The curriculum continues to evolve and be informed by the SOIS continuous improvement process, which includes multiple assessment inputs and faculty and student reflection on these data. An active faculty and staff committee structure supports the curricular planning and ongoing improvement to meet student needs and the changing nature of the field. The SOIS continuous improvement logic model (Figure II.1) illustrates the various assessment inputs, activities, and resulting outputs that comprise the curricular systematic planning process. The school's curriculum and its delivery have benefited from its location in metropolitan Chicago, where there is an extensive pool of talented individuals who are interested in and capable of teaching courses, providing program and policy recommendations on advisory boards, serving as guest lecturers, and supervising individual student learning experiences such as practicums, internships, and independent studies. With the proliferation of distance opportunities using Zoom and similar web conferencing technologies, we are now more able to include colleagues outside of Chicago in our SOIS teaching and learning community.

Figure II.1: SOIS Continuous Improvement logic model for curriculum revision process

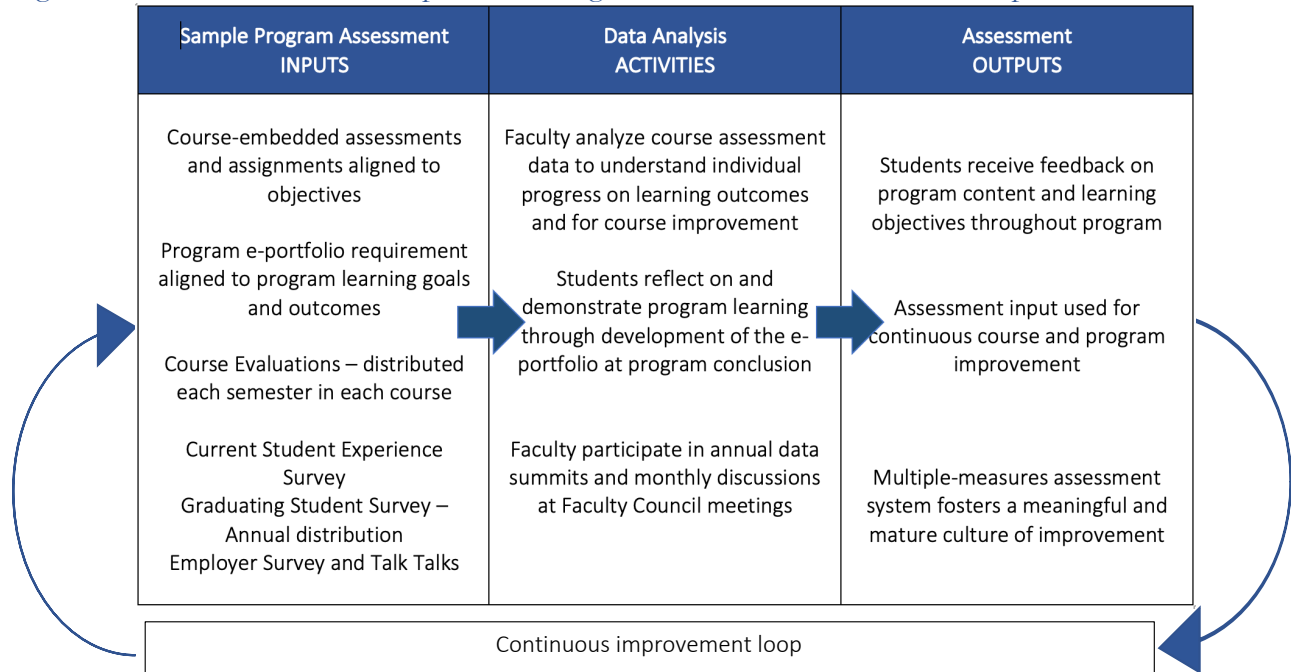


Table II.1 SOIS student learning goals and outcomes

Student Learning Goal 1: Develop a professional identity and philosophy within the library and information professions.	
Outcome 1a:	Describe the evolving nature of the core values and ethics within diverse information environments.
Outcome 1b:	Demonstrate how a philosophy, theory, model, and/or major perspective of the library and information profession guides practice in diverse settings.
Outcome 1c:	Participate in professional activities and associations, such as professional conferences and meetings, internships and practicums, and professional email discussions and social media.
Student Learning Goal 2: Understand the essential nature of information and its relevance to our diverse society.	
Outcome 2a:	Describe various definitions and concepts of information.
Outcome 2b:	Explain the impact of information policies on intellectual freedom, access, literacy, information behavior, and other aspects of library and information science.
Outcome 2c:	Develop appropriate responses to assessed information needs within diverse communities/organizations.
Student Learning Goal 3: Navigate, curate, and create information across the spectrum of human records.	
Outcome 3a:	Design resources or tools that facilitate access to information.
Outcome 3b:	Utilize resources or tools to manage information.
Outcome 3c:	Evaluate resources or tools that manage and facilitate access to information.
Student Learning Goal 4: Synthesize theory and practice within a dynamic, evolving, and diverse information environment.	

Outcome 4a:	Apply library and information science theories, principles, and research to professional practice.
Outcome 4b:	Evaluate current and emerging technologies for information capture, organization, dissemination, access, and/or curation to meet the variety of information needs of diverse communities.
Outcome 4c:	Demonstrate teaching and learning principles in relation to professional practice.
Student Learning Goal 5: Effectively communicate and collaborate to deliver, market, and advocate for library and information services.	
Outcome 5a:	Apply marketing and/or advocacy principles to demonstrate and promote the value of libraries and information agencies.
Outcome 5b:	Demonstrate effective professional communication to achieve common understanding as an individual or in group settings.
Outcome 5c:	Demonstrate leadership principles in an educational, professional, or community context.

The MLIS degree is awarded to students who have completed 36 credits of graduate study, including five required courses (15 credit hours) and a required technology course selected from among a variety of qualifying options. All 3 credit hour courses include 45 hours of instruction whether offered in a face-to-face or online delivery mode; special topic 1.5 credit hour courses follow the same contact-hour standard ratio. Students pursuing licensure and endorsement as school librarians in Illinois have additional course, assessment, and state content test requirements. Students may transfer 6 credit hours from another ALA-accredited MLIS program and may also select six credit hours as electives from other graduate programs at Dominican University (Table II.2).

Table II.2 Dominican University graduate degrees other than the SOIS MLIS

School or Program at DU	Degree with Eligible Transfer Electives
Borra College of Health Sciences	Master of Science in Nutrition
Brennan School of Business	Master of Business Administration
	Master of Science in Accounting
College of Applied Social Sciences	Master of Arts in Trauma-Informed Leadership
Continuing Studies Program	Master of Arts in Conflict Resolution
Rosary College of Arts and Sciences	Master of Science in Software Development
School of Education	Master of Arts in Teaching, Master of Arts in Education
School of Information Studies	Master of Arts in Youth Literature
	Master of Science in Information Management
	Master of Professional Studies
School of Social Work	Master of Social Work

Courses are offered in person, blended (where part of the delivery and coursework is online), and fully online. As with most higher education institutions and programs, Spring 2020 was a time of rapid pivoting to fully online course delivery due to the COVID-19 pandemic. This key immediate change in pedagogy went smoothly in SOIS due to our already existing range of course modalities as well as our faculty members being well prepared to teach online. Nevertheless, the pandemic presented challenges in our MLIS program delivery, as many of the students had selected our program for the face-to-face experience and we were concerned about students experiencing a loss of connection within their classes. Dominican University as a whole committed extensive resources in Summer 2020 for infrastructure and faculty development towards vastly increased remote

learning, with issues of student engagement and community as a key part of the faculty development design. Beginning in Fall 2021 and carefully within university COVID-19 safety protocols, SOIS began reintroducing face-to-face courses with the intention to implement a thoughtful mix of modalities in line with shifting student interest and increasing options and capabilities with remote course delivery.

Our MLIS curriculum is enhanced through our School’s other information studies programs, with the latest addition our Master of Arts in Youth Literature (MAYL). Reflective of our process with the earlier introductions of the Master of Science in Information Management (MSIM) and undergraduate Informatics degree programs, the new courses developed for the MAYL are available to our MLIS students, some through cross-listing and some through approved electives. Within this concept of course sharing, we follow the standard rule of six credits from other programs being accepted as MLIS credits when approved by the student’s advisor and by the school director, according to the student’s area of curricular study. PhD-level courses are available to MLIS students who have been accepted to the Accelerated MLIS/PhD program. Our long-standing Master of Professional Studies (MPS) is designed as a second master’s degree for students who are seeking ongoing, broader-based studies towards continuing professional development and career enhancement.

Table II.3 Programs offered in the SOIS

Undergraduate	Informatics
BS	Bachelor of Science in Informatics
BAS	Bachelor of Applied Science in Informatics
Master’s	
MLIS	Master of Library and Information Science (LIS)
MAYL	Master of Arts in Youth Literature
MPS	Master of Professional Studies
MSIM	Master of Science in Information Management (IM)
Doctorate	
PhD	PhD in Information Studies, with concentrations in LIS and IM

In brief, the MLIS curriculum reflects a service-oriented philosophy that seeks to cultivate leaders in the library and information science professions who will have a positive impact on their service communities. The degree is designed to educate and inspire entry-level librarians and information specialists while providing the foundations for lifelong professional development, with a commitment to diversity, equity, and social justice. The curriculum consists of a range of courses and delivery modes to prepare students for professional responsibilities across a spectrum of library, media, information centers, and consultancies.

Foundational Coursework

2016 - 2017 Core Curriculum Review

During academic year 2016-2017, SOIS focused on the MLIS core curriculum review and revision. Our broad goals for a curriculum review were to examine our required courses for currency and relevance, to look at our graduates’ e-Portfolio project for greater clarity for students and for program assessment, and to consider how best to design technology requirements for all students and across the full curriculum. We focused on maintaining an MLIS curriculum that is strong in the core values and ethics of the profession while also reflecting on the rapid changes in LIS. These

signals (the importance of core values, service, and ethics to MLIS incoming professionals and the ongoing transformative changes in technology and society) were consistent threads from employer and alumnae/i survey data and from the LIS literature that was reviewed in our process.

Our curriculum review process was led by a Curriculum Review Task Force (CRTF), consisting of faculty members Karen Brown, Christopher Stewart, and Karen Snow. When Christopher Stewart left Dominican in January 2017, the CRTF continued with Brown and Snow. The Core Review process formally began with our August 2016 retreat. At that meeting we reviewed some of the material from the previous spring, where we identified specific areas of interest in curricular innovations. We also reviewed and reaffirmed our Student Learning Goals and Outcomes; we tweaked some of the language for greater clarity, but the essence of the SLGOs remained unchanged. As a final step before finalizing the language of the revised SLGOs, we discussed student feedback received from an open call to students for comments via an email invitation from the SOIS Director ([Appendix II.3](#)).

Ongoing steps in the curriculum review process included monthly faculty meetings devoted specifically to curriculum review, a questionnaire to our own faculty regarding strengths and opportunities, involvement from our alumnae/i and professional communities through questionnaires and focus groups and a draft of new required course titles and topics for faculty response. The SOIS Information Technology Committee contributed a summary of technology courses in other ALA Accredited MLIS programs, which ultimately became a key resource in developing the new required technology course within the core ([Appendix II.4](#)). The CRTF created a Canvas course to provide storage of and access to documents and discussion throughout the process.

The CRTF compiled all inputs and made recommendations to the faculty in March of 2017, with a final vote on the new required courses at the following month’s Council meeting. Academic year 2017-2018 was used to develop course descriptions, course learning goals and outcomes, common signature assessments and rubrics for two of the new required courses, and any suggested faculty development associated with the new courses.

Table II.4 Core curriculum revision steps

Date	Constituents	Activity and Process
August 2016	Core Review Task Force (CRTF)	Process design
August 2016	SOIS Faculty	Process review and discussion
August 2016	SOIS Faculty	Review of SLGOs
August 2016	SOIS Students	Call for input on SLGOs
Fall 2016	CRTF	Created a Canvas course for document posting and faculty discussion
Fall 2016	SOIS Faculty, compiled by CRTF	Scan of MLIS curricula from ALA accredited programs
Fall 2016	SOIS Faculty (Designed by CRTF)	Individual faculty interviews by Karen Brown and Karen Snow with our SOIS faculty
Fall 2016	SOIS Faculty	Review of readings and inputs
Fall 2016	External community (Adjuncts, Employers, Alumnae/i)	Survey with checklist, content rankings, and comment boxes
Fall 2016	SOIS Faculty, Survey designed and executed by CRTF	Survey with guiding questions for faculty re: curriculum strengths and areas for growth

Date	Constituents	Activity and Process
December 2016	SOIS Alumnae/i Council and SOIS Advisory Board	Discussion and input regarding skills and dispositions needed by incoming professionals
January 2017	Students	Call for SLGO comments
January 2017	CRFT	MLIS Core draft
January - February 2017	SOIS IT Committee	Scan of MLIS programs' technology requirements
February 2017	External community: Adjuncts, Alumnae/i, Employers	Focus groups
March - April 2017	SOIS Faculty	Approval of new core course list
August 2017	SOIS Faculty	Annual Data Summit and Retreat (Appendix I.18)
December 2017	SOIS Faculty	MLIS Core Curriculum course outcomes and descriptions
Spring 2018	SOIS Assessment Committee	Signature Assessment Design; Rubrics for LIS 701 and LIS 707
August 2018 (and Rev. January 2019)	SOIS Director to Students	FAQ – New required courses and core curriculum mapping table
Fall 2018	LIS 701 Faculty	Signature assessment implementation
Spring 2019	LIS 707 Faculty	Signature assessment implementation

Summary of Core Course Changes

Our existing required curriculum areas of introduction to LIS, reference, cataloging, and management were reviewed for current needs and trends in the LIS professions using the inputs listed above.

- The introductory course LIS 701 was renamed from Introduction to Library and Information Science to Core Values, Ethics, and Issues in the Library and Information Professions. This rebranding of the foundations course highlights the importance we place on the values and ethics of the information profession, and how those are applied throughout contemporary issues in society.
- The reference course now puts an emphasis beyond traditional reference on information literacy instruction as well as information seeking behaviors and information searching, as reflected in its title: LIS 702 Facilitating User Learning and Information Needs.
- LIS 707 Leadership, Marketing, and Strategic Communication is a new course that focuses on design thinking, leadership, and strategic communication as is indicated by its title. LIS 770 Management of Libraries and Information Services was replaced as a required course by the new LIS 707 but retained as an elective option upon faculty review in December 2021.
- Another completely new required course, LIS 708 Evidenced Based Planning, Management, and Decision Making was added to the core, along with an overview technology course, LIS 709 Technology for the Library and Information Professions. Students have the option of substituting LIS 709 with a higher-level technology course, in consultation with their advisor and specific to their area of interest.
- Some older courses became outdated and/or obsolete with the core revisions and were removed from the course listing, in particular LIS 704 Reference and Online Services (replaced by the new LIS 702).
- All the new course learning goals and outcomes were aligned with the SOIS Student Learning Goals and Outcomes ([Appendix II.2](#)).

In sum, the new core, required courses as approved include:

- LIS 701 Core Values, Ethics, and Issues in the Library and Information Professions
- LIS 702 Facilitating User Learning and Information Needs
- LIS 703 Organization of Knowledge
- LIS 707 Leadership, Marketing, and Strategic Communication
- LIS 708 Evidence-Based Planning, Management, And Decision-Making
- LIS 709 Foundations of Technology

At the completion of the core course changes, an FAQ-New Required Courses document ([Appendix II.5](#)) helping the students identify their requirements based on date of entry into the MLIS program was available online to all students and used by our MLIS advisors and by the DU Registrar’s office during graduation audits for MLIS graduates, adjusting requirements depending on the time of their entry into the program.

Student Learning Goals and Outcomes

We continue a regular review of our MLIS Student Learning Goals and Outcomes to add any needed revisions or clarification to the language in response to feedback from students approaching their e-Portfolio projects. This student feedback is consistently useful to the faculty in identifying language in the SLGOs that may be unclear. As noted above, a review of SLGOs was included in the 2016-2017 Core Curriculum Review. In Fall of 2018, this annual process resulted in two minor changes in language toward an overall improvement in clarity. The tweaked SLGOs were implemented in January 2019 ([Appendix II.6](#)).

A more significant revision of the SLGOs took place in Spring 2021 in conjunction with the ongoing review of e-Portfolio data, where the faculty agreed that the e-Portfolio assessment should have a tighter alignment to all MLIS student learning goals and outcomes. Previous to the revision, e-Portfolio students were required to select 15 artifacts demonstrating their learning from the 20 total learning outcomes, which the faculty agreed left gaps in the full assessment process. While allowing students to select and provide artifacts from a portion of the SLGOs provided for some efficiency in the overall process, as well as enhanced student reflection to some extent, the result was overall ambiguity regarding student achievement on those learning goals not selected by students for demonstration of learning. A proposal from the SOIS director to the Curriculum Committee advanced to the full faculty, and upon approval initiated a period of SLGO discussion and revision ([Appendix II.7](#)). The newly revised SLGO evidence requirement in the e-Portfolio took effect in Fall 2021. Requiring students to provide artifacts for each of the 15 learning outcomes is improving our ability as a program to assess student achievement across all aspects of our stated learning goals and outcomes for that program. A SLGO MLIS mapping crosswalk document provided faculty and students a key for the transition ([Appendix II.8](#)).

The learning goals and outcomes are addressed across the core courses as demonstrated here:

Table II.5 MLIS SLGOs addressed across the core curriculum

Student Learning Goal 1: Develop a professional identity and philosophy within the library and information professions.		
Outcome 1a:	Describe the evolving nature of the core values and ethics within diverse information environments.	Addressed in LIS core courses: 701, 703, 707, 708
Outcome 1b:	Demonstrate how a philosophy, theory, model, and/or major perspective of the library and	Addressed in LIS core courses: 701, 703, 707, 708

	information profession guides practice in diverse settings.	
Outcome 1c:	Participate in professional activities and associations, such as professional conferences and meetings, internships and practicums, and professional email discussions and social media.	Addressed in LIS core courses: 701, 707
Student Learning Goal 2: Understand the essential nature of information and its relevance to our diverse society.		
Outcome 2a:	Describe various definitions and concepts of information.	Addressed in LIS core courses: 701, 702, 703, 709
Outcome 2b:	Explain the impact of information policies on intellectual freedom, access, literacy, information behavior, and other aspects of library and information science.	Addressed in LIS core courses: 701, 703, 709
Outcome 2c:	Develop appropriate responses to assessed information needs within diverse communities/organizations.	Addressed in LIS core courses: 701, 702, 703, 708, 709
Student Learning Goal 3: Navigate, curate, and create information across the spectrum of human records.		
Outcome 3a:	Design resources or tools that facilitate access to information.	Addressed in LIS core courses: 701, 702, 703, 708, 709
Outcome 3b:	Utilize resources or tools to manage information.	Addressed in LIS core courses: 701, 703, 708, 709
Outcome 3c:	Evaluate resources or tools that manage and facilitate access to information.	Addressed in LIS core courses: 701, 702, 703, 708, 709
Student Learning Goal 4: Synthesize theory and practice within a dynamic, evolving, and diverse information environment.		
Outcome 4a:	Apply library and information science theories, principles, and research to professional practice.	Addressed in LIS core courses: 702, 703, 707, 708, 709
Outcome 4b:	Evaluate current and emerging technologies for information capture, organization, dissemination, access, and/or curation to meet the variety of information needs of diverse communities.	Addressed in LIS core courses: 702, 703, 708, 709
Outcome 4c:	Demonstrate teaching and learning principles in relation to professional practice.	Addressed in LIS core courses: 702, 707
Student Learning Goal 5: Effectively communicate and collaborate to deliver, market, and advocate for library and information services.		
Outcome 5a:	Apply marketing and/or advocacy principles to demonstrate and promote the value of libraries and information agencies.	Addressed in LIS core courses: 701, 707, 708
Outcome 5b:	Demonstrate effective professional communication to achieve common understanding as an individual or in group settings.	Addressed in LIS core courses: 701, 707, 708
Outcome 5c:	Demonstrate leadership principles in an educational, professional, or community context.	Addressed in LIS core courses: 701, 707

Elective Coursework

The remaining 18 credit hours in the degree program are selected by the students according to their own areas of interest and in consultation with their faculty advisor. Course descriptions are accessible from the [program website](#). The MLIS course rotation schedule indicates the rotation by semester for each course and is available to students on the [program website](#). Using the optional MLIS Degree Advising Worksheet ([Appendix II.9](#)), students may plan their entire course of study at the beginning of their program; a regular exercise for students in LIS 701 is to use the course guide and the course descriptions to draft a proposed course of study, giving each student a structured opportunity to review the full course list and make some initial decisions about their program plan. However, students' interests frequently change as they move through their courses, so the assignment in LIS 701 serves only as an early exploration and draft for the student. Another potential change in student planning occurs when the course rotation is modified because of low enrollment, as the university requires a minimum of seven students registered in a course for it to run. In these situations, the director reviews the situation before canceling the course and makes adjustments and exceptions depending on registered students' needs. When possible, the course shifts to a Directed Study format, which is the university's classification for low enrollment courses delivered to enable students' ongoing progress.

Our MLIS curriculum is also enhanced through our school's other programs, with the latest addition our Master of Arts in Youth Literature (MAYL). Reflective of our process with the earlier introductions of the Master of Science in Information Management (MSIM) and undergraduate Informatics programs, the new courses developed for the MAYL are available to our MLIS students, some through cross-listing and some through up to six credits of approved electives.

Another option for SOIS students to expand their course of study is through selecting up to six semester hours of graduate credit in other disciplines at Dominican University, which may be applied as electives toward the MLIS degree. Such courses require approval from the SOIS director, upon recommendation by the student's faculty advisor. Examples include MCR 601 Mediation Skills Training from the Master of Conflict Resolution program, and MATI 601 Trauma Informed Care. Table II.2 lists the other degree options from which these potential electives can be selected.

Practicum, Independent Study and Experiential Learning Coursework

In addition to the courses listed in the catalog and the special topics courses, students can create highly individualized learning experiences with independent studies and practicums. Independent studies and practicums are designed to help students meet their specific needs and provide experiential opportunities.

The SOIS independent study course (LIS 801) allows students to pursue research projects based on their own intellectual curiosity as directed and supervised by an SOIS faculty member. Students are responsible for developing an agenda, a set of readings, and the deliverables, all of which are approved by the supervising faculty. Students must have a proven record of scholarship as indicated by a grade point average of 3.3 or above and a sufficient background to work independently. In addition, students must have completed 24 credit hours including LIS 701, LIS 702, LIS 703, LIS 707, and LIS 708. Consent of the instructor and the director is required before registration. A maximum of 6 credit hours of independent study is allowed.

Students have done challenging and innovative work as part of their independent studies. For example, one student, a returning student working on a Certificate in Archives and Cultural Heritage Resources and Services, studied metadata for curating and archiving research data using the Digital

Curation Profiles developed by Purdue University and the University of Illinois at Champaign-Urbana and funded by IMLS. (MLIS certificates are described in Standard II.3.)

The objective of the SOIS practicum course (LIS 799) is to provide students with an opportunity to gain practical experience in a real-world setting by applying principles learned in graduate study. It is a supervised student fieldwork experience for either 1.5 or 3 credit hours in an approved library, archive, or information center under the direction of a full-time SOIS faculty member as instructor and an on-site supervisor who holds an MLIS or comparable graduate degree relevant to the host organization. Note that the faculty member (“practicum instructor”) is not necessarily the same person as the student’s degree advisor, although it can be. Approvals for the practicum go through the faculty member who is supervising and thus instructing the LIS 799 course rather than the student’s degree advisor. Students currently employed in a library may do a practicum at that same library with the SOIS director’s approval, and provided it is in a different department or area of specialized service in order to ensure additional learning and professional preparation for that student.

The 1.5 credit hour practicum requires a minimum of 60 hours of work at the practicum site during the semester. The 3-credit hour practicum requires a minimum of 120 hours work onsite (approximately 10 hours per week for 12 weeks). Individual hours and work schedules are decided between the student and library site supervisor; remote work is acceptable as agreed upon by the student, the faculty member, and the site supervisor. The library supervisor, the faculty practicum instructor, and the student meet periodically (face-to-face or virtually) to review the student’s performance and progress.

A practicum experience allows students to experience the professional world, observe a variety of role models within the profession, apply and assess their own skills in a real world setting and receive professional input and feedback about their performance, and to integrate theory and practice while examining their assumptions about their profession. In addition, the practicum provides valuable opportunities for mentorship and networking. Examples include:

- A student did a practicum at the Morton Arboretum’s Sterling Morton Library, where she scanned, cataloged, and created metadata for archival records related to the life sciences in the library’s collection.
- Several students have done remote, paid practicums for the Allied Vaughn content management services company, where they learned about digital rights management and data extraction.
- Students doing practicums at the Skokie Public Library work closely with mentor librarians on projects in various library departments, and attend staff meetings, lead community events, and shadow reference librarians.
- A student did practicum work in the McGreal Center for Dominican Historical Studies, where she assisted in the development of an oral history project; another practicum student in the McGreal Center contributed to the Sacred Spaces Architecture Project, where she assisted in the development of video and panoramic tours using digital photographs of threatened and closed churches and other sacred spaces.
- In summer 2020, a student doing a practicum in a public library helped the library pivot to virtual programming, staffing the virtual summer reading program help desk among other active contributions, both virtual and distanced in-person. Her final project was the Jurassic Drive-Thru, a large-scale outdoor event with stations in the library parking lot, where the

student did multiple mini-programs for attendees via microphone. Family participation in the program exceeded two hundred cars.

Similar to practicums, but not associated with course credit, SOIS partners with other units in the university toward professional experience. For example, in 2021, the Division of Information Technology partnered with the School of Information Studies to create a course-to-internship program for students interested in a Records Management/Information Governance (RM/IG) career. In the internship setting, a student who had completed the LIS 886 Records and Information Management course, supervised by the university CIO, assisted in many RM/IG functions at the university. The student's duties in the paid internship included but were not limited to record inventories, creating a records retention schedule, evaluating archival software, creating needs analyses for departments, and practicing records and information related interviews. The first intern, hired in 2021, was then hired at graduation by a law firm in Denver, Colorado, to serve as a records manager.

MLIS e-Portfolio

The SOIS MLIS curriculum builds toward and culminates in a project that must be submitted by all MLIS students during the semester they apply for graduation: the e-Portfolio. The e-Portfolio is intended to be a digital showcase that samples what each MLIS student learned and achieved in the program in alignment with the stated program learning goals and outcomes. The e-Portfolio is not taken for course credit, but students must complete and receive a passing grade (no fewer than 75 points out of a possible 100) to graduate from the program. The e-Portfolio guidelines and rubric are available on the [SOIS intranet student site](#).

In this culminating experience, students build a web-based digital portfolio that compiles evidence artifacts (i.e., assignments, project work, assessments) from their course-level experiences in the program that demonstrate alignment and mastery to the MLIS program Student Learning Goals and Outcomes and write reflective statements for each artifact, describing how it demonstrates alignment on a specific outcome. In addition, students must include a current resume and a comprehensive reflective essay of 2000-2500 words. In the essay, students are encouraged to reflect deeply on their MLIS journey and provide context for the materials included in the e-Portfolio.

Students are required to demonstrate achievement of all five Student Learning Goals through providing artifacts for each of the three learning outcomes within each learning goal. The guidelines for the e-Portfolio build in flexibility so that a student's presentation of artifacts matches their individual academic preparation and career focus. Students are encouraged to choose artifacts that best demonstrate and document the achievement of each learning outcome, and their explanation of the choice becomes an aspect of their written learning reflection.

In Spring 2022, a Bridge-to-Career module was added to the e-Portfolio Canvas course in response to faculty awareness that students needed additional support to complete their required resume submission, a stated element within the e-Portfolio outline and rubric. Several short videos (Resume, Cover Letter, Job Search Tips, and Interview Tips) are now included as part of the e-Portfolio completion process; students watch each of the short videos and successfully complete the embedded quizzes for each. Successful completion of these Bridge-to-Career module quizzes is a required component of each graduate's e-Portfolio requirement.

From the student perspective, the e-Portfolio becomes a culminating experience where they reflect on their learning within the framework of the SOIS Student Learning Goals and Outcomes,

indicating broad professional preparation. From the program perspective, this activity provides a strong assessment tool for faculty review and reflection. Each student's e-Portfolio is graded by their MLIS faculty advisor, giving the advisor an effective glimpse at the student level and then at the aggregate level for all their advisees, enabling faculty to bring these impressions to the annual August Data Summit faculty retreat for conversation within the context of the full e-Portfolio data review and summary ([Appendix II.10](#)).

Examples of student e-Portfolios from Spring and Summer 2022, included here with permission:

- Jordan Calabrese: <https://jordancalabrese.weebly.com/>
- Angelica Hernandez: <https://ahernandezportfolio.com/>
- Hayley Rightnowar: <https://hayleyrightnowar.weebly.com/>
- Carrie Vacon: <https://cavcv.weebly.com/>
- Grace Watylyk: <https://gracemliseportfolio.weebly.com/>

The overall MLIS curriculum has remained stable, with regular, ongoing course revisions and the introduction of special topics courses as new issues arise. In academic years 2020-21 and 2021-22, one of our areas of focus was to examine our teaching practices and our syllabi through a diversity, equity, inclusion, and justice lens ([Appendix II.11](#)). Our work will culminate with syllabi edits across all areas of specialty. The revised core curriculum we introduced in 2018 continues to function well as MLIS professional preparation for our students.

In sum, the SOIS curriculum combines tradition and technology in a best practices approach that ensures optimum preparation of individual students for positions in a wide spectrum of established and emerging library, information, knowledge, and media contexts. Current data suggest that 86% of all MLIS graduates are employed either full- or part-time in the library and information science field. See Standard IV for further detail on these employment outcomes. These students bring a wealth of real-world experiences and relevant perspectives to the classroom, which, combined with the energy and idealism of their classmates, creates a dynamic interchange among students and professors within both the physical and virtual classrooms.

Review of Courses for Elimination and Revision

Review of courses for elimination from the university bulletin and the MLIS is also a part of an ongoing SOIS workflow. Faculty members may suggest course title and course description revisions at any time; this occurs most frequently at the time of course assignments for the upcoming semester and subsequent teaching preparation. In addition, courses are reviewed by the director and by the faculty within the context of enrollments over time, and subsequent frequency of offering, as a regular evolutionary curriculum process for disciplinary currency and curriculum efficiency.

Recommendations for changes and for course eliminations go first to the SOIS Curriculum Committee, which then makes recommendations to the Faculty Council for discussion and approval. Course offerings over time are also analyzed as described above, with formal eliminations following the same Curriculum Committee-to-Council recommendation process. In addition to course eliminations due to replacement or extensive revision, courses are eliminated from the catalog due to persistent patterns of low enrollment and thus eliminated for efficiency in the curriculum. Content from the eliminated courses may be absorbed into other courses; in some cases, courses specific to one area of LIS specialty (such as law librarianship), can be replaced for an interested student through an independent study or a practicum in a relevant organization or department.

Table II.6 Course changes over the accreditation period

Courses New to the MLIS Curriculum Since 2015	Purpose or rationale for the change
LIS 702 Facilitating User Learning and Information Needs	Replaced core course LIS 704 to expand emphasis on user information seeking and instruction.
LIS 707 Leadership, Marketing, and Strategic Communication	Replaced the LIS 770 management requirement to expand emphasis on design thinking and advocacy.
LIS 708 Evidence Based Planning, Management, and Decision Making	Added to the LIS core to include students' experience with institutional research, data collection, and data usage.
LIS 709 Foundations of Technology	New required course to ensure baseline technology expertise for all graduates; students may take this or an approved more advanced technology course.
LIS 732 Introduction to Critical Race Information Theory	Curriculum innovation and currency
LIS 742 Human Computer Interaction	Curriculum innovation and currency
LIS 757 Digital Asset Management	Curriculum innovation and currency
LIS 762 Critical Race Information Theory: Power of the Capture Moment	Curriculum innovation and currency
LIS 783 Digital Humanities	Curriculum innovation and currency
LIS 794 Health Informatics	Curriculum innovation and currency
LIS 820 Clinical Practice	Illinois State Education requirement shift
Courses with Name and/or Description Changes Since 2015	Purpose or rationale for the change
LIS 701 Core Values, Ethics, and Issues in the Library and Information Professions	Revised and updated as part of the core review
LIS 711 History of the Text: Early Books and Manuscripts up to the Printing Press	Disciplinary focus update
LIS 730 Cataloging and Classification	Disciplinary focus update
LIS 754 Systems Analysis and Design	Course redesign to update content
LIS 761 Marketing and Public Relations	Disciplinary focus update
Courses Deleted from the MLIS Course Rotation Since 2015	Purpose or rationale for the change
LIS 704 Reference and Information Sources	Replaced by LIS 702 Facilitating User Learning and Information Needs
LIS 716 Leadership and Strategic Communication	Included in new LIS 707 Leadership, Marketing, and Strategic Communication
LIS 726 Learning Theories, Motivation, and Technology	Replaced by new redesigned course: LIS 734 Learning Theories and Instructional Designs
LIS 729 Clinical Practice II	Combined with new LIS 820 Clinical Practice
LIS 731 Subject Analysis	Content combined with LIS 730 Cataloging and Classification
LIS 732 Indexing and Abstracting	Curriculum efficiency
LIS 737 Library and Data Management Systems	Curriculum efficiency
LIS 744 Government Information Resources	Curriculum efficiency
LIS 752 Networks	Curriculum efficiency
LIS 769 Research Methods	Curriculum efficiency
LIS 774 Special Libraries	Curriculum efficiency

LIS 778 Theological Librarianship	Curriculum efficiency
LIS 785 Information Ethics	Curriculum efficiency
LIS 787 Legal Information Sources	Curriculum efficiency
LIS 788 Law Librarianship	Curriculum efficiency
LIS 793 Assessment of Programs, Services, and Organizational Practices	Moved content to LIS 708 Evidence Based Planning, Management, and Decision Making
LIS 845 Data Librarianship	Curriculum efficiency

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.

The MLIS core courses described in II.1 provide a critical foundation to demonstrate that the curriculum prepares MLIS students in the ALA curriculum standards II.2. The core courses (LIS 701, 702, 703, 708, and 709) provide a critical foundation to ensure all MLIS students meet the ALA Curriculum Standards defined in II.2, and the wide variety of elective courses promote student learning along II.2 as well.

Tables below illustrate:

- Alignment of SOIS Program Learning Goals and Outcomes to the six ALA Accreditation Standard II components
- Alignment of MLIS Courses to ALA Standard II.2
- Selected examples of course-embedded activities and assessments that support learning outcomes aligned to Standard II.2.1-6

Table II.7: Alignment of SOIS Program Learning Goals and Outcomes to ALA Standard II

SOIS Learning Goals and Outcomes		Std II.2.1	Std II.2.2	Std II.2.3	Std II.2.4	Std II.2.5	Std II.2.6
Student Learning Goal 1: Develop a professional identity and philosophy within the library and information professions.							
Outcome 1a:	Describe the evolving nature of the core values and ethics within diverse information environments.	✓	✓		✓	✓	✓
Outcome 1b:	Demonstrate how a philosophy, theory, model, and/or major perspective of the library and information profession guides practice in diverse settings.	✓	✓		✓	✓	✓
Outcome 1c:	Participate in professional activities and associations, such as professional conferences and meetings, internships and practicums, and professional email discussions and social media.	✓	✓			✓	✓
Student Learning Goal 2: Understand the essential nature of information and its relevance to our diverse society.							
Outcome 2a:	Describe various definitions and concepts of information.		✓		✓	✓	
Outcome 2b:	Explain the impact of information policies on intellectual freedom, access, literacy, information behavior, and other aspects of library and information science.	✓	✓		✓	✓	✓
Outcome 2c:	Develop appropriate responses to assessed information needs within diverse communities/organizations.	✓		✓	✓	✓	
Student Learning Goal 3: Navigate, curate, and create information across the spectrum of human records.							
Outcome 3a:	Design resources or tools that facilitate access to information.	✓	✓	✓	✓	✓	✓
Outcome 3b:	Utilize resources or tools to manage information.	✓	✓	✓	✓	✓	✓
Outcome 3c:	Evaluate resources or tools that manage and facilitate access to information.	✓	✓	✓	✓	✓	✓
Student Learning Goal 4: Synthesize theory and practice within a dynamic, evolving, and diverse information environment.							
Outcome 4a:	Apply library and information science theories, principles, and research to professional practice.	✓	✓	✓	✓	✓	✓

SOIS Learning Goals and Outcomes		Std II.2.1	Std II.2.2	Std II.2.3	Std II.2.4	Std II.2.5	Std II.2.6
Outcome 4b:	Evaluate current and emerging technologies for information capture, organization, dissemination, access, and/or curation to meet the variety of information needs of diverse communities.	✓	✓	✓	✓	✓	✓
Outcome 4c:	Demonstrate teaching and learning principles in relation to professional practice.	✓	✓	✓	✓	✓	✓
Student Learning Goal 5: Effectively communicate and collaborate to deliver, market, and advocate for library and information services.							
Outcome 5a:	Apply marketing and/or advocacy principles to demonstrate and promote the value of libraries and information agencies.	✓	✓		✓	✓	✓
Outcome 5b:	Demonstrate effective professional communication to achieve common understanding as an individual or in group settings.	✓		✓	✓		✓
Outcome 5c:	Demonstrate leadership principles in an educational, professional, or community context.	✓	✓		✓	✓	✓

The MLIS Alignment Map to SLGOs Fall 2021 ([Appendix I.24](#)) shows where each of the SLGOs are addressed in every MLIS course.

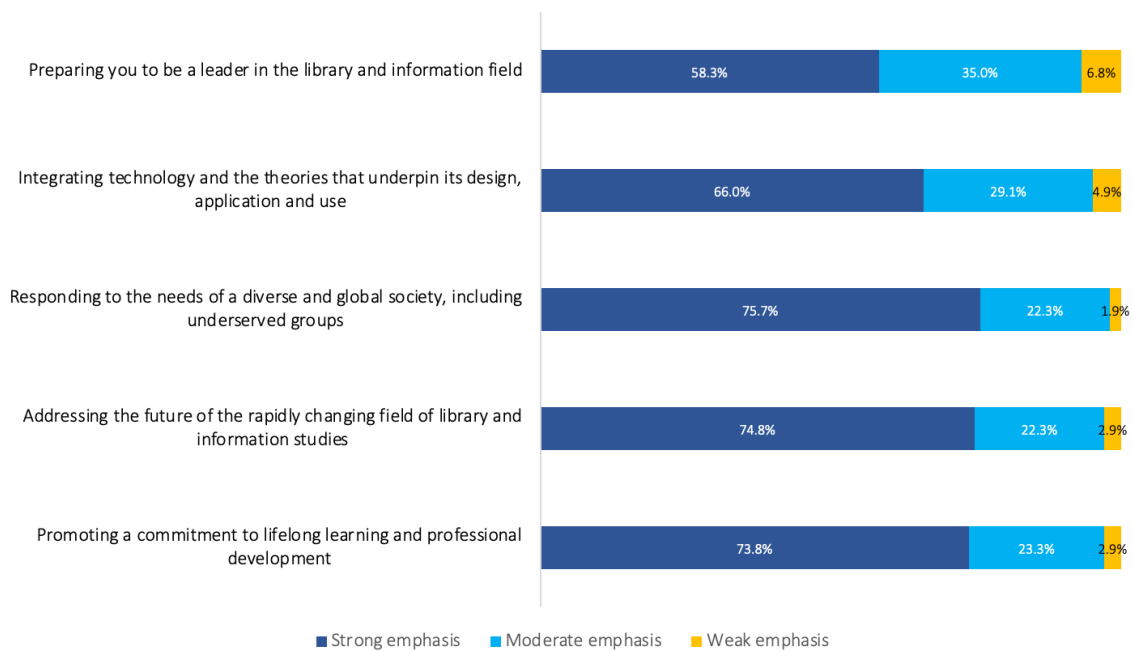
Table II.8 Alignment of Courses to ALA Standard II.2.1 – II.2.6

Course	ALA Std II.2.1	ALA Std II.2.2	ALA Std II.2.3	ALA Std II.2.4	ALA Std II.2.5	ALA Std II.2.6
LIS 701 Core Values, Ethics, and Issues in the Library and Information Professions	✓	✓		✓	✓	✓
LIS 702 Facilitating User Learning and Information Needs	✓	✓	✓	✓	✓	✓
LIS 703 Organization of Knowledge	✓	✓	✓	✓	✓	✓
LIS 707 Leadership, Marketing, and Strategic Communication	✓			✓	✓	✓
LIS 708 Evidence-Based Planning, Management, and Decision-Making	✓	✓	✓	✓	✓	✓
LIS 709 Foundations of Technology		✓	✓	✓	✓	✓
LIS 709 Technology for the Library and Information Professional		✓	✓	✓	✓	✓
LIS 711 History of the Text: Early Books and Manuscripts Up to Printing Book		✓	✓			✓
LIS 713 Preservation and Conservation		✓	✓			✓
LIS 718 Storytelling for Adults and Children	✓			✓	✓	✓
LIS 719 History of Children’s Literature	✓			✓	✓	✓
LIS 720 Picture Books and Early Literacy	✓	✓		✓	✓	✓

Course	ALA Std II.2.1	ALA Std II.2.2	ALA Std II.2.3	ALA Std II.2.4	ALA Std II.2.5	ALA Std II.2.6
LIS 721 Library Materials for Children	✓	✓		✓	✓	✓
LIS 722 Library Materials for Young Adults	✓	✓		✓	✓	✓
LIS 723 Services for Children and Young Adults	✓	✓	✓	✓	✓	✓
LIS 724 Integrating Technology Into Programming, Services, and Instruction	✓	✓	✓	✓	✓	✓
LIS 725 Curriculum and School Libraries	✓	✓		✓	✓	✓
LIS 728 Clinical Experience – Student Teaching	✓		✓	✓	✓	✓
LIS 730 Cataloging and Classification	✓	✓	✓	✓	✓	✓
LIS 737 Library and Data Management Systems	✓	✓	✓		✓	
LIS 740 Advanced Reference and Instruction	✓	✓	✓	✓	✓	✓
LIS 742 Human Computer Interaction	✓	✓	✓	✓	✓	✓
LIS 745 Searching Electronic Databases		✓	✓		✓	✓
LIS 748 Collection Management	✓	✓	✓	✓	✓	✓
LIS 749 Crisis Informatics	✓	✓	✓	✓	✓	✓
LIS 750 Information Storage and Retrieval		✓	✓	✓	✓	✓
LIS 751 Database Management	✓	✓	✓		✓	✓
LIS 753 Internet Fundamentals and Design	✓	✓	✓		✓	✓
LIS 754 Systems Analysis and Design	✓	✓	✓	✓	✓	✓
LIS 755 Information Policy	✓	✓	✓	✓	✓	✓
LIS 756GSB 624 Leading People and Organizations		✓		✓	✓	✓
LIS 757 Digital Asset Management	✓	✓	✓		✓	✓
LIS 758 Community Informatics	✓	✓	✓	✓	✓	✓
LIS 759 Digital Libraries	✓	✓	✓	✓	✓	✓
LIS 760 International Librarianship	✓	✓		✓	✓	✓
LIS 761 Marketing and Public Relations	✓	✓	✓	✓	✓	✓
LIS 762 Critical Race Information Theory: Power of the Capture Moment	✓	✓		✓	✓	✓
LIS 763 Readers Advisory Services	✓	✓		✓	✓	
LIS 768 Social Media and Emerging Technologies	✓	✓	✓	✓	✓	✓
LIS 770 Management of Libraries and Information Centers	✓	✓		✓	✓	✓
LIS 771 Public Libraries	✓	✓		✓	✓	✓
LIS 772 Academic Libraries	✓	✓		✓	✓	✓
LIS 773 School Libraries	✓	✓		✓	✓	✓
LIS 775 Introduction to Archival Principles, Practices, and Services	✓	✓	✓	✓	✓	✓
LIS 777 Issues of Access, Advocacy and Policy in Youth Services	✓	✓		✓	✓	✓
LIS 783 Digital Humanities	✓	✓	✓	✓	✓	✓
LIS 786 Advanced Web Design	✓	✓	✓	✓	✓	✓
LIS 791 Organizational & Multicultural Communication	✓	✓		✓	✓	
LIS 799 Practicum	✓	✓	✓	✓	✓	✓
LIS 801 Independent Study	✓	✓	✓	✓	✓	✓
LIS 804 Special Topics in Youth Services	✓	✓	✓	✓	✓	✓
LIS 806 Special Topics - Professional Involvement in ALA Annual	✓	✓			✓	✓
LIS 806 Special Topics - Professional Involvement in SAA Annual Conference	✓	✓			✓	✓
LIS 880/GSB 784 Knowledge Management	✓	✓			✓	
LIS 881 Advanced Archival Principles, Practices, and Services	✓	✓	✓	✓	✓	✓
LIS 882 Metadata for Digital Resources	✓	✓	✓	✓	✓	
LIS 884 Big Data and Competitive Intelligence	✓	✓	✓	✓	✓	✓
LIS 885 Cultural Heritage Resources and Services	✓	✓	✓	✓	✓	✓
LIS 886 Records and Information Management	✓	✓	✓		✓	✓
LIS 888 Cultural Heritage/Archives Fieldwork	✓	✓	✓	✓	✓	✓
LIS 889 Digital Curation	✓	✓	✓	✓	✓	✓

MLIS students reflect confidently on these various emphases in the curriculum as aligned to the COA II.2 standards. Figure II.2 illustrates how current MLIS students perceive the various standards emphases, when asked to respond to the question: *To what extent does the MLIS curriculum emphasize the following?*

Figure II.2 Student perception of curriculum emphasis



Source: SOIS Student Experience Survey 2021

Standard 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

Library and information science is, in essence, a service profession, and the Dominican University mission “to prepare students to pursue truth, to give compassionate service and to participate in the creation of a more just and humane world” supports this greater sense of purpose and obligation to the community. For SOIS, this means a commitment to the belief in information as a means to empowerment for the communities and individuals served by libraries, information centers, agencies, and related organizations. From providing access through the selection, organization, and dissemination of information to understanding and responding to users’ needs, including instruction and the provision of the necessary technologies, connecting people with information takes many forms. SOIS is highly responsive to this mission and has built a curriculum that encourages, fosters, and supports a service-oriented approach to providing information.

The SOIS encourages students to use the skills and technologies that they learn in their coursework within the communities that libraries and archives serve. Through practicums, independent studies, and coursework, students find opportunities to develop relationships with community organizations and to work with their collections and staff to create services for patrons. Students are working with local community organizations, organizing and digitizing archives, writing grants, and participating in other service projects. SOIS faculty members have a shared mission of mentoring students as they discern their own professional callings and provide many opportunities for students to grow.

Of particular note in regard to Standard II.2.1, the core course LIS 707 Leadership, Marketing, and Strategic Communication focuses on design thinking, leadership, and strategic communication; the core course LIS 708 Evidence-Based Planning, Management, and Decision-Making exposes students to various methods of program and community assessment towards demonstrating value and for strategic planning. Together, these two required courses foster the development of LIS professionals who will assume leadership roles in the field.

The core courses, LIS 701 Core Values, Ethics, and Issues in the Library and Information Professions and LIS 702 Facilitating User Learning and Information Needs introduce and highlight the important role of information professionals as service providers. Students are exposed to the fundamental service principles of equitable access to information and intellectual freedom, and various service models associated with academic, public, school, special, and other types of libraries and information centers.

Examples of additional courses that expand this set of foundation skills in providing services and collections to the communities they serve:

- LIS 709 Technology for the Library and Information Professional
- LIS 721 Library Materials for Children
- LIS 722 Library Materials for Young Adults
- LIS 723 Services for Children and Young Adults
- LIS 724 Integrating Technology into Programming, Services, and Instruction
- LIS 732 Introduction to Critical Race Information Theory
- LIS 748 Collection Management
- LIS 758 Community Informatics
- LIS 759 Digital Libraries
- LIS 761 Marketing and Public Relations
- LIS 762 Critical Race Information Theory: Power of the Capture Moment
- LIS 763 Readers Advisory Services
- LIS 775 Introduction to Archival Principles, Practices and Services
- LIS 770 Management of Libraries and Information Centers
- LIS 791 Organizational and Multicultural Communication
- LIS 885 Cultural Heritage Resources and Services
- LIS 888 Cultural Heritage Archives Fieldwork

Faculty members develop course-embedded assessments and activities that seek to foster the development of each of these ALA curriculum Standards. For ALA Standard II.2.1, Table II.9 demonstrates selected examples of course assessments and activities that facilitate the learning outcome of this standard.

Table II.9: Selected examples of course-embedded activities and assessments that support learning outcomes aligned to Standard II.2.1

Curriculum Standard 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	
Aligned course example	Course activity or assessment example
LIS 702 Facilitating User Learning and Information Needs	Students respond professionally to a simulated information query and construct resource guides based on the needs of specific constituents served by a library type of their choosing. Students

	produce instructional presentations that teach the use of a selected resource to the constituents of a selected library type.
LIS 707 Leadership, Strategic Communication, & Marketing	Students analyze case studies and design responses and deliverables.
LIS 709 Technology for the Library and Information Professional	Students develop a professional proposal for a new technology service that includes scope and audience.
LIS 728/820 Clinical Practice	School library media students keep a reflective journal based on their work with a mentor in the field.
LIS 748 Collection Management	Students prepare a presentation about a current issue or trend in collection management, including background information and a thorough discussion about the issue or trend, along with solutions or ways to address the issue or trend.
LIS 759 Digital Libraries	An assignment and discussion about prioritizing digital library projects based on the collection relevance, novelty, and importance to the organization and its community.
LIS 775 Introduction to Archival Principles, Practices and Services	Students apply an abbreviated version of documentation strategy where they identify various stakeholders with whom they can work to develop archival services and collections.
LIS 889 Digital Curation	Students develop a born-digital collection on an important current social issues, and develop metadata, a contextual frame, and an online resource.

Standard II.2.2 Emphasizes an evolving body of knowledge that reflects the findings of basic and applied research from relevant fields

MLIS courses incorporate readings of both basic and applied research. Evolving topics require students and faculty to carefully monitor new research for its impact on practice: from technology, such as digital libraries, digital curation, big data, emerging technologies, and metadata; from government, such as impacts from evolving or outdated information policies; and from society, such as COVID-19 responses, structural racism, and issues of trauma in relation to community service. It is essential that MLIS students learn how to read, analyze, and incorporate research into their libraries, archives, and other information intensive organizations.

In addition to readings from research journals, a number of MLIS courses incorporate research methodologies into the course content. In LIS 730 Cataloging and Classification, students are given the option to write a research paper on a cataloging topic of their choice, or students can choose to propose a new or change a current Library of Congress Subject Heading (LCSH) based upon research the student conducted. In LIS 889 Digital Curation, students research topics on evolving topics in preserving digital materials. The core course LIS 708 Evidence-Based Planning, Management, and Decision-Making incorporates students’ experience with institutional research, data collection, and data usage. As part of the course requirements in LIS 708, students design their own action research proposal toward the evaluation of an existing information service or a community need.

Table II.10 outlines selected examples of courses and their course-embedded activities that align to ALA Standard II.2.2.

Table II.10: Selected examples of course-embedded activities and assessments that support learning outcomes aligned to Standard II.2.2

Curriculum Standard II.2.2: Emphasizes an evolving body of knowledge that reflects the findings of basic and applied research from relevant fields	
Aligned course example	Course activity or assessment example
LIS 708 Evidence Based Planning, Management, and Decision Making	Students create an action research proposal for the evaluation of an existing information service or a community need.
LIS 718 Storytelling for Adults and Children	Students read and discuss material on developments in neuroscience, narrative studies, and developmental theory.
LIS 722 Library Materials for Young Adults	Students report on their readings about changes in developmental knowledge of adolescents parallel to evolving nature of literature for these intended readers.
LIS 730 Cataloging & Classification	Students research a particular current cataloging issue and synthesize their findings in a formal paper.
LIS 750 Information Retrieval	Students conduct search engine optimization and data mining projects with publicly accessible data.

Standard II.2.3 Integrates technology and the theories that underpin its design, application, and use

The MLIS curriculum integrates theory, application, and use of technology to provide students with a comprehensive understanding of the role of technology society at large and specifically in information delivery. The curriculum continues to address profound and rapid changes by integrating pervasive technologies throughout the curriculum, both within courses focused on the learning and implementation of specific technologies as related to LIS programs and services (such as LIS 754 Systems Analysis and Design), and also as broad theory-based courses (such as LIS 703 Organization of Knowledge) where technology is an essential part of developing an understanding and skillset within the discipline. From storytelling to archival studies, SOIS courses integrate content about technologies in development and in use for that content area and create assignments for practice and assessment using hardware, software, and cloud-based applications.

Reinforcing this critical competency, the MLIS curriculum includes a required technology course, with an option for students to work with their advisor to select LIS 709 Foundations of Technology or a more advanced technology focused course, depending on their incoming level of technology competency and their interest toward building a desired skillset.

MLIS technology offerings include:

- LIS 709 Foundations of Technology
- LIS 724 Integrating Technology into Programming, Services and Instruction
- LIS 742 Human Computer Interaction
- LIS 745 Searching Electronic Databases
- LIS 750 Information Storage and Retrieval
- LIS 753 Internet Fundamentals and Design
- LIS 754 Systems Analysis and Design
- LIS 768 Social Media and Emerging Technologies
- LIS 786 Advanced Web Design
- LIS 794 Foundations of Health Informatics
- LIS 882 Metadata for Digital Resources
- LIS 884 Big Data and Competitive Intelligence

Across the MLIS curriculum, course assessments and/or activities foster development on Standard II.2.3. Table II.11 illustrates several examples.

Table II.11: Selected examples of course-embedded activities and assessments that support learning outcomes aligned to Standard II.2.3

Curriculum Standard II.2.3: Integrates technology and the theories that underpin its design, application, and use	
Aligned course example	Course activity or assessment example
LIS 702 Facilitating User Learning and Information Needs	Database searching assignment: Students search various information retrieval (IR) systems to develop and critique variable search strategies that are particular to each IR system.
LIS 703 Organization of Knowledge	In a two-part assignment, students create a Simple Dublin Core record and subsequently build a Simple Dublin Core XML document in Oxygen XML Editor using their metadata from part one.
LIS 709 Technology for the Library and Information Professionals	Students assess the technology implementations at a local library of their choosing and develop a plan to introduce a new technology to that organization.
LIS 724 Integrating Technology into Programming, Services, and Instruction	Students collaborate in small groups to create a proposal for a new makerspace for presentation to a board of the library or school.
LIS 754 Systems Analysis and Design	The semester long project is to develop a full systems design for an organization of their choosing. Each student develops a specification that includes a set of use cases, database design, a security plan, a user interface design (wire frames), and an implementation plan.
LIS 768 Social Media and Emerging Technologies	Students evaluate the social media profile of information services and characteristics of trending stories and online influencers.
LIS 775 Introduction to Archival Principles, Practices and Services	Students investigate archival descriptive standards and how they are integrated into archival content management systems.
LIS 783 Digital Humanities	Students learn how to apply various textual analysis algorithms such as text parsing, N-grams, sentiment analysis, NPL, word frequencies, topic modeling, and entity extraction and apply them to a corpus of their choosing to build a Digital Humanities resource
LIS 881 Advanced Archival Principles, Practices and Services	Students work with archival content management systems (ArchivesSpace, AtoM) to curate content.
LIS 885 Cultural Heritage Resources and Services for Diverse Communities	Student create projects learning and then using the open-source digital collection software application Omeka.
LIS 889 Digital Curation	Students assess archival born-digital collections and develop a plan to curate the collection at multiple levels - the raw data, the information, and the context.

II.2.4 Responds to the needs of a diverse and global society, including the needs of underserved groups

The SOIS faculty members have developed a curriculum that is responsive to the needs of and addresses the topics and issues that are pertinent to a multicultural, multiethnic, and multilingual society, with specific attention to the needs of the underserved. In addition, the social upheaval in our country over the last several years has highlighted structural inequities and has generated

conversations in the literature and beyond regarding the role of social justice in library services. Our own evolving curriculum has responded with targeted new courses (LIS 732 Introduction to Critical Race Information Theory and LIS 762 Critical Race Information Theory: Power of the Capture Moment) and a curriculum-wide examination of syllabi through an equity and justice lens in DEI discussions led by the SOIS Professional Development Committee ([Appendix II.12](#)).

In order to be responsive to the needs of a diverse community, a librarian or information professional must first understand the members of the community. Thus, from the beginning of the curriculum, in the core course LIS 701 Core Values, Ethics, and Issues in the Library and Information Professions, students are required to identify the characteristics of diverse users and communities and their information needs and determine the types of information resources and services that would help to fulfill these needs.

In all of the other required courses, including LIS 702 Facilitating User Learning and Information Needs, LIS 703 Organization of Knowledge, LIS 707 Leadership, Strategic Communication, & Marketing, and LIS 708 Evidence Based Planning, Management, and Decision Making, particular attention is paid to these issues of the information needs of diverse communities in a complex world.

Across the MLIS curriculum, course assessments and/or activities foster development within Standard II.2.4. Table II.12 illustrates several examples.

Table II.12: Selected examples of course-embedded activities and assessments that support learning outcomes aligned to Standard II.2.4

Curriculum Standard II.2.4: Responds to the needs of a diverse and global society, including the needs of underserved groups	
Aligned course example	Course activity or assessment example
LIS 701 Core Values, Ethics, and Issues in the Library and Information Professions	Students assess how communities' ways of accessing information are evolving within society and propose a library or information agency's response.
LIS 707 Leadership, Strategic Communication & Marketing	Case study responses and deliverables lend opportunity for critical thinking to address issues that impact a breadth of identity groups, including those communities who have been historically underserved.
LIS 709 Technology for the Library and Information Professional	Discussion board assignment on the need for extending the criteria to evaluate library collections and services to include underserved communities.
LIS 725 Curriculum and School Libraries	Students perform a Collection Diversity Audit within Follett's Titlewave system; create a subsequent educational foundation grant focused on collection development to meet the needs of all learners.
LIS 730 Cataloging & Classification	Students can choose as their final assignment to create a Library of Congress Subject Heading (LCS) proposal to modify or add a new LCSH. The headings chosen by students have been connected to underserved groups in particular. The assignment empowers students to assert themselves when cataloging standards do not accurately reflect the needs of a diverse and global society. In 2021, two LIS 730 students successfully petitioned the Library of Congress to add "SayHerName movement" to LCSH.
LIS 758 Community Informatics	This course focuses on issues of equity, justice, and inclusion. All course materials and assignments are related to these issues. Examples include comparing and contrasting digital access in

	underserved communities, review of community informatics research as a development strategy in a variety of global contexts, assisting community organizations in underserved communities with research projects (pre-pandemic), and conducting community asset surveys from which guides to digital resources are produced and disseminated via social media.
LIS 762 Critical Race Information Theory	Students complete a series of reflection papers which examine bias within societal and institutional structures (both symbolic and tangible/actual) impacting the lives of those who have identities within communities (or as an individual), which are most often marginalized/disenfranchised. Extends the examination to experiences/instances that occur and are subsequently captured at the intersection of information and power. Assessment based on degree of reflection and critical thinking.
LIS 885 Cultural Heritage Resources and Services for Diverse Communities	Students review online archival resources for diverse communities, as well as review information about that community; students then develop a collection plan that responds to the needs of that community.

II.2.5 Provides direction for future development of a rapidly changing field

Frequently when we think of “a rapidly changing field” we focus solely on technology tools and issues associated with the evolution of information formats from analog to digital. But rapid changes in our LIS field come from social issues as well. The years covered by this COA review have included the #MeToo movement (2017), the first publication around the *1619 Project* (August 2019), a global pandemic (March 2020 and continuing), the George Floyd murder (May 2020), and an insurrection challenging the legitimacy of a United States presidential election (January 2021). The Black Lives Matter movement started in 2013, shortly before this review period. Rapid changes are taking place in our field in response to the complex and ongoing changes in society, government, the economy, technology, and geopolitics. Our SOIS faculty sought input from alumnae/i and employers in our summer 2021 Table Talks, where we engaged in conversations to learn more from stakeholders working in all kinds of libraries about how they were responding to pressures in their communities.

The result of these and other conversations with employers has been an added awareness in our SOIS faculty culture of the importance of adaptability for our students, the ability to listen to signals, and to be prepared to rethink and pivot within the values of the information profession in a democracy (intellectual freedom, equity of access, and privacy). Associated skills include critical thinking and problem solving. This awareness is manifested in our formal curriculum, in our assessments, and in our interactions with students and with one another.

Across the MLIS curriculum, course assessments and/or activities foster development on Standard II.2.5. Table II.13 illustrates several examples.

Table II.2.13: Selected examples of course-embedded activities and assessments that support learning outcomes aligned to Standard II.2.5

Curriculum Standard II.2.5: Provides direction for future development of a rapidly changing field	
Aligned course example	Course activity or assessment example
LIS 701 Core Values, Ethics, and Issues in Library and Information Professions	Students complete a culminating research paper that addresses social, cultural, economic and political factors that influence access to information and the development and provision of information services.

LIS 707 Leadership, Strategic Communication & Marketing	Students propose a solution involving a program, initiative, or strategic direction to an issue, using a design thinking process to arrive at the idea; proposal assessed for creativity and use of the design thinking process.
LIS 708 Evidence-Based Planning, Management, and Decision-Making	Students develop and assess a variety of program assessment tools to understand best practices in data collection, analysis and use.
LIS 709 Technology for the Library and Information Professional	Students propose the development of a project for new technology service or tool to solve a gap in the library's offerings.
LIS 755 Information Policy	Students research and analyze information policy and the infrastructure (legal, social, and cultural) that shapes or is shaped by it, then complete a formal research paper.
LIS 762 Critical Race Theory	Modules around the "Present" and the "Future" address the replication of historical biases in virtual spaces and emerging technology through reading, reflection, and discussion.
LIS 783 Digital Humanities	In the final project section on Future Work, students develop the idea that collections and research are ongoing and evolving.
LIS 799 Practicum	Students observe first-hand how libraries pivot programs and services, such as during the pandemic, and since, when many customers' expectations have shifted in numerous and complex ways.

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

The SOIS learning objective 1.c calls for students to “Participate in professional activities and associations, such as professional conferences and meetings, internships and practicums, and professional email discussions and social media.” Students are required to provide e-Portfolio artifacts that demonstrate their achievement of this MLIS learning outcome. Thus, this is stressed across the curriculum in various ways, from the introduction in LIS 701 Core Values, Ethics, and Issues in Library and Information Professions to the variety of LIS professional organizations, to the more targeted experiences in the LIS 804: Association Attendance courses that include attendance at professional conferences. An example of students’ real-life engagement in professional activities is the LIS 730 Cataloging and Classification activity where students where have the option to complete a Library of Congress Subject Heading (LCSH) change proposal and submit it to the Library of Congress, an activity normally performed by professional librarians (see Table II.12 above). Students become aware of the importance of and possibilities within professional involvement and continuous learning based on conversations, assessments, and direct experiences in our MLIS curriculum.

Across the MLIS curriculum, course assessments and/or activities foster development on Standard II.2.6. Table II.14 illustrates several examples.

Table II.2.14: Selected examples of course-embedded activities and assessments that support learning outcomes aligned to Standard II.2.6

Curriculum Standard 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	
Aligned course example	Course activity or assessment example
LIS 701 Core Values, Ethics, and Issues in Library and Information Professions	Students discuss trends in the various associations by reviewing their websites and recent conference programs, both on-ground and virtual.
LIS 707 Leadership, Marketing, and Strategic Communication	Students prepare an individual professional development plan based on a review of professional associations and organizations.

LIS 730 Cataloging & Classification	Students create a Cataloging Portfolio by consulting cataloging standards and best practices documents to create MARC records in OCLC Connexion for five different types of resources. Through this assignment, students discover that standards are constantly evolving, and practitioners must keep up with the changes to be successful in their career.
LIS 754 Systems Analysis and Design	Students design a plan for data migration and systems upgrades based on the understanding that technology solutions are not static.
LIS 804 Special Topics: Association Attendance	Students prepare a narrated PowerPoint presentation highlighting their experiences and learning based on attending an annual professional conference (e.g., ALA, SSA, IFLA, etc.)

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.

The MLIS curriculum of the School of Information Studies is designed to be flexible and customizable; that is, students can create a program of study to meet their intellectual interests and career goals (Figure II.3). The required courses are:

- LIS 701 Core Values, Ethics, And Issues in the Library and Information Professions
- LIS 702 Facilitating User Learning and Information Needs
- LIS 703 Organization of Knowledge
- LIS 707 Leadership, Marketing, and Strategic Communication
- LIS 708 Evidence-Based Planning, Management, And Decision-Making
- LIS 709 Foundations of Technology

These core courses constitute half of the 36 credit hours of the degree, although the basic technology course can be fulfilled through LIS 709 or through a number of other technology courses if the student prefers, in consultation with their advisor. LIS 701 is a pre-requisite or a co-requisite to all other courses; we have minimized additional pre-requisites as much as possible in order to facilitate smooth progression through the core without registration barriers due to any specific course sequencing beyond a standard recommendation that students begin with LIS 701, LIS 702, and LIS 703.

The remaining credit hours are electives. Pre-requisites to the electives are again considered carefully and included when relevant due to content scaffolding but are otherwise avoided for registration efficiency. Students may transfer in up to six credit hours earned within the past five years with a grade of B or better from another ALA-accredited program, or as previously described, as electives from another Dominican University graduate degree program (see Table II.2). Students have access to guidance and expertise through their academic advisors as well as through a set of coherent program guides in the form of certificates (described and listed below and online). The MLIS Advising Worksheet provides a document for course planning and degree progress checking.

(Appendix II.9). Additionally, an MLIS course rotation document (Appendix II.13) supports students' creation of a plan of study by providing information about course offerings based on a standard semester schedule.

Figure II.3 Construction of the MLIS degree



Certificates

SOIS continues to expand its offerings of specialized certificates, which are designed to be completed within the MLIS degree by selecting elective courses as identified for a particular area of specialization. These certificates are not registered with the state; they serve as concentrations acknowledged by SOIS with an unofficial paper certificate mailed separately from the student's diploma. The MLIS certificates provide students direction on a particular career path, serving as an advising tool for career development and as an additional credential for their professional portfolio. These specializations balance theory, skill, and practice, fostering the development of competencies necessary for productive careers across the field. SOIS offers certificates in archival specialties, youth services, and digital technologies, among several others. For currently enrolled students pursuing their MLIS, the certificates can provide a plan of study for a particular specialization. Students' chosen specialization(s) will be noted on their transcripts. Certificates are also relevant to returning students who want to add the specialization to a completed ALA-accredited MLIS. Students who graduate with an MLIS lacking one or more courses towards a certificate can enroll in the course(s) any time within five years of graduating in order to add the certificate to the MLIS.

Students seeking two certificates may use courses that count toward more than one to fulfill requirements for both certificates. In other words, if a course is eligible for two certificates the student need only take it once and may apply its credit toward both; however, the total 36 credit hour requirement for the MLIS is not impacted by this double-count rule for certificates.

SOIS faculty members manage the certificates and take responsibility to maintain the currency of the course requirements and advising plans. The SOIS Curriculum Committee maintains oversight by reviewing and recommending changes. The full SOIS Faculty Council votes on these changes. The most recent addition to our specialized certificate offerings is the Cybersecurity Governance Certificate, which is offered in collaboration with our neighbor Concordia University Chicago.

Certificate students work in collaboration with a faculty advisor who specializes in the appropriate field of concentration to shape a plan of study. For most certificates, five three credit-hour courses are required (15 semester hours total) Exceptions are noted in the certificate descriptions listed below.

Certificate in Archives and Cultural Heritage Resources and Services

Archivists and cultural heritage professionals assist institutions, communities, corporations and other entities develop and maintain archival systems, resources and services, promote a better understanding of the past, and develop a new perspective of the present. This certificate provides a

solid foundation in archival theory and offers students the opportunity to engage in a high level of archival fieldwork. Past projects have seen students working side-by-side with professional archivists in community archives, historical societies, corporations, and other institutions.

Faculty Advisor: Cecilia Salvatore.

Required courses

LIS 775 Introduction to Archival Principles, Practices, and Services

LIS 881 Advanced Archival Principles, Practices and Service

LIS 799 Practicum or LIS 888 Cultural Heritage/Archives Fieldwork

(Or with approval from the coordinator, two or more of the 1.5 courses that focus on archival studies.)

Two elective courses

LIS 711 History of the Text: Early Books and Manuscripts up to the Printing Press

LIS 718 Storytelling for Adults and Children

LIS 751 Database Management Systems

LIS 752 Oral History

LIS 757 Digital Asset Management

LIS 759 Digital Libraries

LIS 783 Digital Humanities

LIS 786 Advanced Web Design

LIS 882 Metadata for Digital Resources

LIS 885 Cultural Heritage Resources and Services for Diverse Communities

LIS 886 Records and Information Management

LIS 889 Digital Curation

Certificate in Assessment

The SOIS Certificate in Assessment provides a theoretical foundation of the values, methodologies, and applications of assessment, as well as an understanding of the social and organizational environments in which assessment occur. In addition, the certificate provides a practical foundation which includes using a wide variety of methods and tools to evaluate, measure, and document collections, programs, processes and other areas of organizations.

Faculty Advisor: Yijun Gao

Five required courses

LIS 708 Evidence-Based Planning, Management, and Decision-Making

IM 704 Data Structures

IM 720 Data Analytics

LIS 758 Community Informatics or LIS 749 Crisis Informatics

IM/LIS 884 Big Data

Certificate in Cybersecurity Governance

Dominican's Certificate in Cybersecurity Governance provides a theoretical foundation of the legal and regulatory requirements of information; the social and policy issues surrounding information security; risk management and mitigation; data security, security threats, counter-attack, and defense services; and cybersecurity organizational planning, implementation, and management. The certificate also provides a practical foundation which includes understanding and applying tools for proactive defense, policy development, and risk assessment.

12 Credit hour requirement; available to MLIS students with approval of the Director

Faculty Advisor: Stacy Kowalczyk

Four required courses

IM 780 Introduction to Information Security
IM 783 Organizational Information Security
IM 785 Information Privacy
IM 787 Cybersecurity Governance

Certificate in Data and Knowledge Management

The SOIS Certificate in Data and Knowledge Management provides a theoretical foundation of knowledge and data management fundamentals, including information policy, knowledge management and informatics. And a practical foundation, equipping information professional with the skills necessary to develop services using appropriate technologies to collect, store, analyze, disseminate, and preserve knowledge and data.

Faculty Advisor: Stacy Kowalczyk

Three required courses

LIS 750 Information Storage and Retrieval
LIS 880 Knowledge Management
LIS 884 Big Data and Competitive Intelligence

Two elective courses

LIS 749 Crisis Informatics
LIS 751 Database Management
LIS 754 Systems Analysis and Design
LIS 755 Information Policy
LIS 758 Community Informatics
LIS 768 Social Media and Emerging Technologies
LIS 882 Metadata for Digital Resources
LIS 886 Records and Information Management
LIS 889 Digital Curation
LIS 799 Practicum
LIS 801 Independent Study in Library and Information Science

Certificate in Digital Asset Management

Digital asset management is a new and growing profession; from manufacturing and retail to healthcare, education, and cultural heritage, organizations struggle to manage their digital assets. Digital asset management involves processes for organizing, storing and retrieving complex information objects and rich media such as digital photos, music, videos, animations, podcasts, and other multimedia content. Skills required for digital asset management include content curation, cataloging, metadata development, media migration, governance, user support, life cycle management, project management, and taxonomies.

Faculty Advisor: Stacy Kowalczyk

Five required courses

IM 757 - Digital Asset Management
LIS 751 - Database Management Systems
LIS 755 - Information Policy
LIS 882 - Metadata for Digital Resources

LIS 889 - Digital Curation

Certificate in Digital Curation

The SOIS Certificate in Digital Curation provides a theoretical foundation of the technical and social aspects of curating digital materials including the environments in which digital objects exist, the possible strategies for preservation, and curation lifecycles. The certificate also provides a practical foundation which includes evaluating the curation needs of digital materials, understanding specific technical issues of curation, developing curation plans for digital materials, and creating digital materials for long term preservation.

Faculty Advisor: Stacy Kowalczyk

Three required courses

LIS 775 Introduction to Archival Principles, Practices and Services

LIS 882 Metadata for Digital Resources

LIS 889 Digital Curation

Three elective courses

LIS 750 Information Storage and Retrieval

LIS 751 Database Management

LIS 754 Systems Analysis and Design

LIS 759 Digital Libraries

LIS 799 Practicum

LIS 801 Independent Study in Library and Information Science (1.5 or 3 credit hours)

LIS 805 Special Topics

LIS 885 Cultural Heritage Resources and Services

LIS 886 Records and Information Management

Certificate in Digital Humanities

The SOIS Certificate in Digital Humanities provides a theoretical foundation of the research methodologies and technology applications used in digital humanities, as well as an understanding of the research questions and data sources. The certificate also provides a practical foundation which includes developing the technology skills to apply a wide variety of digital humanities methods and tools to build new collections, solve problems, and discover new insights.

Faculty Advisor: Stacy Kowalczyk

Five required courses

IM 704 Data Structures

IM 720 Data Analytics

IM/LIS 751 Database Management

LIS 759 Digital Libraries

LIS 783 Digital Humanities

Certificate in Digital Libraries

The SOIS Certificate in Digital Libraries provides a theoretical foundation of library fundamentals, including information environments, collection development, technology management and user services. The certificate also provides a practical foundation that equips librarians with the skills necessary to develop unique collections using standards, creative technologies, and excellent design.

Faculty Advisor: Stacy Kowalczyk

Three required courses

LIS 754 Systems Analysis and Design
LIS 759 Digital Libraries
LIS 882 Metadata for Digital Resources

Three elective courses

LIS 750 Information Storage and Retrieval
LIS 751 Database Management
LIS 768 Social Media and Emerging Technologies
LIS 786 Advanced Web Design
LIS 799 Practicum
LIS 801 Independent Study in Library and Information Science (3 credit hours or 1.5 credit hours)
LIS 805 Special Topics in Technology
LIS 889 Digital Curation

Certificate in Executive Library Leadership

The SOIS Certificate in Executive Library Leadership is designed as a post-Master's degree opportunity for library administrators with advanced degrees in non-LIS disciplines. In today's evolving information landscape, large library organizations are frequently hiring senior administrators with professional preparation in areas other than the MLIS. The Executive Library Leadership certificate brings LIS fundamentals and culture to valuable, high-level employees, further anchoring them to the field. All coursework may be applied to the full MLIS degree within the regular six year degree timeframe. The plan of study includes an independent study in which students address an organizational problem or program at their library.

Faculty Advisor: Kate Marek

Three required courses

LIS 708 Evidence-Based Planning, Management and Decision-Making
LIS 755 Information Policy
LIS 801 Independent Study (address an organizational problem at your library)

Two elective courses, identified in consultation with the advisor.

Certificate in Health Informatics

The SOIS Certificate in Health Informatics provides a theoretical foundation of informatics fundamentals, health information environments, and data analytics. The certificate also provides a practical foundation that equips students with the skills necessary to design, develop, and implement technologies at every level of healthcare including delivery, management, and planning.

Faculty Advisor: Hassan Zamir

18 Credit hours

Three required courses

IM 720 Data Analytics for Information Professionals
LIS 758 Community Informatics* or LIS 749 Crisis Informatics*
LIS 794/IM 784 Foundations of Health Informatics

**Whichever course is not taken as a required course may be taken as an elective*

Three elective courses

IM 704 Data Structures and Representation

HLTC 750 Health Care Management
HLTC 752 Contemporary Issues in Health Care
LIS 742/IM 760 Human-Computer Interaction
LIS 758 Community Informatics* or LIS 749 Crisis Informatics*
LIS 799 Internship/Practicum
LIS 801 Independent Study
QUAN 504 Foundations in Statistics
QUAN 755 Predictive Analytics
**Whichever course was not taken as a required course*

Certificate in Informatics

The SOIS Certificate in Informatics provides a theoretical foundation of informatics fundamentals, combining technology skills with the study of the socio-cultural consequences of information and communication technologies and data analytics. The certificate also provides a practical foundation that equips students with the skills necessary to design, develop, and implement technologies relevant for LIS professionals with responsibilities as web developers, crisis information managers, information officers, and online community builders and content managers.

Faculty Advisor: Don Hamerly

Three required courses

LIS 754 Systems Analysis and Design
LIS 758 Community Informatics* or LIS 749 Crisis Informatics*
LIS 768 Social Media and Emerging Technologies
Whichever of the above two courses is not taken as a required course may be taken as an elective

Two elective courses

LIS 750 Information Storage and Retrieval
LIS 755 Information Policy
LIS 759 Digital Libraries
LIS 786 Advanced Web Design
LIS 799 Practicum
LIS 801 Independent Study in Library and Information Science
LIS 805 Special Topics in Technology
LIS 884 Big Data and Competitive Intelligence
LIS 889 Digital Curation

Certificate in Library and Information Center Administration

The SOIS Certificate in Library and Information Center Administration provides a theoretical foundation in organizational planning and management, leadership, assessment, marketing and communication for libraries and information centers to improve services to both individuals and the community. The certificate also provides a practical foundation which includes resource planning, budgeting, facilities management, outreach, as well as leadership and communication skills.

Faculty Advisor: Bill Crowley

Five required courses

LIS 707 Leadership, Marketing, and Strategic Communication
LIS 708 Evidence-Based Planning, Management, and Decision-Making
LIS 756 Organizational Analysis and Design
LIS 770 Management of Library and Information Centers

Certificate of Special Study

The Certificate of Special Study (CSS) is designed for MLIS, MSIM and MPS graduates who are interested in retooling and refreshing their skill base while connecting with other professionals in a graduate-level learning environment. This program features a five-course plan of study shaped with a faculty advisor in a specialization in the candidate's field of concentration. Students have three years to complete five three-credit-hour courses (fifteen total graduate credit hours), with an exit interview with a faculty advisor after the completion of the fifth course. A notation of the Certificate of Special Study and the area of concentration will appear on the participant's Dominican University transcript. Librarians or information specialists may pursue the Certificate of Special Study to broaden their opportunities in another department or type of library, explore technology, digital records and the human-computer interface, prepare for management, administration and leadership positions, become updated and involved in community engagement, advocacy and activism, or learn specialized areas of knowledge management, cataloging, archival studies, rare books and special collections.

Faculty Advisor: Student's assigned faculty advisor

Certificate in User Experience

The SOIS Certificate in User Experience provides a theoretical foundation which includes systems thinking, design thinking, requirements analysis, information architecture and design, user research, user experience, and web design to develop systems, solutions, and experiences to meet both individual and organizational needs. And a practical foundation which includes applying user-centered and design thinking methodologies to research user needs, develop prototypes for systems, services, and experiences across multiple channels, and create content strategies to solve real issues.

Faculty Advisor: Don Hamerly

Five required courses

IM 703 Information Architecture

LIS 708 Evidence-Based Planning, Management, and Decision-Making

LIS 742 / IM 760 Human-Computer Interaction

LIS/IM 754 Systems Analysis and Design

LIS/IM 786 Advanced Web Design

Certificate in Web Design

The SOIS Certificate in Web Design provides a theoretical foundation of the technical and social aspects of interface design, web design, and information and data architectures, as well as a practical foundation in evaluating the needs of user interfaces in the web environments, application development, data storage and retrieval, and database design.

Faculty Advisor: Don Hamerly

Three required courses

LIS 753 Internet Fundamentals and Design

LIS 754 Systems Analysis and Design

LIS 786 Advanced Web Design

Two elective courses

LIS 750 Information Storage and Retrieval

LIS 751 Database Management

LIS 759 Digital Libraries
 LIS 768 Social Media and Emerging Technologies
 LIS 884 Big Data and Competitive Intelligence

Certificate in Youth Services

The SOIS Certificate in Youth Services provides a theoretical foundation, grounding library service to young people in the enduring values of the profession, a practical foundation, equipping librarians with the skills necessary to manage strong collections, present engaging programs, deliver peerless reference and readers-advisory service, and instruct young people in multiple literacies, and a bridge from theory to practice, giving the work meaningful context and illuminating the theory in real world terms.

Faculty Advisor: Janice Del Negro

Five elective courses (Up to two from the MAYL list)

LIS 718 Storytelling for Adults and Children
 LIS 719 History of Children’s Literature
 LIS 720 Picture Books and Early Literacy
 LIS 721 Library Materials for Children
 LIS 722 Library Materials for Young Adults
 LIS 723 Services for Children and Young Adults
 LIS 724 Integrating Technology into Programming, Services and Instruction
 LIS 725 Curriculum and School Libraries
 LIS 728 Clinical Practice
 LIS 773 School Libraries
 LIS 777 Issues of Access, Advocacy and Policy in Youth Services
 LIS 796 Special Topics: International Children’s Book Fair
 LIS 799 Practicum
 LIS 801 Independent Study in Library and Information Science (1.5 or 3 credit hours)
 LIS 804 Special Topics in Youth Services
 LIS 820 Clinical Practice
 MAYL 810 Book Reviewing and Publishing for Children and Young Adults
 MAYL 811 Diversity Issues in Youth Literature
 MAYL 812 Fairy Tale Fantasy and Contemporary Media for Young Adults
 MAYL 814 Graphic Novels and Other Genres
 MAYL 815 History of Folk and Fairy Tales for Youth
 MAYL 817 Picture Book Illustration

Table II.15 Number of MLIS certificates completed over five years

Certificate	2017-18	2018-19	2019-20	2020-21	2021-22
Archives and Cultural Heritage Resources and Services	16	13	5	9	8
Data and Knowledge Management	8	4	1	2	2
Digital Curation	5	5	1	4	2
Digital Libraries	1	2	0	1	3
Informatics			1	1	0
Web Design		3	0	1	0
Youth Services	7	17	11	15	20
Digital Asset Management		3	0	2	1
Executive Library Leadership		3	1	1	0

Health Informatics		3	1	2	0
Library and Information Center Administration		3	0	1	1
Cybersecurity Governance		3	0	1	2

Independent studies and practicums

As described above in Standard II.1, in addition to the courses offered in the regular rotation, students can create their own learning experiences with independent studies and practicums. Independent studies and practicums are designed to help students meet their specific needs and provide experiential opportunities.

School Library Media Program

The School Library Media Program (SLMP) is one of two entitlement programs in the State of Illinois that allow students to earn the LIS master's degree and an initial professional educator license (PEL) with an endorsement for PK-12 school librarianship. In order for students at Dominican to earn the MLIS and the licensure/endorsement, they complete the core, five additional required courses and one elective:

Required courses:

LIS 721 Materials for Children

LIS 722 Materials for Young Adults

LIS 724 Integrating Technology into Programming, Service and Instruction (alternative to LIS 709)

LIS 725 Curriculum and School Libraries

LIS 773 School Libraries

LIS 820 Clinical Practice (course and two 200-hour clinical placements)

In addition to the course work for the master's degree, students must complete three education courses in order to qualify for the PEL:

Introduction to Education

Educational Psychology

Services to Exceptional Children

Most students complete the education courses at local community colleges.

Students who already hold a valid PEL and want the school librarianship endorsement complete the following 6 courses, which can apply toward the master's degree. Students can also admit as non-degree-seeking students and take the required 6 course (18 hours) and qualify for the endorsement.

Required courses:

LIS 701 Core Values, Ethics, and Issues in the Library and Information Professions

LIS 703 Organization of Knowledge

LIS 721 Materials for Children OR LIS 722 Materials for Young Adults

LIS 724 Integrating Technology Into Programming, Service and Instruction (alternative to LIS 709)

LIS 725 Curriculum and School Libraries

LIS 773 School Libraries

SLMP program requirements are available in the [SLMP Advising Worksheet](#) on the SOIS student intranet site.

Interdisciplinary coursework and research

Working with the Dominican University's Rosary College, Borra College of Health Sciences, Brennan School of Business, the School of Education, the Graduate School of Social Work and our own School of Information Studies, SOIS offers a number of interdisciplinary courses (see Table II.16). These courses allow SOIS students to gain a greater understanding of information and its role in a variety of domains. Examples include:

- Together, SOIS and the Brennan School of Business offer courses in data analysis and knowledge management that have application both in business and the academy.
- SOIS collaborates with Graduate School of Social Work offering community informatics.
- The Bora College of Health Sciences collaborates with us in sharing enrollments across disciplines in our Health Informatics Certificate described above.
- SOIS and the School of Education jointly deliver a state of Illinois approved Technology Specialist Endorsement for educators and school library media specialists. New courses were developed specifically for that endorsement, and existing courses in both SOIS and the School of Education are cross listed.

Other DU collaborations for cross-listed courses include various courses in our own SOIS from the other two Master's degrees (MSIM and MAYL). We also make a few courses from our undergraduate Informatics degree available to our MLIS and MSIM students, with the instructor developing a higher-level syllabus in those situations where the undergraduates and graduates “meet together” in a course. In addition to the cross-listed courses and joint programs, students in SOIS can take up to six credit hours in other Dominican graduate programs as electives upon approval by the student's advisor and the director. Examples of cross-listed courses include:

Table II.16 LIS Interdisciplinary courses - examples

College or School of Parent Course	Course number	Course name
Rosary College	HIST 307 / LIS 752	Oral History
School of Education	EDU 786 / LIS 741	Gaming in Education
School of Information Studies	LIS 758 / SWK 552	Community Informatics (Information Studies/Social Work)
	LIS 751 / EDU 788	Data Management Systems
	LIS 753 / EDU 789	Internet Fundamentals and Design
	LIS 754 / EDU 779	Systems Analysis and Design
	LIS 768 / EDU 790	Social Media and Emerging Technologies
	LIS 880 / GSB 784	Knowledge Management (Brennan School of Business)

Cooperative Degree Programs

SOIS has developed a number of cooperative degree programs with schools within Dominican University and with local universities and community colleges. Cooperative degrees, similarly to new degree program proposals, are approved by the SOIS Curriculum Committee and Faculty Council and then proceed to college-level approval and ultimately to approval by the University Curriculum Committee. These cooperative degree programs provide many benefits for both the MLIS program and its students. SOIS students have more opportunities to enhance their skills and competencies and to combine multiple intellectual pursuits. In addition, through these partnerships SOIS has an opportunity to develop a larger impact on the information professionals within the broad professional community.

Each of the degree-granting schools within the partnership defines its own specific requirements, with the standard overall goal of sharing six credit hours between the two degrees. In the case of the MLIS portion of the dual degree, all shared credits are approved by the advisor and the school director, and apply to the electives component of the curriculum (all MLIS core courses remain required). Thus, the MLIS requirement of the dual degree is 30 LIS credits and six approved credits from the other degree applied as electives to the MLIS. The total number of credits required by the other degree program for their degree is variable, depending on that program's requirements.

MA in History with a Certificate in Cultural Heritage

SOIS has a partnership with Roosevelt University's Department of History and Philosophy that provides a process for Roosevelt Master of Arts in History students to be admitted to SOIS courses toward the completion of the SOIS Certificate in Archives, Cultural Heritage Resources and Services. This partnership expands enrollment in our program, and also adds a marketable specialty to the Roosevelt students' graduate degree.

MLIS & MA in Public History

SOIS partners with the Loyola University Graduate School of Arts and Sciences to offer a combined program leading to two degrees: a Master of Arts in Public History and Master of Library and Information Science.

MLIS & MBA

Together the Dominican University Brennan School of Business and SOIS offer a combined program leading to two degrees: a Master of Business Administration and a Master of Library and Information Science.

MLIS & Master of Divinity

SOIS cooperates with the McCormick Theological Seminary to offer a combined program leading to two degrees: a Master of Divinity and a Master of Library and Information Science.

MLIS & Master of Social Work

SOIS and the Dominican University School of Social Work offer a combined program leading to two degrees: a Master of Library and Information Science and a Master of Social Work.

LTA Certificate–MLIS Accelerated Program

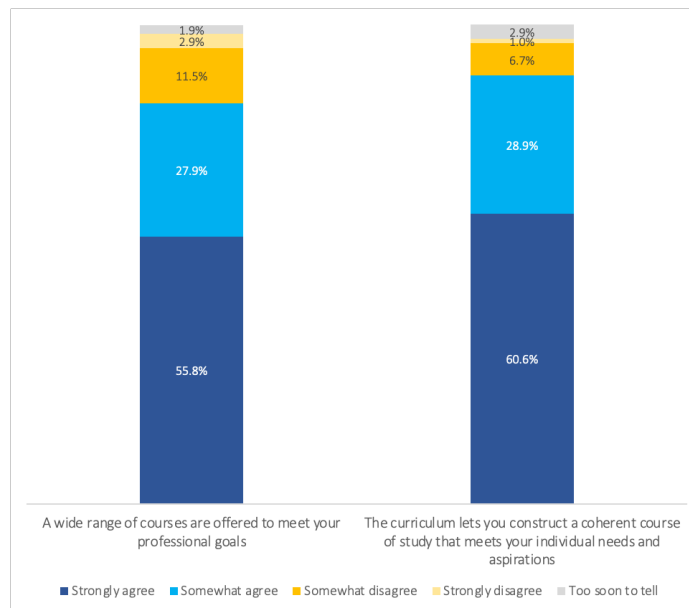
Dominican University and College of DuPage offer a partnership program that allows students to complete an Library Technical Assistant (LTA) Certificate and Associate's Degree at College of DuPage, then transfer to Dominican to complete a Bachelor's Degree and Master of Library and Information Science, all in as little as five years. The program allows students interested in careers in library and information science to become highly qualified across a variety of education levels. This partnership is used as an ongoing model for further community college collaborations.

The School of Information Studies continues to expand these curricular partnerships as opportunities arise. Currently, two new partnerships are in development: a dual MLIS and Master of Public Administration with Roosevelt University, and a certification partnership with the Institute of Certified Records Managers (ICRM).

Student feedback suggests that the range and flexibility of courses is meeting student expectations. As illustrated in Figure II.4, 83% of students agree that the curriculum provides enough flexibility to

plan their desired course of study, and 90% agree that a wide range of courses exists in the MLIS curriculum.

Figure II.4 Current (2021-22) student satisfaction with constructing plan of study



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

While still referenced officially as a draft, the [2021 Update to the ALA’s Core Competencies of Librarianship](#) is intended as a model for incoming information professional competencies across disciplinary specialties. The following table shows SOIS alignment to the 2021 ALACC’s as demonstrated through our SLGOs, our core courses, and selected relevant elective courses.

Table II.17 SOIS – LIS Course Alignment with 2021 ALA Core Competencies (ALACCs-2021)

ALA 2021 Core Competency	LIS SLGOs	Core Courses	Selected Electives
Gateway Knowledge	1a, 1b, 1c; 2a, 2b, 2c; 4a; 5a, 5b	LIS 701 Core Values, Ethics, and Issues in the Library and Information Professions	LIS 755 Information Policy
Information Resources	2a, 2b, 2c; 3a, 3b, 3c	LIS 702 Facilitating User Learning and Information Needs	LIS 721 Library Materials for Children LIS 722 Library Materials for Young Adults LIS 748 Collection Management LIS 763 Readers Advisory Services
Lifelong Learning and Continuing Education	1c; 4a, 4b, 4c; 5b, 5c	LIS 701 Core Values, Ethics, and Issues in the Library and Information Professions	LIS 723 Services for Children and Young Adults,

ALA 2021 Core Competency	LIS SLGOs	Core Courses	Selected Electives
		LIS 707 Leadership, Marketing, and Strategic Communication	LIS 791 Organizational and Multicultural Communication Various special topics courses, such as LIS 796 Special Topics (when offered, such as International Book Fair in Bologna, Italy) and LIS 806 Professional Involvement in ALA Annual (1.5 credit hours)
Management and Administration	1b, 1c; 2b, 2c; 3c; 4a, 4b, 4c; 5a, 5b, 5c	LIS 701 Core Values, Ethics, and Issues in the Library and Information Professions LIS 707 Leadership, Marketing, and Strategic Communication LIS 708 Evidence-Based Planning, Management, and Decision Making	LIS 761 Marketing and Advocacy LIS 770 Management of Libraries and Information Centers LIS 771 Public Libraries LIS 772 Academic Libraries LIS 773 School Libraries
Organization of Recorded Knowledge and Information	2a, 2c; 3a, 3b, 3c; 4b	LIS 703 Organization of Knowledge	LIS 730 Cataloging and Classification LIS 750 Information Storage and Retrieval LIS 775 Introduction to Archival Principles, Practices, and Services LIS 882 Metadata for Digital Resources
Reference and User Services	2a, 2b, 2c; 3a, 3b, 3c; 4b, 4c; 5b	LIS 702 Facilitating User Learning and Information Needs	LIS 740 Advanced Reference Services
Research and Evidence-Based Practice	1a, 1b, 1c; 2c; 4a, 4b; 5b	LIS 701 Core Values, Ethics, and Issues in the Library and Information Professions LIS 707 Leadership, Marketing, and Strategic Communication LIS 708 Evidence-Based Planning, Management, and Decision Making	LIS 749 Crisis Informatics LIS 758 Community Informatics
Social Justice	1a, 1b, 1c; 2a, 2b, 2c; 3c; 4b; 5b, 5c	LIS 701 Core Values, Ethics, and Issues in the Library and Information Professions LIS 702 Facilitating User Learning and Information Needs LIS 707 Leadership, Marketing, and Strategic Communication	LIS 732 Introduction to Critical Race Information Theory LIS 762 Critical Race Information Theory: Power of the Capture Moment LIS Issues of Access, Advocacy, and Policy in Youth Services LIS 791 Organizational and Multicultural Communication

ALA 2021 Core Competency	LIS SLGOs	Core Courses	Selected Electives
Technological Knowledge and Skills	3a, 3b, 3c; 4b	LIS 709 Foundations of Technology for the Library and Information Profession	LIS 745 Searching Electronic Databases LIS 751 Database Management LIS 753 Internet Fundamentals and Design LIS 754 Systems Analysis and Design LIS 757 Digital Asset Management LIS 759 Digital Libraries LIS 768 Social Media and Emerging Technologies LIS783 Digital Humanities LIS786 Advanced Web Design LIS 884 Big Data and Competitive Intelligence LIS 889 Digital Curation

Other knowledge and competency statements across disciplinary specialties for information professionals follow these ALACCs with varying specificity, most often in addressing the population served, the knowledge domain, and collections and skills associated directly with those areas. These individual professional statements serve as additional guides in our MLIS curriculum development as well as in advising and in the creation of our MLIS certificates of specialty. The SOIS Archives and Cultural Heritage Certificate is one example, as described below.

The Archives and Cultural Heritage Certificate was developed with the Society of American Archivists (SAA) [Guidelines for a Graduate Program in Archival Studies \(GPAS\)](#) in mind (SAA, 2016). As stated in the GPAS, “A graduate program in archival studies should provide students with a solid foundation in archival theory, methodology, and practice augmented by instruction in allied fields.”

The GPAS is divided into three sections under “Core Archival Knowledge” Specifically, these are:

- 1. Knowledge of Archival Material and Functions**
 - a) Nature of Records and Archives
 - b) Selection, Appraisal, & Acquisition
 - c) Arrangement and Description
 - d) Preservation
 - e) Reference and Access
 - f) Outreach, Instruction, and Advocacy
 - g) Management and Administration
 - h) Records and Information Management
 - i) Digital Records Management

- 2. Knowledge of the Profession**
 - a) History of Archives and the Archives Profession
 - b) Records and Cultural Memory
 - c) Ethics and Values

3. Contextual Knowledge

- a) Social and Cultural Systems
- b) Legal and Financial Systems

In addition, the GPAS suggests “Complementary Knowledge” in:

1. Information Technology
2. Conservation
3. Research Design and Execution
4. Organizational Theory
5. Library and Information Science
6. Liberal Arts and Sciences
7. Allied Professions

Students pursuing the Archives and Cultural Heritage Certificate gain “Complementary Knowledge” primarily through the Library and Information Science curriculum. In addition, they gain a solid foundation of the “Core Archival Knowledge” of the GPAS, as shown below:

Table II.18: MLIS Curriculum Alignment to GPAS Competencies

Course	Core Archival Knowledge	Complementary Knowledge
LIS 711 (History of the Text: Early Books and Manuscripts up to the Printing Press)	1a, 1d, 2a	2, 7
LIS 751 (Database Management)		1
LIS 775 (Introduction to Archival Principles, Practices, and Services)	1a, 1b, 1c, 1d (introduction), 1e, 1f, 1h (introduction), 1i (introduction) 2a, 2b, 2c; 3a	
LIS 881 (Advanced Archival Principles, Practice, and Services)	1d, 1g, 1i; 3b;	1, 3
LIS 882 (Metadata for Digital Resources)	1c, 1e, 1i	1
LIS 885 (Cultural Heritage Resources and Services)	1c, 1e, 1f; 2b, 2c; 3a	7
LIS 886 (Records and Information Management)	1h, 2c, 3b	1
LIS 889 (Digital Curation)	1i, 2c	1
LIS 888 (Fieldwork) or LIS 799 (Practicum)	1a-1i; 2a-2c; 3a-3b	

While adhering to the guidelines set forth by SAA through the GPAS, SOIS also pays particular attention to trends in the profession, especially since the 2016 adoption of the GPAS. As a result of this, and while listening to stakeholders, the faculty is now offering these courses, all introduced since the last accreditation cycle.

- LIS 752 (Oral History)
- LIS 757 (Digital Asset Management)
- LIS 778 (Genealogy Collections and Services in Archives and Libraries)
- LIS 779 (Local and Critical History: Collections and Archiving)
- LIS 783 (Digital Humanities)

Reviewing the competency statements of other specialized professional associations within LIS reveals broad commonalities of professional expectations, showing significant alignment to the 2021 ALA Core Competencies referenced above. Also as mentioned above, the core values of the information profession are reflected differently depending on the individual service populations, such as health sciences stakeholders, young adults, children, and members of academic communities. Skill sets are then articulated according to that specialized service population and the LIS professional’s knowledge of the people and the collections.

For example, YALSA, the Young Adult Library Services Association competencies as summarized in [this document](#) are outlined below and matched to specific courses in the MLIS curriculum:

Table II.19: MLIS Curriculum Alignment to YALSA Competencies

YALSA Competency	MLIS Courses
Teen Growth and Development	LIS 718 Storytelling for Adults and Children LIS 722 Library Materials for Young Adults LIS 723 Services for Children and Young Adults
Interactions with Teens	LIS 718 Storytelling for Adults and Children LIS 722 Library Materials for Young Adults LIS 723 Services for Children and Young Adults
Learning Environments	LIS 718 Storytelling for Adults and Children LIS 722 Library Materials for Young Adults LIS 723 Services for Children and Young Adults LIS 779 Planning and Design of Library Space
Learning Experiences	LIS 718 Storytelling for Adults and Children LIS 722 Library Materials for Young Adults LIS 723 Services for Children and Young Adults LIS 724 Integrating Technology into Programs, Services, and Instruction
Youth Engagement and Leadership	LIS 777 Issues of Access, Access, and Policy in Youth Services
Community and Family Engagement	LIS 771 Public Libraries LIS 773 School Libraries
Cultural Competency and Responsiveness	LIS 718 Storytelling for Adults and Children LIS 722 Library Materials for Young Adults LIS 723 Services for Children and Young Adults LIS 777 Issues of Access, Access, and Policy in Youth Services MAYL 811 Diversity Issues in Youth Literature
Equity of Access	LIS 722 Library Materials for Young Adults MAYL 811 Diversity Issues in Youth Literature
Outcomes and Assessment	LIS 708 Evidence-Based Planning, Management, and Decision Making LIS 771 Public Libraries LIS 773 School Libraries
Continuous Learning	LIS 722 Library Materials for Young Adults LIS 771 Public Libraries LIS 773 School Libraries

For library services to the youngest children, the Association for Library Service to Children (ALSC) has identified these competencies:

Table II.20: MLIS Curriculum Alignment to ALSC Competencies

ALSC Competency	MLIS Courses
Commitment to Client Group	LIS 720 Picture Books and Early Literacy LIS 721 Library Materials for Children LIS 723 Services for Children and Young Adults LIS 804.01- Media Literacy and Youth (1.5 credits) LIS 804.02 - Serving Children with Disabilities in Libraries and Communities (1.5 credits)
Reference and User Services	LIS 702 Facilitating User Learning and Information Needs LIS 723 Services for Children and Young Adults LIS 725 Curriculum and School Libraries
Programming Skills	LIS 718 Storytelling for Adults and Children LIS 720 Picture Books and Early Literacy LIS 721 Library Materials for Children LIS 723 Services for Children and Young Adults LIS 724 Integrating Technology into Programs, Services, and Instruction
Collection and Knowledge Management	LIS 721 Library Materials for Children
Outreach and Advocacy	LIS 758 Community Informatics LIS 777 Issues of Access, Advocacy, and Policy in Youth Services LIS 804.02 Serving Children with Disabilities in Libraries and Communities (1.5 credits)
Administrative and Management Skills	LIS 707 Leadership, Marketing, and Strategic Communication LIS 770 Management of Libraries and Information Centers LIS 771 Public Libraries LIS 773 School Libraries
Professionalism and Professional Development	LIS 721 Library Materials for Children LIS 723 Services for Children and Young Adults LIS 799 Practicum Various special topics courses, such as LIS 796 Special Topics (when offered, such as International Book Fair in Bologna, Italy)

SOIS also benefits from access to a wide variety of types of libraries in our immediate service area. Students are encouraged to seek practicum and independent study opportunities within specialized environments that could prepare them for specialized information services work of their interest. These placements then also connect students to specialized networking opportunities and student membership opportunities in the local chapter of the professional associations.

Our partnership with Mentor Collective also helps facilitate direct mentorship connections for students with specific interests in terms of type of information organization as well as type of service specialty within the professions, such as library systems, cataloging, reference, music librarianship, law libraries, or youth services, to name a few.

In addition, our list of certificates in Standard II.3 lists courses in our curriculum that are designed to meet competencies within specialized professional areas, particularly in cases such as technology and digital skills that appear consistently in professional competency statements.

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.

The SOIS continuous improvement logic model (Figure II.1) illustrates the various assessment inputs, activities, and resulting outputs that comprise the curricular systematic evaluation and planning process. Input comes from faculty, current students, graduating students, alumnae/i, and employers through the various tools listed in the logic model. For example, during the core curriculum review process, focus groups were held with various groups of alumnae/i and employers.

As described in Section II.1, the e-Portfolio is a key program assessment tool for SOIS, as this culminating student project activity provides a strong assessment tool for faculty review and reflection. Each student's e-Portfolio is graded by their MLIS faculty advisor, giving the advisor an effective glimpse at the student level and then at the aggregate level for all their advisees, enabling faculty to bring these impressions to the annual August faculty retreat (Data Summit) for conversation within the context of the full e-Portfolio data review.

In addition, as part of our SOIS goal to deepen our program assessment toolkit, in Spring 2018 SOIS faculty engaged in professional development regarding the purpose and the best practices in the use and building signature assessments to supplement our long-standing use of the e-Portfolio as a program capstone project. To that end, faculty made the decision to implement signature assessments in two of the required courses: LIS 701 Core Values, Ethics, and Issues in the Library and Information Professions and LIS 707 Leadership, Marketing, and Strategic Communication. These were piloted beginning Fall 2018 (for LIS 701) and Spring 2019 (for LIS 707) ([Appendix II.14](#)). With signature assessments in two required courses, SOIS faculty hoped to be able to review all new students with a direct assessment measure. To date, however, we have not been wholly satisfied with these signature assessment tools as a broad overall method for discovery of student learning beyond the standard course assessments, and the faculty continues to discuss their structure and effectiveness.

Table II.21 Methods used to continually evaluate the MLIS curriculum

Direct methods	Indirect methods
<ul style="list-style-type: none"> ○ e-Portfolio ○ Signature assessment pilot ○ edTPA for school library media candidates ○ Course grades ○ Course-embedded graded assignments ○ Clinical placement, practicum, or internship supervisor evaluation ○ edTPA for school library media candidates 	<ul style="list-style-type: none"> ○ Current student experience survey ○ Graduating student survey ○ Alumnae/i survey ○ Employer survey and table talks ○ Advisory Board and Alumnae/i Council meetings

Curriculum revisions and changes

Our SOIS Curriculum and Academic Affairs Committee consists of three faculty members and serves as the first level review for curriculum review and revision. This committee accepts formal and informal recommendations from faculty and from the director. When relevant, changes that need college and/or university level approval move forward based on SOIS faculty approval as presented from the Curriculum and Academic Affairs Committee.

Curriculum review also takes place through full faculty conversations based on various annual data, including employer, student satisfaction, and alumnae/i surveys as well as more informal feedback from students, practicum supervisors, Alumnae/i Council members, and Advisory Board members.

Current MLIS course syllabi are available in [Appendix II.15](#).

Course evaluation review

Faculty receive a report of their students' course evaluations at the conclusion of each semester. The summary report affords each faculty member the opportunity to use this feedback primarily for a variety of adjustments to make to their course materials, content, organization or pedagogical methods.

The SOIS director receives the course evaluation reports for all full and part time faculty in the SOIS, which provides her the opportunity to make recommendations and decisions about faculty re-hiring (in the case of adjuncts and non-tenure track faculty) and promotion and tenure (in the case of full-time, tenure-track faculty). This also provides the opportunity to mentor and provide professional development resources where needs or concerns emerge from the course evaluations. The Faculty Appointments Committee requires all probationary faculty to submit extensive promotion and tenure portfolios, of which teaching effectiveness plays a key part. Teaching effectiveness is in large part evaluated using the course evaluation data.

New and probationary faculty members review their course evaluations with the director for development purposes. The CoursEval platform allows faculty and directors to build "survey intelligence reports" which show evaluation data over time and across various courses, revealing trends, comparisons and/or outliers in the results. For example, new in 2021, the Office of Institutional Effectiveness, who is responsible for managing the course evaluation process university-wide, developed a comparison course evaluation report for all new faculty so that new faculty (one being in SOIS) could compare their own results to those of other new faculty as well.

II.6 The program has explicit, documented evidence of its ongoing decision-making processes and the data to substantiate the evaluation of the curriculum.

We document the evidence of the on-going evaluation of our curriculum and decision-making processes through committee and council minutes and the production of various program or input reports, including these listed below.

Annually, we update a [student outcomes achievement summary](#) and post it publicly on our [program webpage](#) and our [consumer information page](#). This summary includes degree enrollment, retention and completion statistics, e-Portfolio learning outcome summary, and employment outcomes.

A SOIS Task Completion Matrix ([Appendix I.26](#)) was created in 2020 to make it easier to identify the date and summarized actions of the SOIS Faculty Council and the various committees. The matrix includes the summarized outcome of a meeting (e.g., decision or vote).

Documented evidence of SOIS decision-making related to review of our curriculum includes:

- SOIS Faculty Council minutes
- SOIS Task Completion Matrix

Posted student achievement summaries

- e-Portfolio summary results
- Biennial reports to ALA
- Annual ALISE report (Curriculum section)
- Annual retreat minutes
- Curriculum committee minutes

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.

The methods described throughout Standard II demonstrate that the SOIS faculty and staff consider a variety of inputs and voices in a systematic way and keep curriculum improvement as an ongoing priority. The following are examples of actions taken to improve the program as a result of that process, with a particular focus here on evaluation of the curriculum as the key factor.

A revised core curriculum which considered multiple inputs, including faculty, employers, LIS professionals, students, and alumnae/i – resulting in new courses and the following improvements:

- The introductory course LIS 701 was renamed and refocused from Introduction to Library and Information Science to Core Values, Ethics, and Issues in the Library and Information Professions.
- The reference course now puts an emphasis beyond traditional reference on information literacy instruction as well as information seeking behaviors and information searching, as reflected in its title: LIS 702 Facilitating User Learning and Information Needs.
- The basic management course (LIS 770) was replaced in the core by a new course focused on leadership, design thinking, and strategic communication, as reflected in its title: LIS 707 Leadership, Marketing, and Strategic Communication. LIS 770, Management of Library and Information Centers, remains in the curriculum as an elective.
- A completely new required course, LIS 708 Evidenced Based Planning, Management, and Decision Making was added to the core, along with an overview technology course, LIS 709 Technology for the Library and Information Professions. Students have the option of substituting LIS 709 with a higher-level technology course specific to their area of interest, and in consultation with their advisor.
- Some older courses became outdated and/or obsolete with the core revisions and were removed from the course listing.
- Additional courses with a pattern of low enrollments were removed for curricular efficiency, and when relevant, content absorbed into other courses.

Keeping pace with new directions, needs and issues in the field, we enhanced elective course and certificate offerings, with new content including:

- More content in the areas of library assessment, critical race theory, design thinking, human-computer interaction, informatics and computer programming options;
- New certificates, including Digital Asset Management, Executive Library Leadership, Health Informatics, Library and Information Center Administration, and Cybersecurity Governance.

In response to course data revealing gaps in students' essential professional technology skills, increasing employer demand for technology competencies and student survey data revealing increasing interest in technology skill-building, we amended degree requirements to include additional technology requirements by:

- Adding LIS 709 Technology for the Library and Information Professional as a required course, with the option of substituting LIS 709 with a higher-level technology course specific to the student's area of interest, and in consultation with their advisor.

Student Learning Goals and Outcomes alignment and adjustment in the e-Portfolio assignment Reaffirmed our commitment to the SLGOs, including periodic examinations and minor language adjustments for clarity in understanding:

- Edited the SLGOs to a standard of three learning outcomes per learning goal, with a resulting 15 specific learning outcomes rather than 18.
- Leading to our improved ability as a program to assess student achievement across all aspects of our stated learning goals and outcomes, now requiring e-Portfolio students to provide artifacts for all 15 learning outcomes rather than choosing 15 from the stated 18.

Equity, justice, and inclusion pedagogical work and courses:

- Engaged the SOIS faculty in a curriculum-wide examination of syllabi through an equity and justice lens.
- Developed and implemented new critical race theory courses and have begun to embed diversity, equity and inclusion content throughout.
- Developed and launched an annual Equity Inclusion, and Justice Essay Contest with monetary prizes for the winner and two essays of merit; the winning essay will also be published in our e-journal *World Libraries*.

Responding to increasing interest in career development and mentoring, we enhanced career development resources and content in the program's culminating experience, by:

- Development of Bridge-to-Career required component of e-Portfolio process.
- Joined through the cooperative College of Applied Social Sciences contract the Mentor Collective organization to match students to working professionals who volunteer as mentors.

Expanded course online delivery to respond to increasing need and request for online delivery:

- Responsiveness throughout the pandemic in not only ensuring online offering of all coursework, but also providing professional development opportunities toward enhanced faculty skills in developing and delivering engaging online content.
- Expanding access to each semester's e-Portfolio workshops through Zoom delivery and recordings in order to help students prepare for this culminating experience.



Standard II: List of Appendices

[Appendix II.1: Required SOIS syllabus elements](#)

[Appendix II.2: MLIS Student Learning Goals and Outcomes Curriculum Map](#)

[Appendix II.3: Solicitation to students for SLGO revision feedback](#)

[Appendix II.4: IT Committee summary of technology courses in ALA accredited programs](#)

[Appendix II.5: Core curriculum revision FAQ document to students](#)

[Appendix II.6: 2019 minor revisions to the student learning goals and outcomes](#)

[Appendix II.7: 2021 Proposal to the Curriculum Committee regarding e-Portfolio SLGO requirements](#)

[Appendix II.8: 2021 Crosswalk document for faculty and students in the e-Portfolio SLGO requirement transition](#)

[Appendix II.9: MLIS Advising Worksheet](#)

[Appendix II.10: Data summit materials discussion of e-Portfolio data - sample](#)

[Appendix II.11: 2021-22 Diversity, equity and inclusion discussion](#)

[Appendix II.13: MLIS Course Rotation document](#)

[Appendix II.14: Signature Assessments](#)

[Appendix II.15: Course Syllabi](#)



Standard III: Faculty

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 enrich the quality and diversity of the program.

The mission, vision, and strategic priorities of the School of Information Studies (SOIS) require a faculty rooted in the core values, ethics, and issues of libraries and information agencies in contemporary society. Both full-time and part-time SOIS faculty members possess academic credentials and experience that enable them to provide a balanced and relevant education to students in the degree program. As such, SOIS faculty members are qualified for appointment as graduate faculty of Dominican University and are sufficient in number and in diversity of specialties to carry out the major share of teaching in our program. Table III.1 shows an overview of the twelve full-time faculty members – eight professors, three associate professors, and one assistant professor – organized by rank with their respective areas of specialty detailed. Curriculum vitae are found in [Appendix III.1](#)

Table III.1 Full-time faculty rank, tenure status and area(s) of specialty

Name	Rank	Tenure Status	Area(s) of Teaching and Research Specialty
Kate Marek, PhD	Director and Professor	Tenured	Technology development in information services, including digital libraries and Internet applications; information policy; global information issues; qualitative research methods
Bill Crowley, PhD	Professor	Tenured	Higher education administration; management of libraries and information centers; readers advisory services; marketing; advocacy; public libraries; special libraries; folkloristics
Janice Del Negro, PhD	Professor and Director, MAYL	Tenured	Children’s and young adult literature; storytelling; outreach programming; library services to children and young adults; youth services organization and management; foundations of library and information science; reading in society; information policy; folk and fairy tales and popular media; women in folk and fairy tales
Don Hamerly, PhD	Professor and Director, SLMP and Informatics	Tenured	School library media programs; internet and web development; media technologies; informatics; research methods

Name	Rank	Tenure Status	Area(s) of Teaching and Research Specialty
Sujin Huggins, PhD	Professor	Tenured	Youth services librarianship; reference and user instruction; community informatics; multicultural children's literature; storytelling; critical pedagogy
Stacy Kowalczyk, PhD	Professor and Director, MSIM	Tenured	Digital curation; digital library; technology in libraries and archives
Cecilia Salvatore, PhD	Professor and Coordinator, Archives and Cultural Heritage Program	Tenured	Archives, libraries, and cultural heritage institutions, particularly in underserved communities and emerging and developing countries; information behavior; global information ecology
Karen Snow, PhD	Professor and PhD Program Director	Tenured	Cataloging & classification; metadata; knowledge organization ethics; cataloging pedagogy
Mary Pat Fallon, EdD	Associate Professor	Tenured	Reference; academic libraries; user instruction
Yijun Gao, PhD	Associate Professor	Tenured	Data & information management systems; data mining; information architecture and behaviors; social media & technologies for LIS; competitive intelligence
Hassan Zamir, PhD	Associate Professor	Tenure Track	Data science; information technology; cybersecurity; health informatics; information privacy; crisis informatics; web design; social computing; misinformation
Anthony Dunbar, PhD	Assistant Professor	Tenure Track	Critical pedagogy/critical thinking; Critical Race Theory/Critical Race information Theory; research methods; information identities (group/individual); leadership development; advocacy and activism

The SOIS Student Learning Goals and Outcomes (SLGOs) and the MLIS curriculum represent the breadth of competencies that SOIS faculty members bring to teaching, research, and planning, all aligned strategically with the ALA Standards and Guidelines, the ALA Code of Ethics, and the mission and vision of Dominican University, of the College of Applied Social Sciences, and of the School of Information Studies. Many faculty members teach both core courses and courses related to their areas of specialty:

- Janice Del Negro, for example, an award-winning storyteller and book author, regularly teaches LIS 701 Core Values, Ethics, and Issues in the Library and Information Professions along with courses in storytelling, materials for young adults, and folk and fairy tales in popular media.
- Sujin Huggins, a former children's librarian for the National Library Authority of Trinidad and Tobago and a board member of both Targeting Autism and the Center for the Study of Multicultural Children's Literature, teaches LIS 702 Facilitating User Learning and Information Needs as well as community informatics, materials for children, media literacy, and services to children with disabilities.
- In addition to teaching LIS 707 Leadership, Marketing, and Strategic Communication, Bill Crowley also teaches readers advisory, knowledge management, public libraries, and management, drawing upon his experiences at the New York Public Library, at the Alabama Public Library Service, as library head of public services and director of a seven-county library cooperative in Indiana, and as Ohio's Deputy State Librarian for Library Services.
- Tony Dunbar teaches LIS 708 Evidence-Based Planning, Management, and Decision-Making as well as new courses in critical race information theory based on his research and

experience as an independent equity and justice consultant and member of ALA's Diversity Research Grant Committee, a co-convener (along with SOIS faculty member Hassan Zamir) for the ALISE Innovative Pedagogies SIG, and the Dominican member board representative for the Black Metropolis Research Consortium.

A high-impact goal of SOIS is that students see full-time faculty in their core courses early in their course of study and throughout as they begin to specialize.

Faculty Maintain Sufficiency and Increase Diversity, Areas of Specialty

Two additions to the full-time faculty offset the departure of two faculty members since 2015, with the total number of 12 faculty members stable across the review period.

Christopher Stewart left SOIS in 2017 to pursue a new opportunity out of state, and Karen Brown retired in 2020. The remaining SOIS faculty has remained intact during the last seven years, although some faculty have experienced changes in responsibilities. In January 2016, Karen Snow assumed the role of PhD program director, Stacy Kowalczyk became founding program director for the Master of Science in Information Management (MSIM), and Don Hamerly became founding director of the informatics undergraduate program. When SOIS became part of CASS in July 2017, Kate Marek became one of three school directors that report to the CASS dean. Mary Pat Fallon assumed the role of Borra CTLE interim director in June 2020. In January 2021, Janice Del Negro became founding director of the Master of Arts in Youth Literature.

Tony Dunbar is the more recent (2021) of two new faculty additions during the review period to an SOIS faculty that has maintained its sufficient size since 2015. Tony brings foundational knowledge and experience from work as an archivist, records manager, data analyst, and independent justice and equity consultant. In his research and service, Tony has synthesized his scholarship in cultural identity development, critical race theory, socio-cultural aspects of categorization, and collective and institutional memory into a new critical race information theory (CRiT). In addition to teaching core courses, Tony has developed two new courses based on CRiT, was the Lead/Coordinating Editor for the 2022 *Education for Information* Special Issue on Race, started the Critical Race Theory Collective (CRTc), of which SOIS is a sponsor, and was unanimously chosen by SOIS faculty as the first SOIS Equity, Inclusion, and Justice Coordinator.

Hassan Zamir joined the SOIS faculty in 2017 and teaches courses on data science, information architecture and web development, and informatics for the PhD, MLIS, MSIM, and Informatics BS degree programs. Zamir has developed several new courses for SOIS, including (but not limited to) Data Management Theory, Crisis Informatics, Information Security, Health Informatics, Human Computer Interaction, Information Privacy, Foundations of Information Technology, Data Science, Cybersecurity Informatics, and Information Architecture and Content Strategy. Zamir also serves as editor of (SOIS-based) *World Libraries*, as reviewer for the *Harvard Misinformation Review*, and as advisory board member for *Libri* and the *International Journal of Libraries and Information Studies*.

Through strategic planning in collaboration with the university's administration that focused on expense reduction, risk management, and enrollment growth measures, the SOIS has been fortunate to maintain a steady number of 12 faculty members in tenure-track positions throughout the review period, which provides continuity and a robust academic foundation for the program during a time of change.

While most SOIS full-time faculty members hold doctorates in library and information science (see Table III.2), additional areas of preparation include educational leadership in higher education (Bill Crowley) and higher education and organizational change (Mary Pat Fallon). SOIS faculty members have graduate-level degree preparation in library and information science, as well as in literature, English, education, and leadership in higher education. Faculty members are fully equipped to develop, review and revise, and teach the MLIS curriculum foundations and designated content areas as indicated in the MLIS program Student Learning Goals and Outcomes (SLGOs).

Faculty teaching assignments by semester for the review period are available [online via this link](#).

Table III.2 Full-time faculty credentials/degree specialties

Name <i>(Service Years)</i>	Rank	Highest Degree	Degree Specialty	Granting institution	Other degree(s)
Kate Marek <i>(2000-present)</i>	Director and Professor	PhD	Library and Information Management	Emporia State University; 1999	MALS
Bill Crowley <i>(1996-present)</i>	Professor	PhD	Educational Leadership/ Higher Education	Ohio University; 1995	MA MS
Janice Del Negro <i>(2004-present)</i>	Professor	PhD	Library and Information Science	University of Illinois, Urbana-Champaign; 2007	MLS
Don Hamerly <i>(2009-present)</i>	Professor	PhD	Library and Information Science	University of Texas, Austin; 2009	MLIS
Sujin Huggins <i>(2010-present)</i>	Professor	PhD	Library and Information Science	University of Illinois, Urbana-Champaign; 2012	MS
Stacy Kowalczyk <i>(2013-present)</i>	Professor	PhD	Information Science	Indiana University; 2011	MLIS
Cecilia Salvatore <i>(2009-present)</i>	Professor	PhD	Library and Information Science	University of Texas, Austin; 2000	MLS
Karen Snow <i>(2012-present)</i>	Professor	PhD	Information Science	University of North Texas, Denton; 2011	MLS
Mary Pat Fallon <i>(1997-present)</i>	Associate Professor	EdD	Higher Education and Organizational Change	Benedictine University; 2010	MLIS
Yijun Gao <i>(2012-present)</i>	Associate Professor	PhD	Library and Information Science	Western Ontario University; 2009	MLS
Hassan Zamir <i>(2016-present)</i>	Associate Professor	PhD	Information Science	University of South Carolina, 2017	MA
Anthony Dunbar <i>(2021-present)</i>	Assistant Professor	PhD	Information Studies	University of California, Los Angeles, 2008	MA MEd MLIS

Follett Chair in Library and Information Science

In 2002, the Follett Corporation established the Follett Chair in Library and Information Science at Dominican University. Responsibilities for holders of the Chair include developing and teaching graduate classes; conducting innovative scholarship; and presenting workshops, seminars, colloquia, and special lectures for students, fellow educators, and information professionals. The Chair embodies unique specializations and links SOIS more closely to the professional community

through both educational and service activities. The Follett Lecture, which the Chair delivers annually each spring, invites the entire Dominican and LIS community to consider contemporary issues in library and information science. A [summary of Follett Lectures](#) is listed on the SOIS website.

Dr. Cutchu Risling Baldy, Associate Professor and Department Chair of Native American Studies at Humboldt State University, assumes the Follett Chair in fall 2022. The 2020-2022 Follett Chair was Dr. Ebony Elizabeth Thomas, Associate Professor in the Joint Program in English and Education at the University of Michigan’s School of Education. Previously, she was Associate Professor in the Literacy, Culture, and International Education Division at the University of Pennsylvania’s Graduate School of Education and is the author of the award-winning book *The Dark Fantastic: Race and the Imagination from Harry Potter to the Hunger Games* (2019). Dr. Thomas taught courses for SOIS on science fiction, fantasy, and diversity in youth literature. Bernard Reilly, President of the Center for Research Libraries at the time, served as Follett Chair in 2019-2020. Verne Harris, Director of Archive and Dialogue at the Nelson Mandela Foundation in Johannesburg, South Africa, served in 2018-2019. Andrew Dillon, Dean of the iSchool at the University of Texas at Austin at the time, served in 2017-2018. David Lankes, director of the School of Information Science and Associate Dean for the College of Information and Communications at the University of South Carolina at the time, served in 2016-2017.

Table III.3 SOIS Follett Chairs 2016 - 2023

Academic Year	Follett Chair
2016-2017	David Lankes, University of South Carolina
2017-2018	Andrew Dillon, University of Texas at Austin
2018-2019	Verne Harris, Nelson Mandela Foundation
2019-2020	Bernard Reilly, Center for Research Libraries
2020-2021 and 2012-2022	Dr. Ebony Thomas, University of Michigan
2022-2023	Dr. Cutchu Risling Baldy, California Polytechnic, Humboldt

Part-Time Adjunct faculty

SOIS balances and complements the teaching competencies of the full-time faculty with the appointment of adjunct faculty. Adjunct faculty teach in specialty areas not represented by strengths on the MLIS full-time faculty, when demand for courses calls for additional offerings, or when their specializations in work and other experiences would especially enrich the program. SOIS is fortunate as a school of information to have access to a robust community of outstanding professionals practicing in all types of libraries and information agencies in the Chicago area and elsewhere. Sixty-six qualified adjunct faculty members have served SOIS students by teaching at least one course since the previous review period. Typically, adjunct faculty teach either one course per term or one course per academic year, although some teach more than one in a given semester or year. Table III.4 provides a summary of the academic credentials, institutions represented, and courses taught by the adjunct faculty. See [Appendix III.2](#) for a transcript of adjunct faculty and the courses taught over this accreditation period.

Table III.4 Part-time faculty by year(s) of service, degree(s), title/organization & course assignments

Year(s) of Service Adjunct Faculty Member Degree(s) Title/Organization	LIS Course(s) Taught
2015-2022 Amy Alessio, MLIS Content Creator/Allied Vaughn	LIS 701 Core Values, Ethics, and Issues in the Library and Information Professions LIS 702 Facilitating User Learning and Information Needs LIS 722 Materials for Young Adults LIS 748 Collection Management
2021-2022 Christopher Allison, PhD Director/McGreal Center, Dominican University	LIS 717 History on Display: Museums, Exhibitions and Public History LIS 752 Oral History LIS 759 Digital Libraries
2017-2022 Abby Annala, MLIS, MBA Global Research Sources Senior Coordinator/Boston Consulting Group	LIS 707 Leadership, Marketing, and Strategic Communication LIS 880 Knowledge Management
2017 Brodie Austin, MA, MSLIS Assistant Director/Northbrook Public Library	LIS 786 Advanced Web Design
2016-2021 Brian Baird, MLIS Preservation Librarian and Conservator/ Brigham Young University	LIS 713 Introduction to the Preservation and Conservation of Library and Archival Materials
2017-2022 Chris Barkoozis, MS, PPM Director, Content Management Services/ Allied Vaughn	LIS 754 Systems Analysis and Design LIS 757 Digital Asset Management
2015-2020 Thom Barthelmess, MLS Youth Services Manager/Whatcom County Library System, WA	LIS 796 Special Topics: Bologna International Children's Book Fair
2015-2017; 2020-2022 Molly Beestrum, MLIS Education and Curriculum Coordinator/ Galter Health Sciences Library, Northwestern University	LIS 702 Facilitating User Learning and Information Needs LIS 704 Reference and Online Services
2015-2016; 2017-2019 Lenora Berendt, MLIS Executive Director/Berkeley Public Library, IL	LIS 744 Government Information Resources LIS 748 Collection Management
2020-2022 Melissa Bernasek, MLIS Director/Information & Digital Services, Gail Borden Public Library District, IL	LIS 707 Leadership, Marketing, and Strategic Communication
2015-2020 John W. Berry, MAT, MLS Advisor/American Library in Paris; ALA Past President	LIS 760 International Librarianship LIS 796 Special Topics: Guadalajara International Book Fair

Year(s) of Service Adjunct Faculty Member Degree(s) Title/Organization	LIS Course(s) Taught
2015-2018 Dom (Bortmas) Bortruex, MLIS Manager/Monographic FastCat Unit, Yale University Libraries	LIS 805 Special Topics in Technology: Technology Tools for Information Professionals LIS 805 Special Topics in Technology: XSLT for Information Professionals LIS 805 Special Topics in Technology: Coding for Information Professionals LIS 882 Metadata for Digital Resources
2015-2020 Karen Brown, PhD Professor Emerita/School of Information Studies, Dominican University	LIS 701 Core Values, Ethics, and Issues in the Library and Information Professions LIS 708 Evidence-Based Planning, Management, and Decision-Making
2017 Carolyn Caizzi, MLIS, SHRM-CP Head, Repository & Digital Curation/ Northwestern University Libraries	LIS 759 Digital Libraries
2020 Miranda Calhoon, MLIS Librarian Cataloger/Joliet Public Library, IL	LIS 703 Organization of Knowledge
2018 Doris Cardenas, MLIS Associate Archivist/Claretian Missionaries Archives	LIS 775 Introduction to Archival Principles, Practices and Services
2015-2018 Amber Creger, MLIS Youth Services Director/Schaumburg Township District Library, IL	LIS 723 Services for Children and Young Adults
2019 Abby Dover, MLS Monograph Catalog and Authority Control Librarian/Southern Methodist University	LIS 703 Organization of Knowledge
2020-2022 Mina Duarte, PhD Manager, Garfield Ridge Branch/Chicago Public Library	LIS 701 Core Values, Ethics, and Issues in the Library and Information Professions
2020 Emily Fardoux, MLIS Head of Youth & Teen Services/ Lincolnwood Public Library District, IL	LIS 723 Services for Children and Young Adults
2018-2022 Sean Fitzpatrick, MSLIS Founder, Project Lead/Proof Studio	LIS 753 Internet Fundamentals and Design LIS 786 Advanced Web Design
2015 Diane Foote, MSLIS Executive Director/Illinois Library Association	LIS 804: Special Topics in Youth Services: Mock Caldecott Awards
2020-2022 Sarah Furger, MA, MLIS Librarian Cataloger/Joliet Public Library, IL	LIS 703 Organization of Knowledge

Year(s) of Service Adjunct Faculty Member Degree(s) Title/Organization	LIS Course(s) Taught
2018-2020 Elisa Gall, MLIS Early Childhood Librarian/University of Chicago Laboratory Schools	LIS 723 Services for Children and Young Adults
2019-2021 Elizabeth Garcia, PhD Administrative Librarian/Glendale Public Library, AZ	LIS 701 Core Values, Ethics, and Issues in the Library and Information Professions
2015-2017 Katie Guzan, MLIS, MEd Librarian/Downers Grove North High School, IL	LIS 724 Integrating Technology into Programming, Services and Instruction
2015-2018; 2020-2022 Natalie Hall, MLIS Technical Services Coordinator/Moraine Valley Community College, IL	LIS 703 Organization of Knowledge
2021-2022 Tara Hinkley, MLIS, MA Public History Archivist/Barack Obama Presidential Library	LIS 778 Genealogy Collections and Services in Libraries and Archives LIS 782 Local and Critical History Collections and Archiving
2015-2018 Jeanne Holba-Puacz, MLS Instructor/School of Information Science, University of Illinois	LIS 704 Reference and Online Services
2015-2016 Beth Horner, MLS Owner/Beth Horner - Storyteller	LIS 718 Storytelling for Adults and Children
2020 Andrea Jamison, PhD Assistant Professor/College of Education, Illinois State University	LIS 722 Materials for Young Adults
2015 Kyle Jones, PhD Assistant Professor/School of Informatics and Computing, Indiana University-Indianapolis	LIS 755 Information Policy
2015 Benn Joseph, MLIS Head of Collections Services/McCormick Library of Special Collections & University Archives, Northwestern University	LIS 775 Introduction to Archival Principles, Practices and Services
2015-2017 Chris Kiess, MLS, MS Senior User Experience Designer/ Caresyntax	LIS 880 Knowledge Management
2015-2022 Todd Kleine, EdD, PMP Interim Chief Information Officer/ Dominican University	LIS 886 Records and Information Management

Year(s) of Service Adjunct Faculty Member Degree(s) Title/Organization	LIS Course(s) Taught
2016 R. David Lankes, PhD Virginia and Charles Bowden Professor of Librarianship/The University of Texas at Austin	LIS 880 Special Topics: Libraries, Communities, and Advocacy
2022 Greg MacAyeal, MLIS Curator, Music Library/Northwestern University	LIS 776 Music Librarianship
2015-2022 Mary Marks, PhD Teacher Librarian (Retired), Hough Street School/Barrington CUSD 220, IL	LIS 725 Curriculum and School Libraries
2015-2018 Maurine McCourry, PhD Library Director/Hillsdale College, MI	LIS 703 Organization of Knowledge
2020-2022 Mary Ellen Messner, MBA, MLIS Chief Strategy Officer & First Deputy Commissioner/Chicago Public Library	LIS 708 Evidence-Based Planning, Management, and Decision-Making
2015-2018; 2020 Jenna Nemecek-Loise, MLIS Director, Library and Information Literacy/ North Shore Country Day School, IL	LIS 777 Issues of Access, Advocacy, and Policy in Youth Services LIS 805 Special Topics: Writing for the LIS Professions
2019 Mindy Pugh, PhD University Archivist and Campus Historian/ Illinois Institute of Technology	LIS 775 Introduction to Archival Principles, Practices and Services
2019 Bernie Reilly, MA Senior Advisor / Center for Research Libraries-Global Resources Network	LIS 806 Special Topics: Memory Institutions in a Civil Society
2015-2018 John Rimer, MLIS Access Services Librarian/Roselle Public Library, IL	LIS 722 Materials for Young Adults LIS 804 Special Topics: Graphic Format Books
2019-2022 Elizabeth Roke, MLS Metadata and Discovery Archivist/Stuart A. Rose Manuscript, Archives, and Rare Book Library, Emory University, GA	LIS 882 Metadata for Digital Resources
2020-2021 Ann Santori, MLIS Early Literacy Specialist Librarian/ Lincolnwood Public Library District, IL	LIS 720 Picture Books and Emergent Literacy LIS 723 Services for Children and Young Adults

Year(s) of Service Adjunct Faculty Member Degree(s) Title/Organization	LIS Course(s) Taught
2015-2019 Alexis Sarkisian, MS Instr. Technology Coordinator of Clinical Practice (SOIS)/ Dominican University	LIS 716 Leadership and Strategic Communication LIS 707 Leadership, Marketing, and Strategic Communication
2021- 2022 Devin Savage, MSLIS Dean of Libraries/Illinois Institute of Technology	LIS 708 Evidence-Based Planning, Management, and Decision-Making
2016-2022 Foy Scalf, PhD Head, Research Archives/Oriental Institute, University of Chicago	LIS 711 History of the Text: Early Books and Manuscripts up to the Printing Press
2015-2019 Allison Schein Holmes, MLIS Director, Media Archives/WTTW/Chicago PBS and WFMT Chicago	LIS 775 Introduction to Archival Principles, Practices and Services LIS 888 Cultural Heritage/Archives Fieldwork
2016-2017 Beth Shoemaker, MLIS Rare Book Librarian/Stuart A. Rose Manuscript, Archives, and Rare Book Library, Emory University, GA	LIS 703 Organization of Knowledge LIS 730 Cataloging and Classification
2017 David Sibley, MLIS University Librarian/Chicago School of Professional Psychology	LIS 753 Internet Fundamentals and Design
2017-2022 Mariela Siegert, MLIS, MAEd Librarian/Downers Grove North High School, IL	LIS 724 Integrating Technology into Programming, Services and Instruction
2015-2016 Randy Silverman, MLS Preservation Librarian/University of Utah Marriott Library	LIS 713 Introduction to the Preservation and Conservation of Library and Archival Materials
2021 Eric Sizemore, MLIS Reference Librarian/Parkland College, IL	LIS 702 Facilitating User Learning and Information Needs
2015-2016 Christopher Stewart, EdD Director, MMLIS Program/University of Southern California - Marshall School of Business	LIS 701 Core Values, Ethics, and Issues in the Library and Information Professions LIS 770 Management of Libraries and Information Centers LIS 779 Planning and Design of Library Space
2015-2022 Troy Swanson, PhD Library Department Chair/Moraine Valley Community College, IL	LIS 753 Internet Fundamentals and Design LIS 708 Evidence-Based Planning, Management, and Decision-Making

Year(s) of Service Adjunct Faculty Member Degree(s) Title/Organization	LIS Course(s) Taught
2020-2022 Ebony Thomas, PhD Associate Professor/Joint Program in English and Education, University of Michigan	LIS 804 Special Topics in Youth Services: The Dark Fantastic - Reading Science Fiction, Fantasy and Comics to Change the World
2016-2017 Dawne Tortorella, MS, MED Assistant Director/SWAN Library Services, IL	LIS 753 Internet Fundamentals and Design LIS 786 Advanced Web Design
2020 Kelly Visnak, PhD Associate Vice President and University Librarian/Texas State University	LIS 702 Facilitating User Learning and Information Needs
2015-2018 Scott Walter, PhD Dean, University Library/San Diego State University	LIS 770 Management of Libraries and Information Centers
2015 Nancy Webster, MILS Archives Director/Highland Park Historical Society, IL	LIS 775 Introduction to Archival Principles, Practices and Services
2019-2021 Brandy Whitlock, MLIS Professor & Instruction Librarian/Ane Arundel Community College, MD	LIS 708 Evidence-Based Planning, Management, and Decision-Making LIS 772 Academic Libraries
2019-2020 Philip Wills, MLIS Senior Specialist, Digital Asset Management/Bain & Company, Chicago, IL	LIS 757 Digital Asset Management
2015-2022 Erin Wyatt, PhD Learning Center Director, Highland MS/ Libertyville School District 70, IL	LIS 728 Clinical Experience-Student Teaching LIS 729 Clinical Experience-Internship LIS 773 School Libraries LIS 820 Clinical Practice
2015-2016 Maria Ziemer, MLIS Director/Global Outreach - Eastern US and Europe, Third Iron	LIS 704 Reference and Online Services LIS 748 Collection Management

Adjunct instructors for SOIS extend and enrich specialties of the full-time faculty. For example:

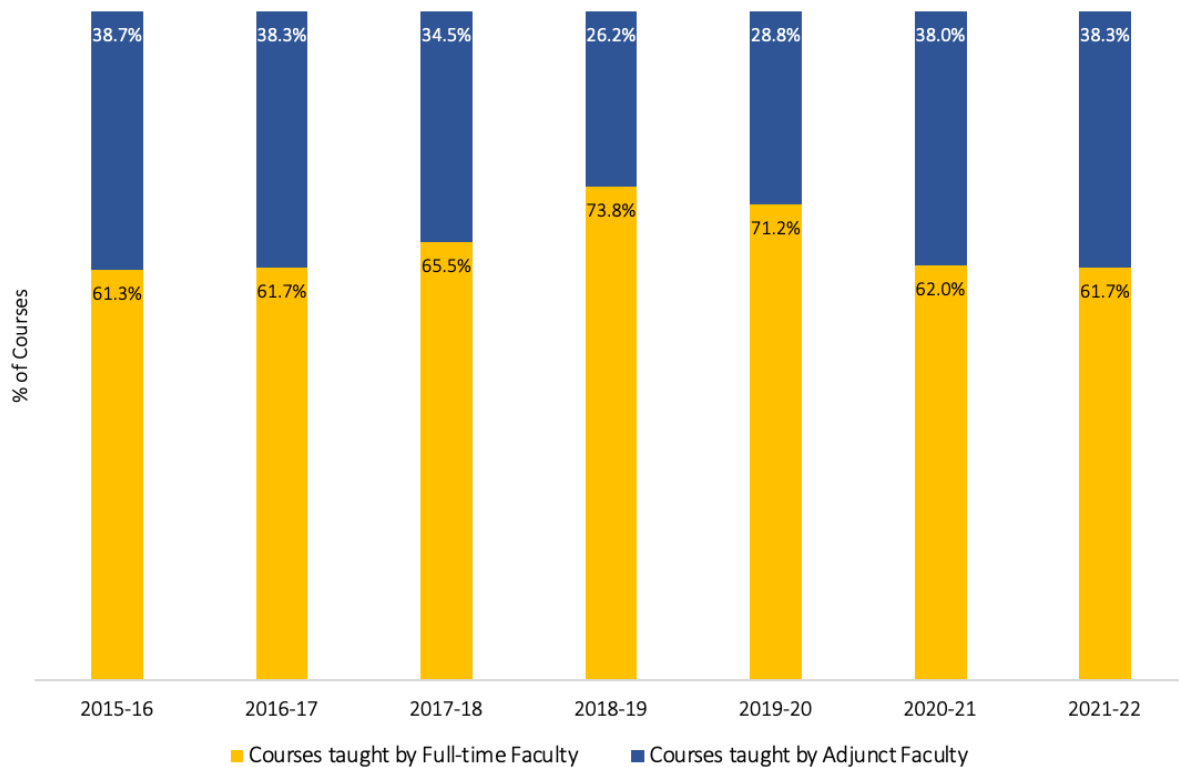
- Christopher Allison holds a PhD in the History of American Civilization from Harvard University and a Master of Arts in American Religious History from Yale Divinity School. He has been actively engaged with museum communities and so brings curatorial experience, a passion for archival collections, and a keen digital savvy to Dominican University's McGreal Center. He was a curator for Harvard Divinity School's bicentennial history exhibition in 2016 entitled "Faces of Divinity," which is now on permanent display. Allison teaches LIS 717 History on Display: Museums, Exhibitions and Public History, LIS 752 Oral History, and LIS 759 Digital Libraries.

- Molly Beestrum is the Education and Curriculum Coordinator at Galter Health Sciences Library & Learning Center at Northwestern University. She served as the Illinois Library Association President in 2019 and was named the 2020 Illinois Academic Librarian of the Year. Beestrum teaches LIS 702 Facilitating User Learning and Information Needs.
- Tara Hinkley is an award-winning writer and heritage professional with decades of experience working in libraries, museums, and archives to engage the public in genealogy and local history. She holds an MLIS from Dominican University and a Master of Arts in Public History from Loyola University. She serves as the Archivist at the Obama Presidential Library in Hoffman Estates, Illinois. Hinkley teaches LIS 778 Genealogy Collections and Services in Libraries and Archives and LIS 782 Local and Critical History Collections and Archiving.
- Foy Scalf is the Head of the Research Archives at the Oriental Institute Museum at the University of Chicago. He received his PhD in Egyptology from the University of Chicago. Scalf curated a special exhibit for the Oriental Institute Museum called “Book of the Dead: Becoming God in Ancient Egypt” and assembled a group of internationally acclaimed scholars as editor of the accompanying catalog. Scalf was awarded Dominican’s 2022 College of Applied Social Sciences Part-Time Faculty Excellence in Teaching Award. He teaches LIS 711 History of the Text: Early Books and Manuscripts up to the Printing Press.
- Mariela Siegert, School Librarian at North High School in Downers Grove, was awarded the School Librarian of the Year award this past November from the Association of Illinois School Library Educators. She serves as editor for the No Flying No Tights website, which reviews graphic novels for all ages, and she is a reader for YALSA’s Great Graphic Novels for Teens committee. Siegert teaches LIS 724 Integrating Technology into Programming, Services, and Instruction.
- Troy A. Swanson is Teaching and Learning Librarian and Library Department Chair at Moraine Valley Community College. He holds a PhD in Community College Leadership from Old Dominion University. Swanson is the author or editor of several books and articles, including co-editor of *Not Just Where to Click: Teaching Students How to Think About Information*, which received the Ilene F. Rockman Publication of the Year Award from ARCL’s Instruction Section. He served on ACRL’s Information Literacy Competency Standards for Higher Education Task Force, which issued the Framework for Information Literacy. Swanson teaches LIS 708 Evidenced-Based Planning, Management, and Decision-Making.
- Erin Wyatt, Learning Center Director at Highland Middle School, earned an MEd from Chicago State University, MLIS from Dominican University, and PhD in Information Science from University of North Texas. She was awarded School Librarian of the Year by the Association of Illinois School Library Educators in 2018. She serves on the Rebecca Caudill Young Readers’ Book Award Nominations Committee and works with the leadership of Due North, a local networking group for school librarians. As an extension of her work as a school librarian, Wyatt leads the literary and art publication *Write in the Middle*, the Highland Reads program, and serves on the Equity and Inclusion committee within the school and district. Wyatt teaches LIS 773 School Libraries.

Percentage of Classes Taught by Full-Time Faculty

At the university level, Dominican has made a concerted effort to ensure that it has sufficient numbers of faculty members to carry out both the classroom and non-classroom roles of faculty. For example, in academic year 2021-2022 (excluding summer 2022), 49.6% of all Dominican courses were taught by full-time faculty. That year, within SOIS, 61.7% of all courses were taught by full-time faculty, just below the average of 65.3% for the years 2015-2022 in SOIS. See Figure III.1 for percentages of courses taught by part-time and full-time faculty by academic year. While the SOIS program benefits tremendously from the expertise of the adjunct instructors, it is nevertheless an ongoing goal and indicator of a quality program that full-time faculty continually teach core courses as well as elective courses.

Figure III.1 Percentage of MLIS courses taught by part-time and full-time faculty 2015-2022

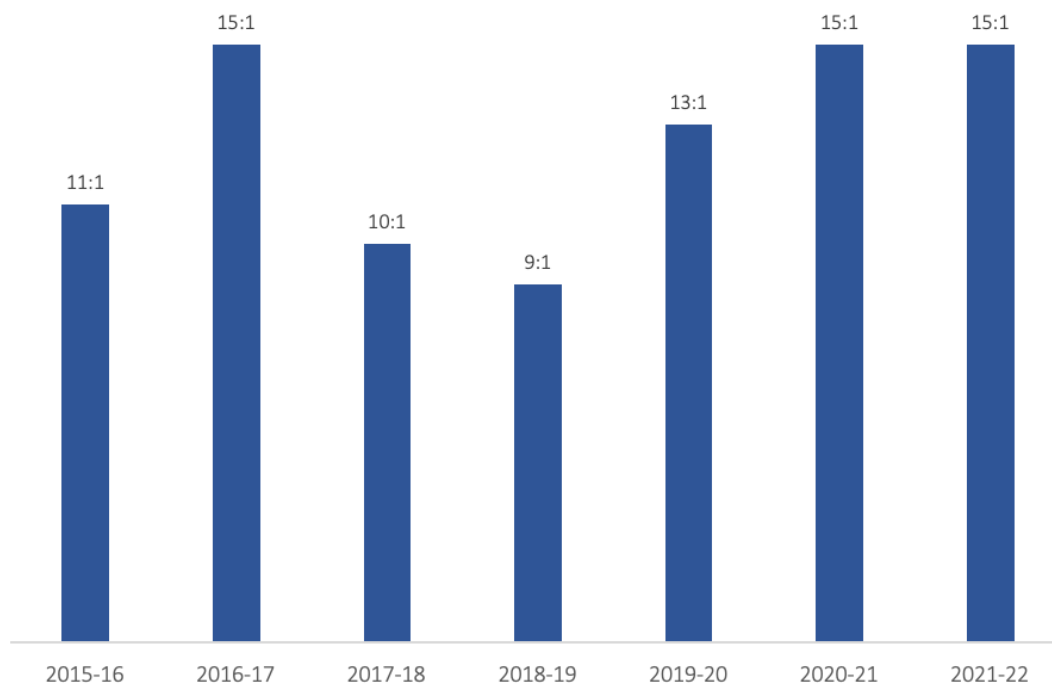


Source: Office of Institutional Effectiveness - Student Information System 2022

Ratio of Students to Faculty

An additional indicator of quality is the FTE student-to-faculty ratio illustrated in Figure III.2. During periods of lower enrollment (such as 2017-2019), SOIS was able to maintain its full faculty. The current two-year trend of a 15:1 student-faculty ratio provides a healthy balance for both financial sustainability and a relationship-based learning culture.

Figure III.2 Comparison of SOIS FTE student to full-time faculty ratios 2015-2022



Source: Office of Institutional Effectiveness – Student Information System 2022

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.

An expectation for all Dominican full-time faculty is a commitment to continuing professional development. Evidence of professional development is an expectation not only for appointment to full-time ranks from instructor to full professor but also for advancement within the ranks. The university, college, and school provide various means of support and assistance to foster the teaching, research, and service responsibilities of faculty as described within this section.

Six SOIS faculty members received promotion and tenure (see Table III.5) in the past seven years under an increasing emphasis on faculty achievement in all three areas of review (teaching, scholarship, and service), which speaks to the importance and success of university-, college-, and school-level support structures. No SOIS faculty member was denied tenure. In addition, two SOIS faculty members with tenure were promoted to full professor, and one faculty member was promoted from instructor (non-tenure track) to assistant (tenure track) and to associate prior to eligibility for tenure. One faculty member was hired as an assistant professor, tenure track, in fall 2021 and has not undergone a review.

Table III.5 Appointments and promotions in SOIS since 2015 by effective date

Name	Promotion / Appointment	Effective Date(s)
Janice Del Negro, PhD	Associate to Professor	August 15, 2019
Anthony Dunbar, PhD	Assistant	August 15, 2021
Mary Pat Fallon, EdD	Assistant to Associate Tenure	August 15, 2016 August 15, 2016
Yijun Gao, PhD	Assistant to Associate Tenure	August 15, 2018 August 15, 2018
Don Hamerly, PhD	Assistant to Associate Tenure Associate to Professor	August 15, 2016 August 15, 2016 August 15, 2022
Sujin Huggins, PhD	Tenure Assistant to Associate Associate to Professor	August 15, 2016 August 15, 2017 August 15, 2022
Stacy Kowalczyk, PhD	Assistant to Associate Tenure Associate to Professor	August 15, 2016 August 15, 2019 August 15, 2021
Cecilia Salvatore, PhD	Associate to Professor	August 15, 2016
Karen Snow, PhD	Assistant to Associate Tenure Associate to Professor	August 15, 2016 August 15, 2017 August 15, 2021
Hassan Zamir, PhD	Instructor (non-TT) Instructor to Assistant (TT) Assistant to Associate	August 15, 2017 August 15, 2019 August 15, 2020

Dominican’s strategic plan, [A World of Difference 2019-2023](#), reflects the university’s investment in a high-quality, distinctive faculty through two priorities, one strategic and one foundational:

from **Strategic Priorities**

Innovation

Innovate pedagogically and programmatically to maximize our students’ potential.

from **Foundational Priorities**

Excellence

Recruit, support, develop and retain faculty and staff of excellence.

The SOIS strategic priorities, specifically Strategic Priority 3: Foster the School’s Learning Community and Strategic Priority 4: Build Intercultural Competence and Global Citizenship, effect improvements in teaching with their emphases on aligning pedagogical delivery with current teaching/learning best practices, meeting students’ diverse learning needs more effectively, and raising faculty awareness and pedagogical application of intercultural issues.

Supports for Faculty Development, Appointments and Promotion

Supports for continuous improvement in teaching exist at the university, college, and school levels. Through a critically reflective faculty appointments committee and process, an open and active center for teaching and learning (currently under the leadership of SOIS faculty member Mary Pat Fallon), and a robust, faculty-driven grants committee, Dominican encourages an innovative faculty focused on student-centered teaching, creative research, and active service that honors its

commitment, as expressed in its identity statement, to educate one student at a time in the company of others.

SOIS works within university and college processes for faculty review, promotion, and retention. The university process for faculty review and renewal includes the following forms of evidence:

1. Student evaluations, both quantitative and qualitative, provided by the Office of Institutional Effectiveness.
2. The dean’s and director’s letters of support, which include full reviews of the candidate’s teaching, service, and research and publication record since the last review cycle.
3. University faculty members’ letters of support voluntarily submitted or invited by the candidate.
4. A formal review and recommendation of the university’s Committee on Faculty Appointments based on the above and on evidence of effectiveness in teaching, scholarship, and service that the candidate submits via an electronic portfolio.
5. The provost’s recommendation to the president.

The College of Applied Social Sciences (CASS) requires faculty members under review to engage in the CASS faculty development process in addition to the university process, which includes the completion of the Academic Workload Allocation Worksheet ([Appendix III.3](#)) and participation in the Faculty Peer Observation Process ([Appendix III.4](#)).

In addition to what the university and college offer in support of faculty development, SOIS provides faculty support that is specific to our program. SOIS focused its faculty development efforts beginning in spring 2020 on engagement, interactivity, building community, and student/faculty support for online environments in response to the COVID-19 pandemic. Most recently, since spring 2021, SOIS has focused its faculty development efforts on issues of diversity, equity, and inclusion as evidenced in defining and agreeing on the meaning of terms (diversity, equity, and inclusion), discussing the significance and methods of reflective practice, and providing guidance on universal design and inclusive teaching in LIS. Prior to 2020, SOIS faculty development focused on understanding course evaluation and student survey data as part of continuing strategic planning and improvement.

Formal reviews take place on a specific cycle for faculty [as articulated in the Faculty Handbook](#). The first official review comes in the fall of a new faculty member’s second academic year and closely examines evidence of effective teaching and of beginning a research agenda. While teaching continues to be important, subsequent reviews in the fourth- and sixth-years factor in scholarship (as defined in the College of Applied Social Sciences Faculty Roles & Responsibilities addendum ([Appendix III.5](#)) to the *Faculty Handbook* and service more heavily as the candidate approaches tenure. Service is based on school and university committee work (service in governance), activities that support the campus climate (service in community), activities that advance the academic mission of the university (service in university life) as well as service to the profession (see Table III.6). Additional information about the evaluation and review of faculty is provided in Section III.8.

Table III.6 SOIS faculty service and (number of years served) 2015-2022

Name	Description
Bill Crowley	DU Faculty Development Committee (2) DU Faculty Grievance Committee (3) CASS Curriculum Committee (3)

Name	Description
	SOIS Curriculum and Academic Affairs Committee (2) <i>SOIS Doctoral Dissertation Committee Service (Chair - 1 committee)</i>
Janice Del Negro	DU Committee on Faculty Appointments (3) DU Core Review Subcommittee of the University Curriculum Committee (5) DU Faculty/Staff Committee for the Campaign for Dominican University (1) DU University Curriculum Committee (3) SOIS Program Assessment Committee (1) SOIS Outreach and Partnerships Committee (2) SOIS Faculty Development Committee (2) SOIS Curriculum and Academic Affairs Committee (2) SOIS Butler Center Branding Team (1) SOIS COA Accreditation, Standard V: Administration and Finance (1) SOIS Lecture Committee (3) SOIS PhD Advisory Committee (6) SOIS Butler Center Advisory Board (7) <i>SOIS Doctoral Dissertation Committee Service (Chair, 7 committees; member, 2 committees)</i>
Tony Dunbar	DU Climate, Equity, and Inclusion Committee (to start fall 2022) DU Davlin Diversity Award Selection Committee (as of spring 2022) CASS Curriculum Committee (to start fall 2022) SOIS Faculty Development Committee (1) SOIS Equity, Inclusion, and Justice Coordinator (1) SOIS PhD Advisory Committee (1) <i>SOIS Doctoral Dissertation Committee Service (Member - 2 committees)</i>
Mary Pat Fallon	DU Co-Director, establishment of Dominican Faculty Governance (2) DU Co-Director, establishment of AAUP chapter at Dominican University (2) DU Interim Director, Center for Teaching and Learning Excellence (2) DU Faculty Senate: SOIS Senator and Member of the Executive Council (3) DU Faculty Senate President (1) DU Faculty Development Committee (2) DU Faculty Assessment Committee (2) SOIS Admissions Committee (5) SOIS Honors Committee (2) <i>SOIS Doctoral Dissertation Committee Service (Member - 1 committee)</i>
Yijun Gao	DU Program Review Committee (3) DU Post-tenure Review & Sabbatical Committee (2) DU President Transition Committee (1) SOIS PhD Advisory Committee (4) SOIS Search Committee (2) SOIS Curriculum and Academic Affairs Committee (2) SOIS Admissions Committee (3) <i>SOIS Doctoral Dissertation Committee Service (Member - 3 committees)</i> SOE Search Committee (1)
Don Hamerly	DU Post-tenure Review and Sabbatical Committee (1) DU Social Sciences Governance Council (1) DU Summer 2020 Academic Task Force (Co-Chair) (1) DU Provost Search Committee (1) DU Core Review Subcommittee of the University Curriculum Committee (1) DU Committee on Faculty Appointments (3) DU Academic Technology and Facilities Committee (3) DU Interfaith Cooperation Committee (1) DU Advising Faculty Learning Community (1) DU Web Advisory Board (1)

Name	Description
	DU Accreditation Task Force on Global Citizenship (5) DU Faculty Development Committee (6) DU Caritas Veritas Symposium Planning Committee (2) DU Mission Integration Council (3) CASS Teaching, Scholarship, and Service Committee (2) SOIS Outreach and Partnerships Committee (1) SOE Online Pedagogy Subgroup of the School of Education (1) SOIS Curriculum and Academic Affairs Committee (6) SOIS Faculty Search Committee (2) SOIS Information Technology Committee (3) <i>SOIS Doctoral Dissertation Committee Service (Chair - 4 committees; member, 3 committees)</i>
Sujin Huggins	DU Institutional Review Board (IRB) Committee (5) DU Language Access Task Force (1) DU Faculty Review Task Force (1) DU Borra Technology Scholar (1) DU Committee on Diversity (4) CASS Elections Committee (3) SOIS Program Assessment Committee (3) SOIS Faculty Development Committee (2) SOIS Faculty Search Committee (Equity Advisor) (2 cycles) SOIS PhD Advisory Committee (2) SOIS Information Technology Committee (3) SOIS Online MLS Task Force (1) <i>SOIS Doctoral Dissertation Committee Service (Chair - 3 committees; member, 1 committee)</i>
Stacy Kowalczyk	DU Program Review Committee (2) DU Caritas Veritas Symposium Planning Committee (5) DU Board of Trustees Mission and Identity Committee (5) DU University Assessment Committee (1) DU Faculty Senator representing SOIS (1) DU University Curriculum Committee (3) DU Search Committee for the University Librarian (1) DU New Faculty Mentor (1) DU Search Committee for Founding Dean of CASS (1) CASS Interprofessional Education Task Force Chair (1) CASS Roles and Responsibilities Task Group (2) SOIS Faculty Development Committee (1) SOIS PhD Advisory Committee (5) SOIS Curriculum Committee (5) SOIS Search Committee (1) <i>SOIS Doctoral Dissertation Committee Service (Chair - 2 committees; member, 5 committees)</i>
Kate Marek	DU Academic Alignment Working Group (2) DU Deans Team (2) DU Planning Committee (2) DU University Curriculum Committee, Ex-Officio (2) CASS Curriculum Committee, Ex-officio (5) CASS Leadership Team (5) CASS Peer Observation Task Force (2) CASS Roles and Responsibilities Task Group member (2) SOIS Committees, Ex-Officio (7) <i>SOIS Doctoral Dissertation Committee Service (Chair - 4 committees; member, 3 committees)</i> SSW School of Social Work Director Search Committee (2)
Cecilia Salvatore	DU Faculty Senate (1)

Name	Description
	DU University Curriculum Committee (2) DU Senate Committee on Compensation and Benefits (1) DU Climate, Equity, and Inclusion Committee, Member-at-Large/Senate Rep. (1) DU Senate sponsor of an act to create the University Sustainability Committee (1) DU Search Committee for Provost (1) DU Search Committee for Nutrition Faculty (1) DU Institutional Review Board (IRB) (4; 2 as Chair) DU SOAR and Freshman Advising (1) DU McGreal Center Advisory Board member (7) DU representative on the BMRC board (4) DU representative on The HistoryMakers Higher Education Advisory Board (2) DU TRHT Task Force Core Member (2) DU Colloquium Planning Committee (1) CASS Curriculum Committee (1) CASS DEI Committee (2) CASS Roles & Responsibilities Task Force (2) SOIS Faculty Development Committee (2) SOIS Honors and Awards Committee (2) SOIS PhD Advisory Committee (2) SOIS Faculty Search Committee, Chair (1) SOIS LISSA/ISSA/SAADUC Faculty Liaison (4) SOIS Admissions Committee (1) SOIS Outreach & Partnerships Committee (2) <i>SOIS Doctoral Dissertation Committee Service (Chair - 4 committees; member, 4 committees)</i>
Karen Snow	DU Program Review Committee (5) DU Post-Tenure Review and Sabbatical Committee (1) DU Faculty Senate (3) SOIS Honors, Awards and Lecture Committee (7) SOIS PhD Advisory Committee (10) SOIS Program Assessment Committee (6) SOIS Outreach and Partnerships Committee (2) <i>SOIS Doctoral Dissertation Committee Service (Chair - 2 committees; member, 1 committee)</i>
Hassan Zamir	DU Summer 2020 Academic Task Force Member (1) DU Core Review Subcommittee of the University Curriculum Committee (1) DU Academic Technology and Facilities Committee (2) DU Interfaith Cooperation Committee (1) DU High Impact Practices Committee (3) DU Global Learning Committee (3) DU (G)URSCI & Experiential Learning Expo Committee (2) SOIS Curriculum and Academic Affairs Committee (3) SOIS Information Technology Committee (1) SOIS PhD Advisory Committee (2) <i>SOIS Doctoral Dissertation Committee Service (Chair - 2 committees)</i> BSB Faculty Search Committee (2)

Support for Teaching and Learning Excellence

All full-time and part-time DU faculty are well supported through the services of the [Center for Teaching and Learning Excellence \(CTLE\)](#), which provides a wide variety of faculty development orientations, workshops and one-on-one support for topics including inclusive pedagogy, syllabus development, effective online teaching, instructional technology support, and support for grant writing and scholarly publishing. The CTLE enhances the university's mission of teaching and learning excellence by collaborating with campus partners to help faculty succeed as teachers and

scholars, recognizing that each faculty member has different needs at different moments in the arc of their career.

For all faculty, the CTLE offers one-on-one consultations and workshops for syllabus design and development, assessment design, and general teaching practices. Summer Academies dig into more extensive content on topics such as inclusive teaching and blended learning, and frequent [CTLE Conversations](#) offer content on a variety of topics in pursuit of faculty excellence. The Director of Learning Technologies in the Division of Information Technology, a key partner to the CTLE, offers training and individual consultation for Canvas and other educational technology. A full list of the CTLE's programs and services is available on the Center's website, allowing faculty members to register for workshops and events, view recordings of past presentations, or access resources.

In cooperation with the university's Faculty Development Committee, the CTLE coordinates the annual faculty workshop, which includes a faculty panel and/or invited keynote speaker for a plenary session followed by faculty sharing of best practices in teaching and learning. Annual faculty workshop speakers have included learner-centered teaching consultant Terry Doyle, *Healing Earth* authors and International Jesuit Ecology Project founders Nancy Tuchman and Michael Schuck, Oberlin Project founder David W. Orr, and rhetorical theorist Robin Reames. Each annual faculty workshop focuses on a theme, such as engaged teaching (2015), integrative teaching (2016), the meaning of the university tag line "Learning Demands More" (2017), the nature of our students (2018), preparing students for the future (2019), crisis as catalyst for reimagining teaching (2020), and truth in the age of disinformation (2021).

The high value placed on quality teaching is also reflected in the university's decision to grant Excellence in Teaching Awards in their master's programs each year. SOIS rotates with the other graduate programs; the current rotation schedule allows us to award this honor to one of the SOIS faculty members once every four years. The award recipient receives a monetary award, is recognized at the spring graduate commencement, and gives a featured speech at that event. Stacy Kowalczyk received the CASS Excellence in Teaching Award in May 2021. Karen Snow was the last SOIS faculty member to win the Follett Excellence in Teaching Award (in May 2016), an SOIS award that was ended with the establishment of the university's excellence in graduate teaching awards.

Dominican's Division of Information Technology supports faculty development of technology competencies with training and resources for Canvas (LMS), Zoom, Microsoft Office 365, SharePoint, Camtasia, and Qualtrics, among other platforms. DU IT also provides access to LinkedIn Learning with thousands of on-demand courses on a range of topics, including nearly 3200 on teaching. SOIS has been an early adopter of new pedagogical approaches to instruction and new platforms for integrating technology and instruction, increasing the number of courses in blended or exclusively online formats, for example, and piloting Canvas, with pedagogical and technological awareness of the faculty being a priority for high-quality instruction within the school.

Training in Online Pedagogy

With the challenges brought about by the pandemic, the university responded with a robust set of professional development resources for online learning support. A university-wide Summer Task Force was formed and charged with developing a *Playbook for Online Teaching* resource guide, an enhanced template for use in the Canvas learning management system, and assessing training and equipment needs for both remote teaching and safe face-to-face teaching modalities throughout this period. Three members of SOIS were active members of the Summer Task Force, including Yijun

Gao, Hassan Zamir, and Don Hamerly, who co-chaired the university task force with the university's Director of Learning Technologies.

In June 2020 SOIS held a two-day virtual workshop for faculty, including adjunct faculty, focused on best practices in online teaching as indicated from higher education research, with a particular emphasis on issues of engagement, interaction, and building community and student support.

Throughout the summer 2021 (every other Friday June-August via Zoom) SOIS faculty member Karen Snow hosted full-time and adjunct faculty for a voluntary learning community that discussed the book *Small Teaching Online: Applying Learning Science in Online Classes* by Flower Darby with James Lang. SOIS provided copies of the text for everyone who participated, or who was unable to participate but expressed interest in the book. The conversations were recorded for anyone who could not attend over the summer or in individual discussions, and responses to prompts about the text were recorded in a collaborative online document.

Support for Research and Service

The Center for Teaching and Learning Excellence (CTLE) offers several faculty development options to promote and support faculty in their pursuit of scholarship outcomes. Led by the university's Faculty Development Committee, grants are awarded each year for [research assistance and creative projects](#). Funding (typically \$3000) can be received in the form of summer research stipends, research and creative projects, or publication assistance (\$2000). In the interest of promoting achievement of outcomes, the Faculty Development Committee gives strong preference in awarding these funds to junior faculty who have not yet completed their scholarly or creative projects for promotion.

Table III.7 University Professional Development Grant Funding to SOIS Faculty 2016 - 2022

Faculty Member	University Level Grant Funding	Year and Amount
Dunbar	Summer Research Grant	2022 - \$3000
Gao	Summer Research Grant	2022 - \$3000
Kowalczyk	Summer Research Grant Equipment Grant	2016 - \$3000 2016 - \$1000
Zamir	Summer Research Grant	2021 - \$3000 2022 - \$3000

In addition to these funding opportunities, the CTLE and Faculty Development Committee sponsor regular [CTLE conversations and presentation](#) on scholarship practices and offer forums for faculty to present their research to the university community. A section on the CTLE website is devoted to [resources on scholarly publishing](#).

The Office of Research and Sponsored Projects (ORSP) offers support in seeking external funding for research and grant initiatives – connecting faculty and departments to private and government funding opportunities. ORSP maintains the Grant Advisor Plus system for searching the availability of funding in specific research areas. It also assists in searching federal funding sources through grants.gov. ORSP is also a source of information on different professional funding practices for professional organizations and private philanthropic funding organizations. Through this work, over the next five years, Dominican University has secured over \$15 million in multiple Title V, TRIO,

USDA and HRSA grants for supporting a wide variety of student success, faculty development, curriculum development and student scholarship initiatives.

At the school level, SOIS has always maintained a healthy budget for professional development and has a strong track record of financial support for faculty travel to conferences for presentations and for general attendance, including for virtual conferences and professional development opportunities. Faculty members are encouraged to attend conferences and to make presentations, deliver papers, and to be involved in professional activities. Funding is available each year at the discretion of the director within the annual Professional Development budget allocation. Director Marek encourages participation within the discipline across a variety of associations and conferences inside and beyond the LIS field, including international conferences. A selective list of faculty engagement in professional development and scholarship in service to the discipline includes the following:

- Bill Crowley taught a workshop for public library children’s and teen services managers for the regional library system RAILS in 2019 and presented “Progressive Librarianship in ‘Red’ America” at the New Librarianship Symposium 1: Post-Neutrality Librarianship in October 2021.
- Among her many appearances as featured storyteller and workshop facilitator, Janice Del Negro was one of five panelists for “Storytelling and/as Resilience” at the 2021 Annual Conference of the Association for Library and Information Science Education (ALISE).
- Anthony Dunbar was one of five panelists for “Racism in America: Policing, Protests and LIS” at the 2020 Annual Conference of the Association for Library and Information Science Education (ALISE).
- Yijun Gao co-presented “GIS and Public Library Responses to COVID-19” at the 2020 Annual Conference of the Chinese American Librarian Association.
- Hassan Zamir and Don Hamerly were among the co-presenters for “Undergraduate Data Science Education in iSchools,” Sessions for Interaction and Engagement at the 2019 and 2020 iConferences.
- Sujin Huggins presented “Targeting Autism in Libraries: Serving the Needs of Persons with Autism by Considering Space, Services, Programs, and Advocacy” at the 2017 International Federation of Library Associations and Institutions World Library and Information Congress.
- Director Kate Marek was one of four panelists for “MLIS Curriculum Moving Forward: Future Outlook and Trends,” a webinar for the Association of Southeastern Research Libraries, April 2022.
- Cecilia Salvatore presented by invitation “Casting a Wider Net” and “What Information Professionals are Up To” at Fudan University, Shanghai, China, in December 2020.
- Karen Snow presented “Active Learning in Cataloging Courses” for the Technical Services Education SIG session *Active Learning in Technical Services Education* at the 2021 Annual Conference of the Association for Library and Information Science Education (ALISE).

New Faculty Orientation and Support

All new university full-time faculty are oriented to the mission, policies, and resources of the university through the academic year-long What Matters Series sponsored by the Vice President for Mission and Planning. Monthly gatherings address issues such as Dominican history and identity,

student demographics, inclusive teaching, student support services, the faculty service and renewal process, student advising, and work-life balance in pursuit of scholarship and effective teaching. New faculty are assigned a faculty mentor through the What Matters Series as well.

CASS onboards all new full-time and adjunct faculty with the [CASS Faculty Resource Site](#), a Canvas site that provides teaching support as well as formal and informal opportunities for reflection and action. Through Canvas modules new faculty are introduced to Dominican University and CASS, to CASS policies and procedures, to course and syllabus design, and to support for students. One example of formal reflection and action is the process for completing the Academic Workload Allocation Worksheet ([Appendix III.3](#)), explained more fully in Section III.8, which requires faculty members to meet with their school directors at the beginning of the academic year to discuss their teaching, service, and scholarly plans for the year. In May of the academic year, all faculty members reflect upon the progress they made toward their plans, complete a summary reflection document, and meet again with their school directors to discuss academic year successes and areas for development.

The CASS associate dean and CASS administrative assistant provide additional supports during the onboarding process, such as providing Canvas support upon request, orienting new faculty to the campus and campus resources, and securing supplies and resources for teaching.

The SOIS director and CASS dean pay particular attention to the evaluations of new faculty members, meeting with them to review the data and address any issues that arise. Strategies are developed as needed to address teaching concerns. In addition, the CASS dean observes classes to provide feedback about classroom teaching, including observations of adjuncts on a rotating basis. The CASS dean documents observations and feedback on a classroom observation report form shared with the faculty member, which is included as [Appendix III.6](#).

The CASS dean maintains support of adjunct faculty with monthly memos and hosts biannual adjunct meetings for support, community, and development. SOIS provides adjuncts with important information about standard syllabi elements, syllabi expectations for core courses, and the SOIS grading policies.

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.

SOIS is proud of the diversity present in its faculty and recognizes that developing a multicultural, multiethnic, and multilingual faculty must be an ongoing, constructive process. In its recruitment of full-time faculty, the university takes steps to attract scholars and teachers who contribute to the diversity of our discourse community in terms of their areas of specialty, personal and professional experiences, ethnicities, and other facets of representation. Our two new faculty members hired during this review cycle, Hassan Zamir and Tony Dunbar, both from underrepresented populations in LIS, have expanded the possibilities for what and how SOIS can teach for the MLIS and other degree programs while helping SOIS better reflect the population of current and potential students.

SOIS is equally proud of how successfully we retain faculty as evidenced by the commitment faculty members make to the school and the institution. One indicator of faculty's commitment is the general lack of attrition since 2015. During this review period, one faculty member left to pursue an

opportunity out of state, and another retired. People tend to like Dominican and the SOIS once they join the faculty ranks, due to the collegial environment within and between schools, the support for and mentorship of junior faculty, the availability of faculty-controlled research funds and professional development opportunities, and an active, culturally rich, relationship-focused campus environment. See also Standard V.7 (Table V.10) regarding faculty retention information.

Faculty Personnel Policies

Dominican University, an equal opportunity employer, has explicit and equitable faculty personnel policies and procedures to recruit and retain faculty from multicultural, multiethnic, and multilingual backgrounds. Explicit and equitable policies and procedures for hiring, retention and tenure, leaves of absence, promotion, and retirement are outlined in the [Employment Handbook](#). Faculty searches are carried out according to the university's guidelines, which are stated in the *Employment Handbook*. In support of its goal to increase faculty diversity, the *Handbook* states:

It is the policy of the University to hire, accept, train, educate, promote, compensate, and/or administer all employment and/or academic practices, as the case may be, without regard to any of the Bases for Unlawful Discrimination (6).

The [Jobs at Dominican website](#) posts the university's proactive practices for seeking diverse applicants:

Dominican University is an equal opportunity employer. The University is dedicated to the goal of building a diverse faculty and staff committed to teaching and working in a multicultural environment. We look forward to a diverse pool of applicants who bring varied experiences, perspectives and backgrounds. Upon request, reasonable accommodations in the application process will be provided to individuals with disabilities.

Notices for full-time positions include the following language to encourage and welcome applicants of diverse backgrounds: "Dominican University is an equal opportunity employer and is dedicated to the goal of building a faculty and staff committed to teaching and working in a multicultural environment. We seek a diverse pool of applicants who bring varied experiences, perspectives, and backgrounds. Upon request, reasonable accommodations in the application process will be provided to individuals with disabilities." Sample SOIS faculty position descriptions are available in [Appendix III.7](#).

The Office of the Provost provides [Recruiting and Hiring Procedures](#) and a [Toolkit for Faculty Searches](#) that standardize faculty searches and structure training for members of faculty search committees that includes key strategies for recruiting a diverse field of qualified candidates.

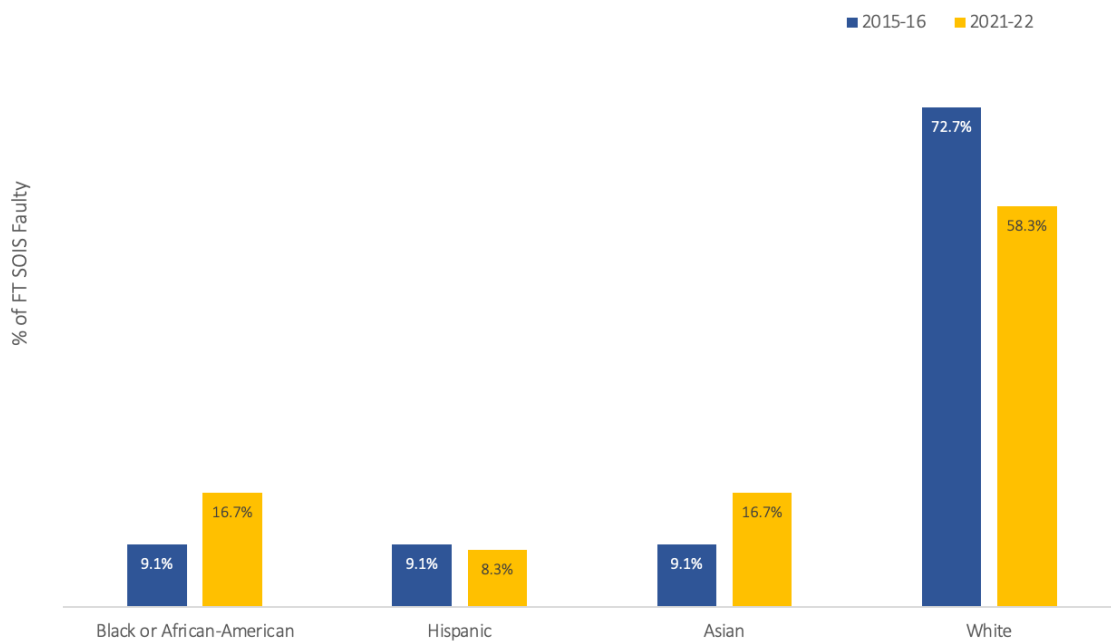
from [Recruiting and Hiring Procedures](#):

Dominican University is committed to hiring, retaining, and promoting a diverse faculty and staff, at levels that meet or exceed that of peer institutions and the national average. The recruitment and hiring procedures at Dominican University are designed to provide a comprehensive approach to hiring staff and faculty members. Dominican University views faculty and staff diversity broadly to include racial, ethnic and gender diversity as well as faculty from different backgrounds, perspectives, and points of view. The university will review self-reported Equal Employment Opportunity (EEO) data for all positions every summer and will compare information to national benchmarks to enforce its commitment to equity and inclusion.

Searches are generally carried out by a three- or four-member search committee of faculty members, including an outside faculty member from another department, who consult with the full faculty. Faculty candidates who visit in person or via Zoom make a presentation, meet with faculty, with the director and dean individually and with students as a group, with the provost, and with the president, if she is available. All who meet the candidate complete an evaluation of the candidate, which is forwarded to both the director and dean. At the recommendation of the director, the dean makes an offer to the candidate or not.

SOIS strives to increase its full-time faculty diversity through recruitment activities with the university’s Human Resources Department. Figure III.3 illustrates the changes in SOIS full-time faculty by race/ethnicity from 2015 to 2022.

Figure III.3 Demographic profile of full-time SOIS faculty 2015-16 compared to 2021-22



Source: Office of Institutional Effectiveness 2022

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.

Teaching Competence, Effectiveness and Excellence

Teaching effectiveness, as evidenced in student course evaluations, reviews of syllabi, observations, and personal reports, is an important qualification for MLIS faculty for appointment, retention, tenure, and promotion. The quantitative measure of the course evaluation is a useful objective indicator of teaching quality. In response to questions about overall instructor effectiveness, SOIS faculty consistently rate over 3.4 on a scale of 1 to 4 (1 = Not effective to 4 = Highly effective).

SOIS mean ratings are displayed in Table III.8. Quantitative data are one indicator of the faculty’s instructional competence. For a comparison of faculty evaluations by specific criteria across terms, see [Appendix III.8](#) Course evaluation summary report 2015 - 2022. The following figure shows that overall SOIS mean ratings by term are comparable with the university at large, which has been consistently ranked high in teaching quality by *U.S. New and World Report*.

Table III.8 Mean ratings by term for “overall instructor effectiveness” in SOIS for full-time and adjunct faculty

Term	How effective do you consider this instructor?	
	SOIS Mean	University Overall Mean
Spring 2018	3.45	3.43
Summer 2018	3.46	3.51
Fall 2018	3.62	3.56
Spring 2019	3.47	3.44
Summer 2019	3.50	3.56
Fall 2019	3.43	3.42
Spring 2020	3.50	3.51
Summer 2020	3.43	3.54
Fall 2020	3.49	3.46
Spring 2021	3.54	3.53
Summer 2021	3.52	3.50
Fall 2021	3.43	3.43
Average	3.49	3.49

Scale = Highly effective (4), Effective (3), Somewhat effective (2), Not effective (1)

Source: Office of Institutional Effectiveness; CoursEval data 2022

Full time faculty undergo review by the Faculty Appointments Committee for retention, promotion, and tenure in years 2, 4, and 6 and by the Post-Tenure Review and Sabbatical Committee for post-tenure evaluation every 7 years after tenure. The criteria for teaching effectiveness [outlined in the Faculty Handbook](#) currently include the following:

- Command of subject
- Organization of course materials
- Ability to communicate subject matter to students
- Availability to students for academic assistance
- Ability to stimulate students intellectually
- Ability to create inclusive classrooms
- Fairness in evaluating students
- Regularity with which courses are updated
- New courses developed
- Honors indicative of teaching excellence

The Faculty Appointments Committee, in cooperation with the Post-Tenure Review and Sabbatical Committee, is drafting new criteria for teaching engagement, with the intent of replacing the current criteria for teaching effectiveness beginning in AY 2022-23:

- Inclusive and equity-minded: Inclusive teaching employs multiple strategies to engage with all learners, valuing and welcoming the diverse perspectives that students bring to the classroom, and striving to create an equitable environment that promotes meaningful connections with students.
- Purposeful: Purposeful teaching offers students meaningful learning opportunities through well-planned and thoughtfully executed courses.
- Rigorous and Supportive: Rigorous and supportive teaching challenges students to meet high standards, while providing them with a clear path to achieve those goals and offering help along the way.
- Reflective: Reflective teaching involves engaging with evidence of student learning, pedagogical scholarship, and one's academic field in a continuous process of growth.

Technology Awareness

SOIS faculty members have embraced various technology tools to enhance both face-to-face and online learning. SOIS was among the first academic faculty at Dominican University to offer fully online courses and first to pilot Dominican's current learning management system Canvas. SOIS faculty members use Canvas not only for online and blended courses but also for face-to-face courses to enhance the SOIS student learning experience. Faculty members use the assessment tool to create exams and quizzes, the discussion board to stimulate discussion and provide feedback about assignments, readings, and guest speakers, and other built-in features to communicate a variety of course content, such as text, video, and audio. Karen Snow, for example, uses Canvas for both her face-to-face and online courses to evaluate students' understanding of course content and create discussion posts to free up class time (either in-person or through web conferencing) for practice and questions. This keeps the students engaged in the material between class periods. This flipped classroom approach has become popular among SOIS faculty members. Canvas has also enabled several faculty members, especially during the COVID-19 pandemic, to convert courses from face-to-face to fully asynchronous or synchronous online. The university had integrated Zoom with Canvas before the pandemic and had begun to promote its use for instruction, student support, and meetings, which eased the transition from face-to-face to synchronous mode when required during the pandemic.

Beyond Canvas, SOIS faculty members use a variety of applications with their students, including Google apps (sites, drive, docs, etc.), Omeka, DSpace, HathiTrust and HathiTrust Research Center, and many others. In an SOIS survey of technology use among faculty, Janice Del Negro noted that "the pandemic shifted those of us partially online to fully online, requiring new skills and different classroom management techniques. Moving to Zoom, synchronously and asynchronously, opened new possibilities for communication and contact, and the classroom environment, while different, remained dynamic. Technology is embedded in everything we do, allowing faster exchange of information across platforms and quicker application of new knowledge to ongoing discussions." Yijun Gao introduces many open-source content management packages and data warehouse services (e.g., Folio, Google BigQuery, Omeka, Wikimedia, etc.) to the MLIS students, who also share their knowledge of or issues with these services with the whole class. "Such practice not only benefits the library or information services with limited budgets," Dr. Gao notes, "but also improves the students' information management, data analytics and visualization skills. The MLIS students enjoyed working with these low coding services." Stacy Kowalczyk uses Google apps in her classroom for a variety of purposes. She notes, "Google docs and Google slides are really useful in the classroom to report on group work such as discussions of readings, brief research projects, and systems evaluations. In the digital libraries course, students create digital collections by digitizing analog materials. Students learn how to evaluate different web environments such as Weebly and

Google sites for their projects. Students have developed amazing interactive sites for their collections.”

SOIS faculty members also use various programs to diversify SOIS student learning experiences, such as Zoom, Camtasia, iMovie, and Jing Pro to create videos. Panopto integrates with Canvas to add instructional functionality to course videos, whether original or from YouTube or other sources. Zoom is available for synchronous online instruction but is increasingly used to facilitate online office hours, host remote guest speakers, and host face-to-face classes during bad weather. Karen Snow, Cecilia Salvatore, and Follett Chair Bernie Reilly used Zoom to facilitate hyflex courses, where some students attended in person while others attended online. We continue to explore hyflex delivery, and to that end have added enhanced equipment in the Butler Children’s Literature Center for use in classes.

Overall, SOIS faculty members have consistently been leaders in technology innovation at Dominican University. Working with the university administration and the IT department, SOIS faculty members have been early adopters of important IT acquisitions, received funding for new technologies, and have taken leadership roles in various forms from established university committees to technology fellowships. Yijun Gao, Don Hamerly, and Hassan Zamir have all served on the university Academic Technology and Facilities Committee, which grants funds to support faculty’s use of technology for research and instruction. Stacy Kowalczyk received funding to purchase a digital camera and portable studio for the LIS 759 Digital Libraries class and SOIS students in general. Hassan Zamir received funding for a podcast microphone for recording course videos. Don Hamerly received funding for digital tablets for use by School Library Media Program students. Cecilia Salvatore was able to purchase equipment for the SOIS archives lab with academic IT funds. Don Hamerly co-chaired the university’s thirty-person Summer Academic Task Force to help the university adapt instruction during the COVID-19 pandemic; Yijun Gao and Hassan Zamir served on the task force.

Participation in Related Organizations

SOIS faculty members participate in leadership positions in a wide variety of professional organizations and associations. In addition to making juried presentations and publishing in peer-reviewed journals (see Table III.7 Faculty Intellectual Contributions 2015-2022, below), faculty members maintain memberships in relevant professional associations and actively contribute to the profession by participating in association committees, task forces, and boards. Such active involvement enriches faculty members’ own knowledge base and familiarity with current issues and developments in the various specializations within library and information science. Some current and recent examples of faculty leadership in professional organizations include the following:

- Tony Dunbar currently serves on the ALA Diversity Research Grants Advisory Committee, a subcommittee of the Office of Diversity, Literacy, and Outreach Services Committee (ODLOS), and is editorial board member and co-editor for *Education for Information: Interdisciplinary Journal of Information Studies*. Along with Hassan Zamir, Dr. Dunbar also co-chairs the ALISE Innovative Pedagogies SIG.
- Janice Del Negro serves on the boards of the Northlands Storytelling Network (2018-present) and the Illinois Storytelling Association (2008-present) as well as chairs the Magazine Advisory Committee for *Storytelling* magazine.
- Cecilia Salvatore was appointed as a U.S. representative on the Advisory Committee on Cultural Heritage for IFLA. Dr. Salvatore also serves on the Higher Education Advisory Board for The HistoryMakers.

- Karen Snow has a leadership role (until June 2022) on the ALA Committee on Accreditation (COA) and is co-chair of the Cataloging Ethics Steering Committee.
- In 2021, Sujin Huggins joined the Board of Directors for Chicago’s Freedom Road Foundation and is member of the CSK Virginia Hamilton Award for Lifetime Achievement Committee and the Boston Globe-Horn Book Award Committee.
- In 2020, Stacy Kowalczyk was a member of the Radio Preservation Task Force for the Library of Congress.
- In 2015-2016, Yijun Gao chaired the Sheila Suen Lai Research Grant Award Committee for the Chinese American Librarians Association.

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.

The university has made a commitment to Ernest Boyer’s four types of scholarship as the basis for judging faculty scholarship: scholarship of discovery, scholarship of integration, scholarship of application or engagement, and scholarship of teaching and learning. Definitions and specific expectations for different forms of scholarship [are described in the *Faculty Handbook*](#), which also outlines the university’s policy and practice with respect to tenured and tenure-track faculty, processes for faculty review, workload, and promotion and tenure.

SOIS faculty members have active records of publication, presentations at scholarly and professional meetings, and professional involvement. Table III.9 below indicates the number of faculty publications and presentations over the last seven years.

Table III.9 Faculty intellectual contributions 2015 - 2022

Faculty Member, Rank	Peer Reviewed Journal	Book	Chapter	Peer Reviewed Proceedings	Peer Reviewed Paper Presentation	Non-Peer Reviewed Presentation	Faculty Workshop	Other*
Bill Crowley, Professor	6		1		1			
Janice Del Negro, Professor	1	3		1		25		19
Anthony Dunbar, Assistant Professor	2		1	1		8		3
Mary Pat Fallon, Associate Professor	1		1					1
Yijun Gao, Associate Professor	3			4	3	7	2	

Faculty Member, Rank	Peer Reviewed Journal	Book	Chapter	Peer Reviewed Proceedings	Peer Reviewed Paper Presentation	Non-Peer Reviewed Presentation	Faculty Workshop	Other*
Don Hamerly, Professor	1		1	2	1	3	5	
Sujin Huggins, Professor	2		5		2	11	4	7
Stacy Kowalczyk, Professor	2	1	1	2	2	5	2	2
Kate Marek, Professor & Director			2			8	1	
Cecilia Salvatore, Professor	3	2	3	1	2	7	3	3
Karen Snow, Professor	5	2	1		16		4	7
Hassan Zamir, Associate Professor	2		1	3	4	9		3
TOTALS	28	8	17	14	31	83	21	45

**Other includes non-peer reviewed journals, abstracts, technical reports, book reviews, peer reviews, and professional services.*

III.6 The faculty hold advanced degrees from a variety of academic institutions. The faculty evidence diversity of backgrounds, ability to conduct research in the field, and specialized knowledge covering program content.

In addition, they demonstrate skill in academic planning and assessment, have a substantial and pertinent body of relevant experience, interact with faculty of other disciplines, and maintain close and continuing liaison with the field.

The faculty nurture an intellectual environment that enhances the accomplishment of program objectives.

SOIS faculty members completed their doctoral studies at a variety of institutions: Benedictine University, Emporia State University, Indiana University, Ohio University, the University of California, Los Angeles, the University of Illinois at Urbana-Champaign, the University of North Texas, the University of South Carolina, the University of Texas at Austin, and Western Ontario University. An earned doctorate, by its nature, demonstrates the ability to conduct research. The publication record of each faculty member further attests to the ability to undertake systematic investigation of a problem. The academic credentials of the full-time faculty reflect a variety of doctoral disciplines (library and information science, educational leadership in higher education, and organizational change). With one (international) exception, all full-time faculty members hold a master's degree from a program accredited by the American Library Association. Four full-time

faculty members also hold master’s degrees in related disciplines, including English, communications and training, education, and leadership in higher education, further enhancing the faculty’s breadth of perspective.

SOIS faculty members come to Dominican with broad and deep professional experience in the field of library and information science as well as in complementary fields. In addition, the content knowledge that each has gained from doctoral work infuses the insights gained from professional practice so that program content is delivered with attention to both theory and practice in any given specialty. Through both doctoral and postdoctoral activities, faculty members demonstrate their understanding of and facility with a variety of approaches to research using both qualitative and quantitative methodologies. Most of our MLIS faculty members have had experience in at least one library environment or information agency, providing them with relevant experience to draw upon in their teaching. Students are also able to understand the value of the accredited master’s degree in that it provides a solid foundation upon which to build a professional career. They learn that the theories and principles of the library/information science field are applicable to varied environments and changing needs. This provides an excellent framework for their education in that it illustrates the need for a general, theoretical background rather than an aggregation of skills. Faculty members have worked in many kinds of libraries, archives, information settings, public, school, academic, archives, medical, law, governmental, and corporate, and in both publicly and privately funded libraries and information centers. Table III.10 represents an overview of full-time faculty members’ experiences as practitioners. Curricula vitae included as [Appendix III.1](#) provide further details.

Table III.10 Highlights from full-time faculty members’ professional practice

Faculty member	Highlights of experience from practice
Bill Crowley	Deputy state librarian Head of public services at a public library Administrator at a multitype library cooperative Consultant at a state library agency Public relations representative Reference librarian
Janice Del Negro	Director of the Center for Children's Books Editor of the <i>Bulletin of the Center for Children's Books</i> State library youth services consultant System-wide public library assistant director Nationally known professional storyteller Consultant
Anthony Dunbar	Academic librarian Adult services public librarian University archivist and records manager Consultant
Mary Pat Fallon	University library assistant director University instructional service librarian
Yijun Gao	Journalist
Don Hamerly	Reference librarian at community college Library media specialist at high school High school English/French teacher
Sujin Huggins	Children’s librarian at national library

Faculty member	Highlights of experience from practice
Stacy Kowalczyk	Associate director of a university library Software developer with library vendors
Kate Marek	Library consultant for continuing education and technology Reference librarian at academic library Administrator for a regional library system School librarian (Middle School) Corporate law library staff member
Cecilia Salvatore	Program coordinator for university archives studies certificate Territorial (state) librarian and archivist Reference librarian for university Supervisor/librarian for college library department
Karen Snow	University teaching fellow University graduate library assistant for rare books and oral history archive Bookstore department manager and lead bookseller
Hassan Zamir	Library assistant Information repository assistant Metadata assistant

Liaising with the Field

Faculty members contribute actively to the broad academic community and to the community of library and information science. This is demonstrated through local, state, and national association memberships, active speaking and consulting schedules, and conference attendance. In addition, full-time faculty members frequently supervise practicums, which brings them into close contact with the site supervisors in the field. The practicum program provides benefits to students seeking the opportunity to expand their experience. It also ensures that the faculty members stay in touch with the realities of the professional workplace. The classroom learning experience is enhanced by the involvement of the community of practitioners, many of whom freely and continuously contribute their time as guest presenters in classes and at SOIS continuing education events.

Table Talks are another mechanism for faculty members to maintain strong ties to the field. From mid-June to mid-August 2021 each of the full-time faculty members hosted a virtual round table for a discussion with three to six library and information science professionals, with the conversation guided by the following suggested questions:

1. Talk a little about your organization, and the trends you are seeing in the LIS work you do.
2. What do you see as broader trends in society, economics, demographics, and technology that affect your organization?
3. What do you think that means for the MLIS degree and for our Dominican's SOIS program? How might we help prepare students to be effective LIS professionals?

Faculty members' summaries of the table talks in a Google doc provided a source for discussion and analysis at the faculty retreat in August 2021, during which faculty unpacked the summaries to isolate themes, implications and take-aways, and action steps for continuous improvement. Among the action steps were the following:

1. Create/encourage more networking and mentorship opportunities for students.
2. Examine and promote digital tools and products that can be readily used without too much mental or technological bandwidth.

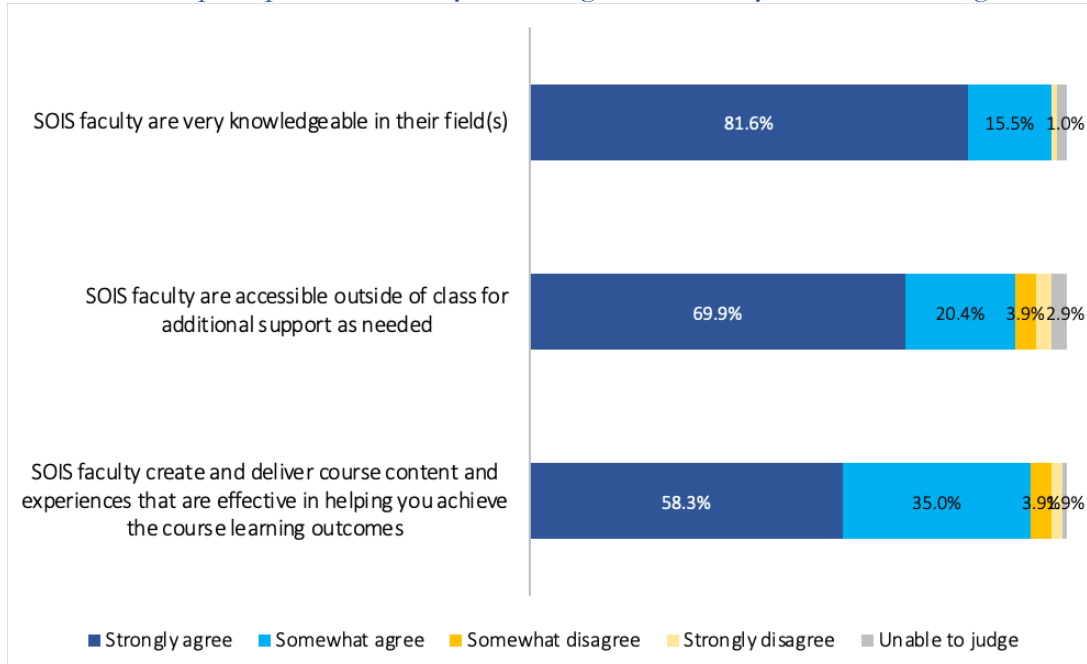
3. Infuse DEI throughout the curriculum, along with individual courses that examine the issues in a deeper more expansive way.
4. Incorporate social media into class assignments in and out of class.
5. Promote the need for high-flex services and programming.
6. Emphasize a service orientation.
7. Provide relevant social justice guidance for librarians working in conservative communities.

Interdisciplinary Collaboration

The collegial nature of the campus promotes contacts among faculty of different disciplines. From social interaction often come interdisciplinary collaboration and a greater awareness of campus activities. The [Faculty Seminar Series](#), currently coordinated by SOIS faculty member and Interim CTLE Director Mary Pat Fallon, is an example of the interdisciplinary approach to faculty communication and development fostered at the university. SOIS faculty also engage across departments and disciplines in other ways. For example, Janice Del Negro worked with the English department in developing the curriculum for the Master of Arts in Youth Literature. Don Hamerly, director of the School Library Media Program, is in continuous contact with the School of Education (SOE), which is the academic unit responsible for placing school librarian licensure candidates in clinical practices and processing their entitlements to licensure and endorsement. Dr. Hamerly also worked in partnership with SOE's faculty to develop the Technology Specialist Endorsement program, which cross lists courses in both SOE and SOIS. Dr. Hamerly, along with Stacy Kowalczyk and Kate Marek, included faculty from mathematics and computer science when developing the proposal for the informatics undergraduate major and minor in SOIS. Dr. Kowalczyk collaborated with faculty from neighboring Concordia University Chicago on a cybersecurity certificate. Cecilia Salvatore has taught undergraduate seminars for the Rosary College of Arts and Sciences. Hassan Zamir has served twice, at the invitation from colleagues in the Brennan School of Business, as the outside member on Brennan faculty searches. Karen Snow represents SOIS on the Faculty Senate, as have Drs. Fallon, Kowalczyk and Salvatore. SOIS has a long history on the Dominican campus, and our faculty and students work to sustain the respect that our faculty colleagues afford us.

SOIS faculty members continually strive to realize the MLIS program learning outcomes both in the classroom and outside of class. As noted elsewhere, the program objectives articulate an approach to education that is intended to prepare students to enter a professional field. Contact with practicing professionals is a key component of this education, achieved through the involvement of adjunct faculty drawn from information professionals in the Chicago area and beyond. Instructors frequently also invite guest speakers to classes for face-to-face presentations or visits via Zoom, such as Dr. Bill Crowley's frequent invitations to library directors and Dr. Tony Dunbar's invitations to thought leaders in diversity, inclusion, and justice issues. Many faculty members encourage students to visit local libraries and information centers in various cities and communities as part of their coursework. Faculty members are available to talk with students outside of class during regularly scheduled office hours in person or in Zoom as well as in more casual encounters. Many discussions and advising sessions occur via email and messaging through Canvas, thus making faculty-student interaction equally available to all students regardless of their location. SOIS also hosts the group advising session "Curriculum Night" each semester prior to registration, where students can familiarize themselves with the upcoming course schedules, meet with faculty, ask questions, and learn about new courses and course options. Figure III.4 reflects results from the 2021 SOIS Student Experience Survey, which show that over 90% of students who responded feel that faculty are knowledgeable about what they teach, create good course experiences, and are available for help outside of class.

Figure III.4 Students' perceptions of faculty knowledge, accessibility, and course design



Source: 2021 MLIS Student Experience Survey

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.

Course Assignment Process

The SOIS director maps course assignments for future terms with the goal of ensuring high quality instruction in multiple modalities during all terms (fall, spring, and summer). Using the projected course schedule and enrollment statistics, the director determines the number of core course sections to be offered as well as the specific electives to be offered based on target numbers for new and continuing students. Priority is given to matching full-time faculty with their areas of specialty and interest while ensuring that the core courses are adequately covered. After assigning full-time faculty to courses for an upcoming term, the director identifies and hires adjunct instructors whose expertise matches remaining course needs, drawing upon the rich professional experience of library and information science colleagues in the Chicago area and beyond. [Appendix III.2](#) identifies faculty course assignments for adjuncts by semester for fall 2015 through spring 2022.

Table III.11 displays the MLIS courses that SOIS full-time faculty teach, demonstrating a robust coverage of not only the required and core coursework but also the elective courses.

Table III.11 MLIS Courses taught by full-time faculty members (2015-2022)

Name & Title (Service Years)	Core and/or Required Courses Taught	Elective Courses Taught
Karen Brown Professor Emerita (retired) (2000-2019)	LIS 701 Introduction to Library and Information Science LIS 701 Core Values, Ethics, and Issues in the Library and Information Professions LIS 708 Evidence-Based Planning, Management, and Decision-Making	LIS 748 Collection Management LIS 793 Demonstrating Value: Approaches and Strategies LIS 793 Assessment of Programs, Services and Organizational Practices LIS 799 Practicum LIS 801 Independent Study in Library and Information Science
Bill Crowley Professor (1996-present)	LIS 701 Introduction to Library and Information Science LIS 701 Core Values, Ethics, and Issues in the Library and Information Professions LIS 707 Leadership, Marketing, and Strategic Communication LIS 770 Management of Libraries and Information Centers LIS 890 e-Portfolio Requirement	LIS 761 Marketing and Public Relations LIS 763 Readers Advisory Services LIS 771 Public Libraries LIS 791 Organizational and Multicultural Communication LIS 799 Practicum LIS 801 Independent Study in Library and Information Science LIS 880 Knowledge Management
Janice Del Negro Professor (2004-present)	LIS 701 Introduction to Library and Information Science LIS 701 Core Values, Ethics, and Issues in the Library and Information Professions	LIS 718 Storytelling for Adults and Children LIS 719 History of Children's Literature LIS 720 Picture Books and Emergent Literacy LIS 721 Library Materials for Children LIS 722 Library Materials for Young Adults LIS 799 Practicum LIS 801 Independent Study in Library and Information Science LIS 804 Special Topics in Youth Services: Advanced Storytelling LIS 804 Special Topics in Youth Services: Fairy Tales and Fantasy for Young Adults LIS 804 Special Topics in Youth Services: Issues of Cultural Diversity in Literature for Children & Young Adults LIS 804 Special Topics in Youth Services: Picture Books for Pre-Readers LIS 804 Special Topics in Youth Services: Reviewing Literature for Youth LIS 815 History of Folk and Fairy Tales
Anthony Dunbar Assistant Professor (2021-present)	LIS 701 Core Values, Ethics, and Issues in the Library and Information Professions LIS 707 Leadership, Marketing, and Strategic Communication LIS 708 Evidence-Based Planning, Management, and Decision-Making	LIS 732 Introduction to Critical Race Information Theory LIS 762 Critical Race Information Theory: Power of the Capture Moment
Mary Pat Fallon Associate Professor Director, CTLE (1997-present)	LIS 701 Core Values, Ethics, and Issues in the Library and Information Professions LIS 702 Facilitating User Learning and Information Needs LIS 704 Reference and Online Services LIS 890 e-Portfolio Requirement	LIS 740 Advanced Reference and Instruction LIS 748 Collection Management LIS 764 Teaching in the Information Professions (formerly Library User Instruction) LIS 772 Academic Libraries LIS 799 Practicum LIS 801 Independent Study in Library and Information Science LIS 805 Seminar-Great Library Collections

Name & Title (Service Years)	Core and/or Required Courses Taught	Elective Courses Taught
Yijun Gao Associate Professor (2012-present)	LIS 709 Foundations of Technology	LIS 745 Searching Electronic Databases LIS 750 Information Storage and Retrieval LIS 751 Database Management LIS 753 Internet Fundamentals and Design LIS 768 Social Media and Emerging Technologies LIS 799 Practicum LIS 801 Independent Study in Library and Information Science LIS 884 Big Data and Competitive Intelligence
Don Hamerly Professor Director, SLMP & Informatics (2009-present)	LIS 701 Introduction to Library and Information Science LIS 728 Clinical Experience-Student Teaching LIS 729 Clinical Experience-Internship	LIS 753 Internet Fundamentals and Design LIS 769 Research Methods LIS 710 Information Divides LIS 799 Practicum LIS 801 Independent Study in Library and Information Science
Sujin Huggins Professor (2010-present)	LIS 702 Facilitating User Learning and Information Needs LIS 704 Reference and Online Services LIS 890 e-Portfolio Requirement	LIS 721 Library Materials for Children LIS 758 Community Informatics LIS 799 Practicum LIS 801 Independent Study in Library and Information Science LIS 804 Special Topics in Youth Services: Media Literacy and Youth LIS 806 Special Topics: Serving Children with Disabilities in Libraries and Communities
Stacy Kowalczyk Professor Director, MSIM (2013-present)	LIS 709 Foundations of Technology	LIS 737 Library and Data Management Systems LIS 742 Human Computer Interaction LIS 754 Systems Analysis and Design LIS 759 Digital Libraries LIS 783 Digital Humanities LIS 799 Practicum LIS 801 Independent Study in Library and Information Science LIS 889 Digital Curation
Kate Marek Professor Director, SOIS (2000-present)	LIS 708 Evidence-Based Planning, Management, and Decision-Making	LIS 755 Information Policy LIS 799 Practicum LIS 801 Independent Study in Library and Information Science
Cecilia Salvatore Professor Coordinator, Archives and Cultural Heritage Program (2009-present)	LIS 701 Introduction to Library and Information Science LIS 701 Core Values, Ethics, and Issues in the Library and Information Professions	LIS 755 Information Policy LIS 760 International Librarianship LIS 775 Introduction to Archival Principles, Practices, and Services LIS 791 Organizational and Multicultural Communication LIS 799 Practicum LIS 801 Independent Study in Library and Information Science LIS 806 Special Topics: Oral History and Archives LIS 806 Special Topics: Professional Involvement in SAA Annual Conference

Name & Title (Service Years)	Core and/or Required Courses Taught	Elective Courses Taught
		LIS 881 Advanced Archival Principles, Practices and Services LIS 885 Cultural Heritage Resources and Services
Karen Snow Professor Director, PhD Program (2012-present)	LIS 703 Organization of Knowledge	LIS 730 Cataloging and Classification LIS 731 LC Subject Analysis LIS 799 Practicum LIS 806 Special Topics: Professional Involvement in ALA Annual Conference LIS 882 Metadata for Digital Resources
Christopher Stewart Associate Professor Director, MMLIS USC Marshall School of Business (2011-2016)	LIS 701 Introduction to Library and Information Science LIS 770 Management of Libraries and Information Centers	LIS 772 Academic Libraries LIS 779 Planning and Design of Library Space
Hassan Zamir Associate Professor (2017-present)		LIS 749 Crisis Informatics LIS 753 Internet Fundamentals and Design LIS 787 Information Privacy LIS 794 Foundations of Health Informatics

Teaching Load

Faculty members in their first year follow a “2 x 3” schedule, teaching two 3-credit classes during the fall semester followed by three 3-credit classes during the spring semester. All other faculty members follow a “3 x 3” schedule, teaching 18 credits during both the fall and spring semesters. The SOIS director teaches one to two courses per academic year. Faculty members who teach in the academic year or in the summer beyond their basic 3 x 3 load are paid for overloads at a rate of 8% of their base salary.

Courses are normally capped at 18 students, although they may be larger (as in the case of the core courses, occasionally capped at 22) or smaller (such as in cases where a particular pedagogy warrants a smaller group, as with LIS 718 Storytelling for Children and Adults, or LIS 764 Teaching in the Information Professions, both capped at 15). The average class size for LIS courses over this accreditation period has been 13, which does not include the e-Portfolio course (LIS 890), practicums, and independent/directed studies courses. While many of our LIS competitor schools require a “2 x 3” load or lower, to some extent our small course caps offset the higher course load in terms of overall faculty teaching responsibilities. Small class sizes also enable those faculty teaching doctoral courses more time for the complex and collaborative academic support required when teaching doctoral students. Quite a few of the faculty members who teach in the doctoral program are also among our most productive scholars, a potential indication of the effects of the expanded research culture created through the doctoral program.

Faculty members may apply for sabbatical leaves under university policy or may be granted a teaching load reduction for special circumstances, such as directing a program, at the director’s discretion. Faculty members who serve as program coordinators for Informatics, MSIM, PhD, Archives and Cultural Heritage, and MAYL have access to a course release per academic year. Six faculty members have been granted sabbaticals over this review period (Del Negro, Hamerly, Huggins, Kowalczyk, Salvatore, and Snow); no faculty members who have been eligible and applied for sabbatical have been denied.

Full-time faculty members can request up to twenty hours per week of graduate student assistance for research and general course preparation; on average three to four faculty members take advantage of this opportunity each term. The average student advising load is 28 students per full-time faculty member. During the first semester that a new faculty member teaches, he/she does not have advising responsibilities.

Advising Load

Advisors are assigned by the director based on a match with incoming students to a disciplinary specialty of individual faculty members. Students are free to request a change of advisor at any time. The director monitors advisee numbers to ensure a basic level of equity in the advising load.

Table III.12: Current SOIS faculty advisee load

Faculty member	Number of Advisees
Bill Crowley	33
Janice Del Negro	35
Anthony Dunbar	16
Mary Pat Fallon	18
Yijun Gao	35
Don Hamerly	50
Sujin Huggins	35
Stacy Kowalczyk	31
Kate Marek	4
Cecilia Salvatore	57
Karen Snow	49
Hassan Zamir	17

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

Evaluation of Teaching Effectiveness

Teaching effectiveness is a key factor used in consideration for renewal, promotion, and tenure for full-time faculty, which is outlined in the contract renewal schedule. A range of supporting materials is used in evaluating teaching effectiveness, including cumulative results of quantitative student evaluations of teaching, verbatim records of student qualitative evaluations of teaching, reports of observations of teaching, and other [criteria outlined in the *Faculty Handbook*](#) and in the [CASS Roles and Responsibilities](#).

The *Faculty Handbook* Chapter 17: Procedures for Renewal, Tenure, Promotion, and Post-Tenure Review explicitly calls for written recommendations by the faculty member's dean and school director to the Faculty Appointments Committee, including evidence of classroom observation of and familiarity with corresponding instructional materials. The Office of the Provost provides supporting documents, including general guidelines, classroom observation reports, and peer review of instructional materials to assist deans, directors, and other faculty members with the peer review process. Individual schools use their own classroom observation procedures when evaluating faculty.

For part-time or per-course faculty members, the school director and/or CASS dean, or a senior colleague, visits courses either in person or online to observe and provide feedback on the faculty member's classroom performance.

CASS Peer Observation Learning Community

Because Dominican University is a teaching university, teaching excellence is the primary concern of CASS faculty. To this end, all faculty within the college engage in the college's Peer Observation Learning Community. Based on mutual support and collegiality, participation in peer observation is intended to give college faculty constructive feedback about how to advance their teaching in various ways. This process is designed to be responsive rather than evaluative. Faculty members participate in the Peer Observation Learning Community once every three years on a rotating basis. When participating in the process, faculty observe and are observed by their colleagues twice throughout the academic year. A rubric based on criteria for teaching excellence outlined in the *Faculty Handbook* guides each observation and is used for providing feedback. At the end of each academic year, the Peer Observation Learning Community, comprised of all who participated in that year, meets to reflect on the process and to identify teaching strengths and areas of need. These areas of need inform the subsequent year's professional development.

Students' Evaluations of Teaching Effectiveness

Dominican uses the online course evaluation system CoursEval. Students enrolled in any online, hybrid, or face-to-face course, whether they are taught by full- or part-time faculty, are given the opportunity to evaluate the course instructor. Students are provided with a two-week window at the end of the semester to complete the online course evaluation. This schedule is modified slightly (one week window ending on the last day that the class meets) for courses that have shorter durations than the typical 15 weeks. Administered by the Office of Institutional Effectiveness (OIE), the online course evaluation system greatly reduces the time required for an instructor to receive feedback on courses; instructors receive their feedback approximately one week after final course grades have been submitted to the Registrar's Office. This allows sufficient time for the instructor to review and reflect on the feedback offered by the students and to make any desired modifications for the next semester's teaching.

The online nature of the course evaluation system ensures that cumulative quantitative and qualitative data used to evaluate a faculty member's teaching effectiveness is timely and current. Although the CoursEval online course evaluation system is made available through an external vendor (Academic Management System), the questions used in the actual instrument were developed in house by the Task Force on Student Ratings of Teaching Effectiveness. The task force was comprised of administrative staff and both graduate and undergraduate faculty. The task force developed a general set of evaluation prompts that are administered as part of every course evaluation. Each graduate school and undergraduate program is also provided the opportunity to include program-specific questions on its respective curricula or program requirements. A summary report of SOIS course evaluations over the accreditation period is found in [Appendix III.8](#) and a copy of the CoursEval instrument is included as [Appendix III.9](#).

Student participation in the evaluation of courses is strongly encouraged. At the onset and during the course evaluation period, the OIE emails reminders to students. In addition, instructors are encouraged to remind students of the importance of completing the course evaluations. The online course evaluation system allows instructors to monitor response rates for their specific courses without revealing which students have submitted course evaluations. The OIE provides instructors a

sample text for inclusion in course syllabi, which provides students with information about the process and purpose of online course evaluations. SOIS has used various mechanisms to encourage student participation in CoursEval, such as the Spring 2022 award of \$25 Visa cards given to four students based on a random selection of that semester’s CoursEval participants. If data shows this new mechanism is successful at raising participation, we will continue it moving forward.

The results of the evaluations reveal an overall mean score both for SOIS and for the university as a whole and provide a benchmark for an individual faculty member’s performance. CoursEval results are available to all instructors after grades are submitted. In addition, these reports are included in the portfolios of full-time, tenure-track faculty and full-time lecturers. All summer courses follow the same evaluation process as courses offered in the fall and spring semesters.

The CASS dean and school director review the evaluations for each class and may provide individual feedback to instructors if warranted. Occasionally, the CASS dean or school director requests that an instructor gather mid-point feedback from students to provide some guidance in making an early course correction. OIE offers an optional formal process for mid-course evaluations via CoursEval. Instructors may also opt for mid-course evaluations through OIE at their own discretion; they are also free to devise their own informal measures of student satisfaction at mid-term or throughout the semester.

As illustrated in the continuous improvement logic model (see Chapter II: Curriculum), students may provide feedback and evaluation of their experiences with faculty members at three points during their SOIS experience: a) as current students through the current student survey; b) upon program completion through the graduating student survey; and c) as one-year alumnae/i through the annual alumnae/i survey.

The SOIS graduating student survey data reveal high satisfaction with the overall quality of the academic experience and high degrees of agreement that the SOIS has an intellectually stimulating atmosphere. Figure III.5 demonstrates the growth in graduating student perception of the intellectually stimulating atmosphere, increasing from 87% satisfied students in 2016 to 97% in 2021. Figure III.6 illustrates the growth in graduating students’ satisfaction with their academic experience overall, with just 1.4% of 2021 students noting any dissatisfaction.

Figure III.5 Graduating student perception of the SOIS as an “intellectually stimulating” atmosphere

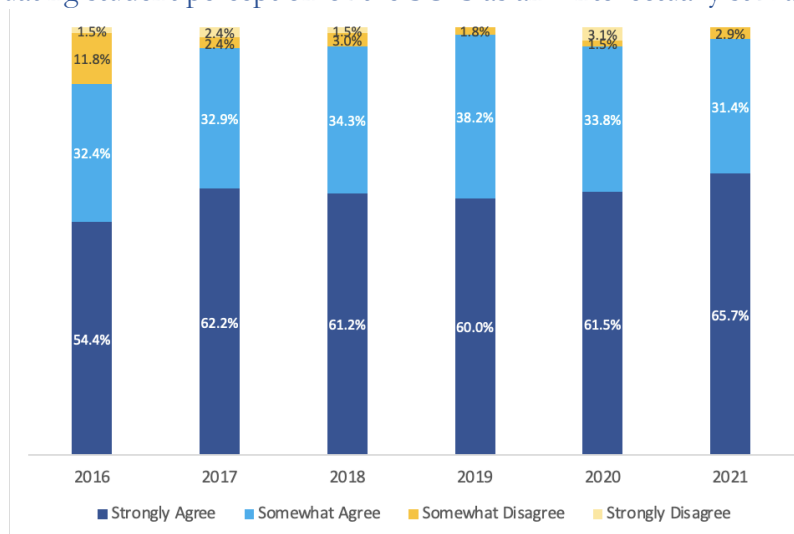
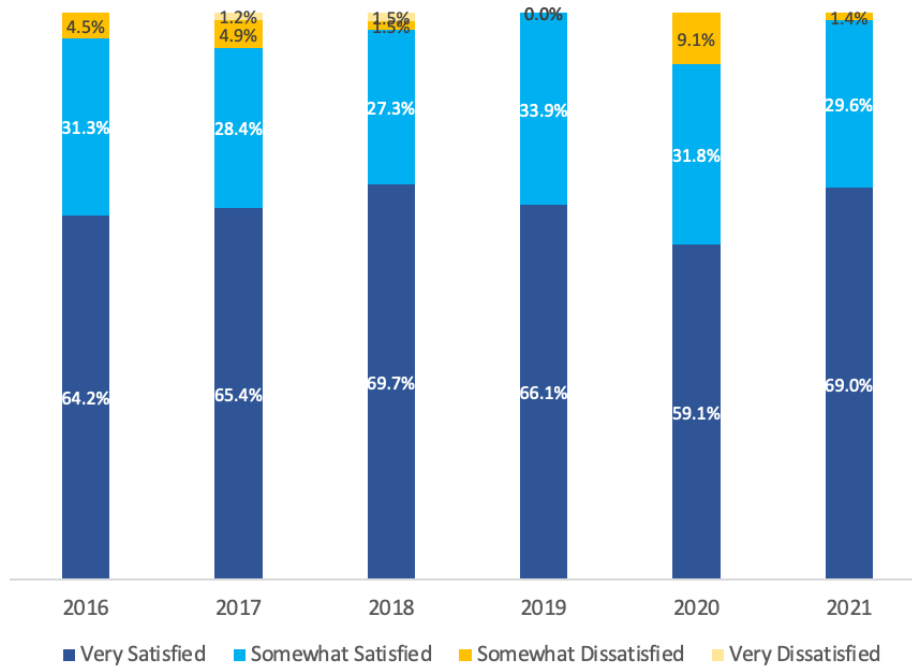


Figure III.6 Graduating student satisfaction with the overall academic experience in the SOIS



Source: Graduating Student Survey 2016 - 2021

Evaluation of Scholarship

Faculty across the university are held to the standards of scholarship [as articulated in the Faculty Handbook](#). Each review cycle requires evidence of continuing professional development and a continuing record of scholarship, with increased emphasis placed on scholarship as the faculty nears their review for tenure. An emphasis on faculty scholarship has continually increased as Dominican moved from a liberal arts college recognized for its focus on teaching to a university that requires excellence in both teaching and scholarship, as evidenced in university-level strategic planning documents.

At the school level, the director meets with faculty members up for review to discuss their progress in establishing and meeting a research agenda. If concerns are identified, the director and the faculty member may negotiate appropriate support, including course release, senior faculty mentoring, and additional student assistance support. Since the last accreditation cycle, all SOIS faculty members who have gone up for review have been recommended for full renewal by the Faculty Appointments Committee.

Faculty Workload Allocation Worksheet and Process

The Faculty Workload Allocation Worksheet was developed by a task force comprised of faculty from the three schools that make up CASS. Completed at the beginning of each academic year, the worksheet is intended to be used annually by each faculty member to outline anticipated teaching, scholarship, and service goals for the academic year. After completing the worksheet, each faculty member meets with their respective school director to discuss their goals. Adjustments to goals may be made during or after this meeting. Faculty work toward their goals throughout the year, ending the academic year in May with a written reflection on the progress they have made toward their

goals. Each faculty member subsequently meets with the school director to discuss this reflection and the growth and learning that has occurred as a result of the annual planning and review process.

The Faculty Workload Allocation Worksheet ([Appendix III.3](#)) process supports the CASS dean, directors, and faculty in their respective schools and programs in

- recognizing and valuing faculty teaching and non-teaching creative work, service, and scholarship experience,
- seeking an equitable balance of responsibilities among the faculty within each school,
- self-evaluating and identifying areas of professional development goals, and
- identifying needed areas of staffing support and prioritizing of resources.

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

As detailed under Standard III.8 above, the program has established procedures and criteria for the systematic evaluation of all faculty within applicable institutional policies and guidelines. Faculty, students, and administrators are involved in the faculty evaluation process. Sources of documented evidence for the evaluation of faculty are listed in Table III.13.

Table III.13 Activity, method, or sources for evaluation of faculty

Evaluation Level	Evaluation Activity or Source	Documentation
University level	Promotion, tenure, and post-tenure review process	Faculty Portfolio
	CoursEval course evaluations	Faculty Portfolio
	Student Satisfaction Survey	Office of Institutional Effectiveness
College level	Dean’s class observation	Faculty Portfolio
	Dean’s letters within the university review process	Faculty Portfolio
	Peer observation process every three years	Faculty member’s personal notes
School level	Director’s letters within the university review process	College records
	Director’s annual conversations	Informal
	Workload Allocation worksheets	Faculty Portfolio
	Annual Workload Allocation written reflection in May	College records
	Faculty discussions about pedagogy, such as with DEIJ syllabus audits during specially focused Council meetings, and about engagement and community in online teaching in summer workshops and in Zoom discussion series	Prompts saved in Faculty Council Minutes (school level) Faculty member’s personal notes
Course level	Midterm course evaluation	Faculty member’s personal notes
	Individual faculty polling of students on course effectiveness and course experience	

In addition to documented evidence of evaluations, there is room for more informal feedback mechanisms such as direct outreach by a student to their advisor and/or to the director. Concerns expressed to the advisor may also be referred to the director. In those instances, the director will review the concern and, when warranted, follow up with the instructor.

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 evaluation measures described throughout Standard III demonstrate that the university and the SOIS faculty consider a variety of inputs and voices in a systematic way and keep faculty review and ongoing improvement as a priority. The following are examples of actions taken to improve the program for the future through that process, with a particular focus here on 1) administrative responses to evaluation results, and 2) faculty responses to evaluative feedback. While the examples here highlight small changes, they indicate an overall culture of active listening and response.

Administrative changes:

- Examination of CoursEval, Workload Allocation, and faculty reflections taken together provided for changes in course assignments by semester for individual faculty members in acknowledgement of inequity in teaching load.
- Concerns communicated from students to director alerted her to needed supplemental reviews of faculty for follow-up and improvement.
- Pattern from CoursEval results for adjuncts indicating low response time or lack of engagement, when discussions do not produce change, led to a change in hiring decisions for individual adjuncts.
- Examination of CoursEval, Workload Allocation, and faculty reflections taken together provided for changes in course assignments by semester for individual faculty members in acknowledgement of inequity in teaching load.

•

Faculty changes in teaching:

- Feedback from a request for students' responses to readings and assignments resulted in revisions, such as one faculty member who adjusted an assignment where a student described discomfort in their course evaluation regarding a required element of a video creation exercise.
- One faculty member identified a pattern of low response regarding his use of classroom time and responded by planning fewer in-class activities and in general being more thoughtful in structuring class time.
- In a similar case, a faculty member limited the amount of time he used in class to explain assignments, which afforded more time for engaged learning and class discussion. More detailed assignment instructions were then added to the Canvas Site.
- One faculty member identified a preference among BIPOC students in his classes for positive examples, and thus he began intentionally incorporating more success stories in the class materials and discussions regarding diversity, equity, inclusion, and justice issues.
- A faculty member who noticed a consistent thread of evaluative comments about the heavy reading load in her courses reduced the number of readings and shifted to more in-depth examination and discussion.

Taken together, these established procedures and criteria for the systematic evaluation of all faculty are used as indicators for professional development, improvements in adjunct selection and support, course schedule planning, and responsive teaching – all of which contribute to ongoing program improvement.



Standard III: List of Appendices

[Appendix III.1: SOIS full-time faculty Curriculum Vitae](#)

[Appendix III.2: Adjunct faculty transcript of all courses taught over accreditation period](#)

[Appendix III.3: CASS Workload Allocation Worksheet](#)

[Appendix III.4: CASS Peer Observation Report form](#)

[Appendix III.5: CASS Faculty Roles and Responsibilities document](#)

[Appendix III.6 CASS Dean Classroom Observation form](#)

[Appendix III.7: Sample SOIS faculty position notice](#)

[Appendix III.8: Course evaluation summary report 2015 - 2022](#)

[Appendix III.9: CoursEval instrument](#)

[Appendix III.10: PPTs of SOIS Summer Workshop](#)



Standard IV: Students

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.

The School of Information Studies formulates and implements recruitment, admission, financial aid, career services and policies consistent with our program and university mission, goals and objectives, as well as within the framework and infrastructure of the Dominican University. Throughout this chapter, we demonstrate how our academic and administrative policies and processes support our students throughout their degree lifecycle from recruitment to admission, program progression and alumnae/i status. The diversity of our student population described below is evidence of our efforts to recruit a student body that is reflective of the diverse communities we serve.

SOIS students and the LIS professional community are regularly surveyed (see the Continuous Improvement Assessment and Planning Inventory, [Appendix I.1](#)) to assess the degree to which we are meeting their needs through our coursework, support services and processes – and adjust as the data suggests. Examples of these adjustments are addressed below.

Recruitment and marketing strategies

Dominican University has a centralized approach to marketing and admissions administrative functions to maximize efficiency and operations across the university's undergraduate and graduate programs. It is important to note that SOIS retains control over the admissions policies and decisions; however, application processing and initial communication and outreach to prospective students is managed through the university's Enrollment Management division. The Executive Director for Graduate Admissions and an SOIS-dedicated Graduate Recruitment Coordinator work closely with the SOIS Director to serve the specific needs of the SOIS recruitment and admission functions. As outlined in our administrative structure, the SOIS has an Admissions Committee, made up of SOIS faculty, who set and ensure we implement the admission policy and decisions in accordance with our policies, mission and goals.

The recruitment strategy uses a “speed-to-lead” approach, with consistent outreach to prospective students in a high-touch, highly personal manner. This strategy aligns with the relationship-centered approach evident in our SOIS and university mission and vision statements.

Dominican University relies on a digital-first marketing approach aimed at increasing awareness, driving inquiries, and supporting events for graduate programs through digital media campaign planning, management, and execution. Coordinated by the Office of Marketing and Communications, the marketing plan includes six objectives which drive the strategies and spending

in the plan. Our increased enrollment throughout this period leads us to have confidence in the strategies. The plan objectives include the following, and Figure IV.1 illustrates spending allocated to objectives 1 and 2 as an example. The complete marketing plan, including spending allocations and strategies, is included as [Appendix IV.1](#), and the updated 2022 tactics are detailed in [Appendix IV.2](#).

- Objective 1: Drive organic and paid traffic inquiries to increase the number of prospective students through program-focused advertising
- Objective 2: Raise awareness and reputation of the university with large-scale brand advertising efforts
- Objective 3: Grow the pipeline of prospective students with strategic outreach to key audiences and influencers
- Objective 4: Increase attendance and optimize presentation of virtual graduate recruitment events
- Objective 5: Promote accelerated programs to increase the percentage of Dominican undergraduates who continue graduate study at the university
- Objective 6: Enhance web content for better conversion

The spending of the MLIS media marketing budget is strategically allocated as follows:

- **Awareness Strategies** account for approximately 24% of the paid media plan and include out-of-home advertising and digital video campaigns on YouTube.
- **Consideration Strategies** account for approximately 75% of the paid media plan and include brand paid search and paid social campaigns.
- **Yield Strategies** account for 1% of the paid media plan and include social retargeting for prospective graduate students who have inquired but not taken action in the admission funnel, including invitations to attend an SOIS – MLIS open house event.

Figure IV.1 Budget allocated toward Dominican marketing plan objectives 1 and 2 - 2021-22

**SPEND SUMMARY: PAID ADVERTISING TACTICS
OBJECTIVE 1 & 2**

Channel	Placement	Target Audience	Total Spend
Paid search	Paid search (branded terms): \$177,000 Paid search (programmatic terms): \$177,000	60-mile radius (larger for MSW), focused on users aged 25-45 who "look like" a current Dominican student or website visitor.	\$354,000
Paid social	Paid social media and behaviorally targeted remarketing ads	60-mile radius, focused on users aged 25-45 who "look like" a current Dominican student or website visitor.	\$128,000
Awareness/ Out-of-home	Billboard/transit ads YouTube brand lift study	Commuters and influencers. Areas near campus as well as within Chicago's major arteries to expand awareness and footprint	\$108,000
TOTAL			\$590,000

The marketing plan includes a variety of print ads in industry journal publications, including *Library Journal*. Program marketing materials are included in [Appendix IV.3](#).

Social Media

The SOIS social media outreach serves two primary purposes: to enhance the school's presence and reputation and to engage prospective students and other stakeholders in the programs, events and outcomes of the SOIS. The social media platforms in use include the following:

- Twitter
 - School of Information Studies: [@SOISDom](#)
 - School Library Media Program: [@duslmp](#)
 - Butler Children’s Literature Center: [@butchilicen](#)
- Facebook
 - School of Information Studies: [soisdom](#)
 - School Library Media Program: [duslmp](#)
 - Butler Children’s Literature Center: [thebutlercenter](#)
- Blog
 - Butler Children’s Literature Center: [Butler's Pantry](#)
- LinkedIn Group
 - <https://linkedin.com/groups/3902743/about>
- Instagram
 - Butler Children’s Literature Center: [Butlercenterdominican](#)

The significant growth in the MLIS enrollment since 2019 (see Figure IV.2) is a direct outcome of the university’s decision to invest more substantially in these marketing efforts during that year. At the same time, the increased investment in staffing through the hiring of a new graduate enrollment management and marketing director and staff members brought new expertise and energy to our recruitment efforts. Our policies and processes kept pace with the changing nature of recruitment as well; eliminating the graduate admission application fee in 2021, for example, as one of the efforts toward removing barriers for applicants.

Further evidence of our responsiveness is noted in Standard I: responding to our observations and our resulting strategic plan goal to increase enrollment (Objective 1.1 Expand enrollment), an SOIS faculty task force was formed. The task force determined that admission application letters of recommendation hampered an efficient application to admission process for academically qualified applicants. Furthermore, they concluded that obtaining letters of recommendation for applicants with a non-traditional path created an inequitable barrier to application, as those applicants were less likely to have access to traditional recommenders. As a result, in 2018-19, the SOIS faculty council voted to eliminate the letters of recommendation requirement for applicants who met the standard acceptance requirement $GPA \geq 3.0$ or with the appropriate GRE score. Letters of recommendation remain in place as a requirement for applicants with a lower than 2.7 GPA, with incoming GPAs of 2.7-2.9 being eligible for conditional admittance without the letters. In addition, with GRE and MAT testing centers shut down due to COVID-19, those test scores were waived; testing at this point is still not required in our admissions process.

Recruitment events

The SOIS hosts and participates in a wide range of recruiting events, including on-campus and online information sessions. The information sessions vary in audience and location, including: 1) those targeted specifically for Dominican undergraduates, 2) recruitment visits to other area undergraduate programs such as Roosevelt University and DePaul University; 3) recruiting fairs such as the Idealist Grad Fair, the University of Chicago Grad and Career Fair; and 4) professional conferences including those sponsored by the American Library Association, the Illinois Library Association, the Illinois School Library Media Association, the Illinois Reading Council, and the Joint Conference of Librarians of Color. These visits, conferences, and conference sponsorships are conducted in partnership with staff from the Office of Enrollment Management and Marketing, enabling SOIS to reach a much broader audience than the school would on its own.

SOIS has engaged in efforts to build international partnerships for recruitment of students to our various degrees, including the MLIS, with those efforts enhanced over the past five years through the efforts of our CASS Dean Jake Bucher. These efforts have included travel by various SOIS faculty and administrators, and by receiving visiting scholars (primarily from China).

Furthermore, faculty research presentations extend the SOIS presence into a greater number of venues well beyond the conferences listed above, not only disseminating faculty research output, but also enhancing the university's reputation and recruitment effort. Several recent examples include:

- Janice Del Negro is in high demand as a featured storyteller and has presented at various storytelling festivals and professional conferences, including the National Storytelling Conference, the Florida Storytelling Festival, and the Kentucky Storytellers Association, as well as a panel on Storytelling and Resiliency at ALISE.
- Anthony Dunbar has presented at an Annual Allied Media Conference, where he focused on decolonized cultural stewardship.
- Sujin Huggins was an invited presenter at an early childhood literacy training for the Chicago Public Library. She has presented on her work on “Targeting Autism and Libraries,” at the IFLA WLIC in Wroclaw, Poland in 2017, as well as in workshops across Illinois.
- Cecilia Salvatore has presented at a conference in Qingdao and in Changsha, China. In 2019, she was invited and presented to Information Science students at Fudan University in Shanghai. She has also presented at the IFLA conferences in Columbus, Ohio, Kuala Lumpur, Malaysia, and Athens, Greece.
- Karen Snow has given workshops on cataloging, the LCC, and metadata to various library groups, such as the Southwest Florida Library Network and the Panhandle Library Access Network.
- Various SOIS faculty have presented to visiting Chinese delegations, and Stacy Kowalczyk talked about information governance at the Sino-U.S. Think Tank Symposium held in Chicago in 2018.

Publicity

SOIS, with support from the university communications staff, circulates news of faculty, staff, and student achievements, program developments, and updates through various vehicles; including notices to professional journals such as *American Libraries* and *Library Journal*, press outreach to local media, and postings on electronic discussion lists including JESSE, ALSC-L, and AISLE-Share. Highlights include the following: Janice Del Negro was named an [Illinois Library Luminary](#) in 2020 and was featured in [several media interviews](#) after the publication of the 5th edition of *Storytelling: Art and Technique* for which she served as editor. In 2020, Jennifer Clemons, Butler Children's Literature Center Curator, was profiled in *Children and Libraries*. Stacy Kowalczyk appeared on WTTW's *Chicago Tonight* and was featured in the local Oak Park and River Forest press to discuss the current state of cybersecurity, hacking and the management of big data in 2016. Don Hamerly, Stacy Kowalczyk, and Yijun Gao served on a panel that discussed cybersecurity and privacy before Oak Park and River Forest residents prior to the premiere showing of the movie “Snowden” in Oak Park.

The [signature events of the SOIS](#) enhance recognition and reputation, contributing to our recruitment and engagement efforts. The annual Butler Lecture showcases award-winning creators of books for young people and academic experts who speak on issues related to children's literature and the joy of reading and lifelong learning. The annual Follett Lecture is given each spring by the Follett Chair in Library and Information Science, a position established by Dominican University and the Follett Corporation in 2002. The annual McCusker Memorial Lecture was presented each fall through 2019, celebrating the life and contributions of Sister Lauretta McCusker, O.P., the first dean of the (then) Graduate School of Library and Information Science.

Admission policies

Admissions standards and policies are developed and implemented by SOIS and are outlined in detail in section IV.3. As stated above, Dominican University has a centralized approach to marketing and admissions administrative functions to maximize efficiency and operations across the university's undergraduate and graduate programs. Admission decisions remain the exclusive purview of the SOIS, as enacted by the SOIS Admissions Committee and the full-time faculty.

Scholarships and financial support

MLIS students are eligible to receive financial support from two sources, both funded in a ratio comparable to the other graduate schools: 1) financial aid in the form of loans; and 2) scholarships and grant aid, which sometimes take the form of tuition remission for internships or assistantships. Dominican University's [Office of Financial Aid](#) administers financial aid in the form of loans, and the assistant director of financial aid is dedicated primarily to working with graduate students. SOIS has no direct role in the awarding of loans.

SOIS itself awards scholarships that stem from two sources: the SOIS operating budget and external funders. Some scholarships take the form of outright gifts, which are awarded based on need, merit, and funds available, while others are structured as assistantships for which students receive tuition remission. Scholarships funded by external partners may have additional, specific criteria that are negotiated with the funding group or individual. SOIS offers scholarships primarily for ongoing student support, although some are designed with recruitment goals as noted above.

Table IV.1 summarizes SOIS scholarship and assistantships awarded over this accreditation period. While assistantships have increased since 2015-16, the total dollar value of student financial support awarded has decreased during the review period. A reduction in graduate scholarship aid in 2020 and into 2021 occurred consistently across all Dominican graduate programs due to short-term university financial stresses. Subsequently, university budget lines for graduate education have increased. Numbers of assistantships awarded vary in relation to student applications and partnership availability. With university support stable, we expect to see trends of lower award dollars reversed. MLIS tuition rates in this period have remained unchanged.

Table IV.1 MLIS scholarships and assistantships awarded in the accreditation period

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Total MLIS enrollment	296	270	247	213	263	299	321
Total # scholarships awarded	179	111	139	92	85	50	48
Total \$ value of scholarships	\$262,384	\$250,788	\$264,223	\$207,761	\$201,750	\$138,150	\$147,833
Total # assistantships awarded	1	2	6	5	8	9	4
Total \$ value of assistantships	\$1,224	\$6,166	\$25,500	\$14,025	\$28,000	\$35,700	\$16,575

Total \$ value of financial support	\$263,608	\$256,954	\$289,723	\$221,786	\$229,750	\$173,850	\$164,408
% MLIS students receiving aid	61%	42%	59%	46%	35%	20%	16%

An increased focus on ways to offer students practical experience while they are still in school, and support them financially while doing so, resulted in more regular commitment to offer the existing Rebecca Crown Library assistantships, which represent all assistantships prior to 2015, as well as the inception of a partnership with the Skokie Public Library. The Crown Library Assistantships carry an hourly stipend, paid by the library, plus two courses' worth of tuition remission, paid by SOIS. No academic credit is awarded for the assistantship itself, as the tuition remission goes to six credit hours within the recipients' MLIS coursework separate from their work in the library. Student assistants work 12 hours per week in the library and receive mentoring and training from library staff. The Skokie Public Library internship program offers two to three students each year the opportunity to work 10-15 hours per week at the award-winning library, while earning six credits of coursework (structured as a three-credit practicum in the fall semester and a three-credit independent study in the spring semester) with tuition remission. COVID-related stresses paused this partnership in 2020, but we hope to resume in Fall 2023.

The recruitment of DU undergraduate students into the MLIS from their BA/BS pathway has become an important, mission-driven strategy across the University. We have developed events and advising strategies with our undergraduates – a largely first-generation and highly diverse student population – to educate them about graduate degrees. Coordinating with our undergraduate programs in DU's Rosary College of Arts and Sciences and the SOIS undergraduate Informatics major, qualified undergraduates can take up to two courses at the graduate level to count toward both the BA/BS and the MLIS to enable a “fast-track” to the graduate degree, with these students essentially receiving six master's credits within their undergraduate tuition. Students in this pathway must still meet all admission criteria to the MLIS. As a result, Dominican BA/BS graduates in the MLIS have increased from 2.5% in 2015 to a high of 9.5% in 2019-20.

In 2019, the University was awarded a \$3M Title V Promoting Postbaccalaureate Opportunities for Hispanic Americans grant from the U.S. Department of Education. The project, entitled: Posgrado Center: Graduate Services, New Programs and Inclusive Classrooms, is advancing its goal of building capacity for graduate student success at DU. A critical component of the grant activities includes the awarding of direct financial support in the form of scholarships to low-income and minority graduate students. The Posgrado scholarship offers up to \$10,000 in two years to incoming Hispanic and low-income students. Of the 39 scholarships awarded university wide in 2021-2022, 12 were SOIS students – further evidence of our commitment to enrolling a diverse student population in the MLIS.

SOIS scholarships offered include the following:

The **Butler Youth Services Scholarship** is awarded to MLIS candidates from backgrounds underrepresented in library science with a planned focus on service to children and young adults. Butler Scholars will contribute to the library and information science profession, specifically in the area of literature and library services to young people, by increasing diversity in the workforce and through excellence in professional preparation.

Library Technical Assistant Scholarships. Students who have been admitted to the MLIS and have completed a library technical assistant program are granted a 50 percent tuition scholarship for the first four required courses in the MLIS.

Marion O'Brien Jencius Scholarship is available to MLIS degree-seeking students with demonstrated financial need.

Mary Wajer Scholarship is available to MLIS degree-seeking students with demonstrated financial need.

Rebecca Crown Library Teaching Internship. Calls for applications go out in early spring each year for the following academic year for two to three students interested in working in an academic library developing their teaching and presenting abilities. Interns are mentored and supported by Rebecca Crown Library instruction librarians as they develop the ability to create new instructional content, gain confidence in teaching, and learn best practices of teaching in a library setting to gain the necessary skills and experience to successfully provide information literacy instruction. This is a paid, hourly position and includes a tuition waiver/scholarship for two SOIS courses. Interns must have completed LIS 702 and preference is given to applicants who complete LIS 764 Advanced Instruction Strategies or LIS 734 Learning Theories and Instructional Design.

Collaborative Scholarships. SOIS collaborates with external partner organizations to offer additional scholarship support. Recently, we worked with the Polish American Library Association to offer the Zubrzycki Scholarship for students intending to pursue a career in youth services with a focus on multicultural programs and services, particularly for the Polish American community. This list changes periodically as we deplete funding from special gifts and as we forge new partnerships.

ALA Spectrum Scholarship Match. In its ongoing support of diversity and inclusion in the LIS field, SOIS provides matching tuition scholarships to recipients of the American Library Association Spectrum Scholarship diversity recruitment program.

Commitment to Recruiting and Retaining a Diverse Student Body

Dominican University and SOIS are deeply committed to diversity at every level of the educational enrollment experience. A cabinet-level Vice President for Diversity, Equity and Inclusion provides leadership for these comprehensive efforts – from recruitment, hiring, curriculum, programming, and policies. The strategic diversity plan articulates the university's commitment:

Translating Dominican's twin values of veritas and caritas into practice requires that each person who studies, teaches, works, or lives within the university community, as well as all those with whom we interact, be respected and cared for as a unique individual, within an environment that affirms our shared humanity and pursues the common good.

The Strategic Diversity Plan also includes a series of comprehensive, compulsory training sessions for all members of the Dominican community to address bias-motivated offensive conduct, discrimination, and hate crimes; gender-based and sexual misconduct; reasonable accommodations for disabilities; and university policies and procedures for reporting and support.

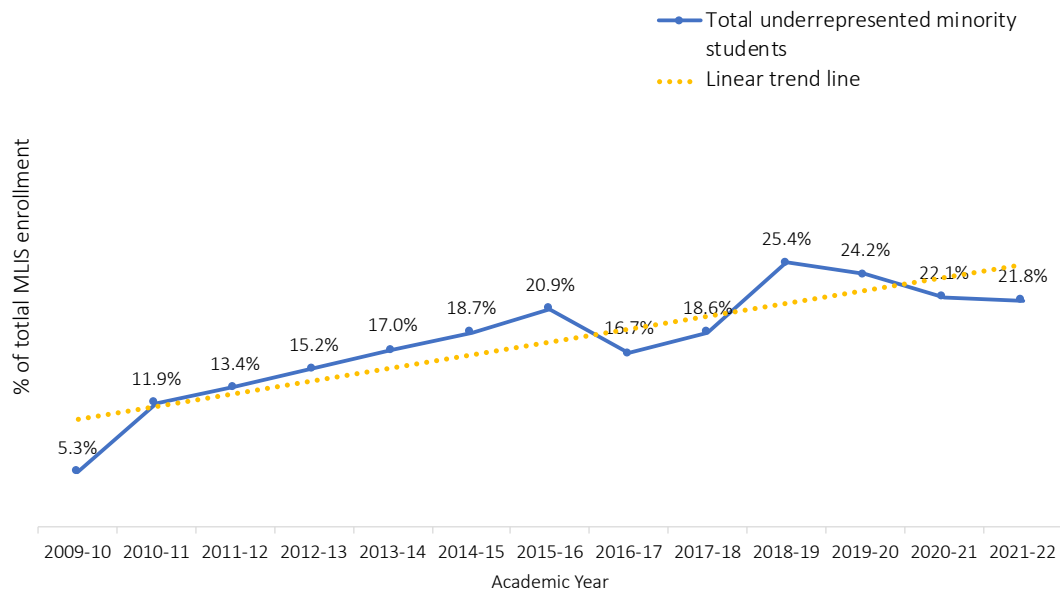
Steadfast in the belief that diversity and inclusion contribute to programmatic excellence, SOIS works to recruit and retain a student body, faculty and staff representative and affirming of the full spectrum of diversity. This commitment is articulated in the current SOIS strategic plan, Objective

1.2 Build enrollment for underrepresented groups, with the intended outcome (1.2a) to increase the number of students from underrepresented groups. Specific initiatives include the following: a) increased outreach to the DU undergraduate population – which is 60% Latinae; b) creating and awarding specific scholarships for students from underrepresented groups; and c) working with the university’s Title V Promoting Postbaccalaureate Opportunities for Hispanic Americans project to ensure SOIS is a critical part of their comprehensive initiatives.

Throughout its 117-year history, Dominican education has been rooted in its service to immigrant communities and by a mission-driven intention to transform the lives of talented students. With focused recruitment efforts on the diverse neighborhoods in Chicagoland, over 90% of our undergraduate and graduate students come from this region and the local neighborhoods that surround Dominican, reflecting the diverse ethnicities within those communities. In 2017, the university’s Board of Trustees signed a covenant declaring Dominican a Sanctuary Campus, and DU remains an outspoken advocate for immigrant rights and the elimination of equity gaps in higher education achievement. We support the recruitment and enrollment of undocumented students and have awarded over 100 TheDream.US student scholarships over the past five years. While these TheDream.US scholarships are awarded to undergraduates, the efforts to create fast-track pathways into the MLIS and other graduate programs remains strong evidence of our efforts to recruit and retain a diverse student body.

This commitment to enrolling a diverse student body is evidenced by the outcomes in the MLIS program demographics over time. Going back 10 years, only 5% of MLIS students in 2009-10 were from under-represented groups compared to 22% in 2021-22. Figure IV.1 illustrates this growth. Over this accreditation period, SOIS underrepresented student enrollment has averaged 21.5%. Comparatively, this is a higher rate than is reported nationwide at ALA-Accredited Master’s Programs, where according the 2021 ALISE Statistical Report for 2021, underrepresented students account for 19.6% of total program enrollments. We have experienced some leveling of underrepresented student enrollment throughout these recent years of the pandemic. Our strategies – particularly those funded by the Title V Posgrado project – hope to counteract these effects, with increased scholarship aid and targeted undergraduate and community outreach. More detailed descriptions of the demographic make-up of the SOIS enrollment trends follow.

Figure IV.2 Growth in race/ethnic diversity in the MLIS population over 10 years



*Underrepresented groups = American Indian/Alaskan Native, Asian, Black or African American, Native Hawaiian/other Pacific Islander
 Source: DU Office of Institutional Effectiveness 2022

Enrollment trends and composition of the student body

SOIS has experienced substantial enrollment growth since 2019, with an increase of 55% in total headcount over 2018. Figure IV.3 demonstrates this growth. As stated above, we attribute this significant increase to several factors: a) increased institutional investment in targeted marketing spending; b) the addition of graduate recruitment personnel and leadership with expertise in graduate strategies; c) intentional focus on enrollment growth initiatives and policies in the SOIS strategic plan; and d) consistent high reputation and recognition of the SOIS, vis a vis employer and “net promoter” ratings among our MLIS graduates who would recommend DU and would “return again if given the opportunity.” See Figure IV.5 for the trend in graduating MLIS students who respond that they would “recommend DU to others.”

Figure IV.3 SOIS MLIS Enrollment Headcount 2015-16 to 2021-22

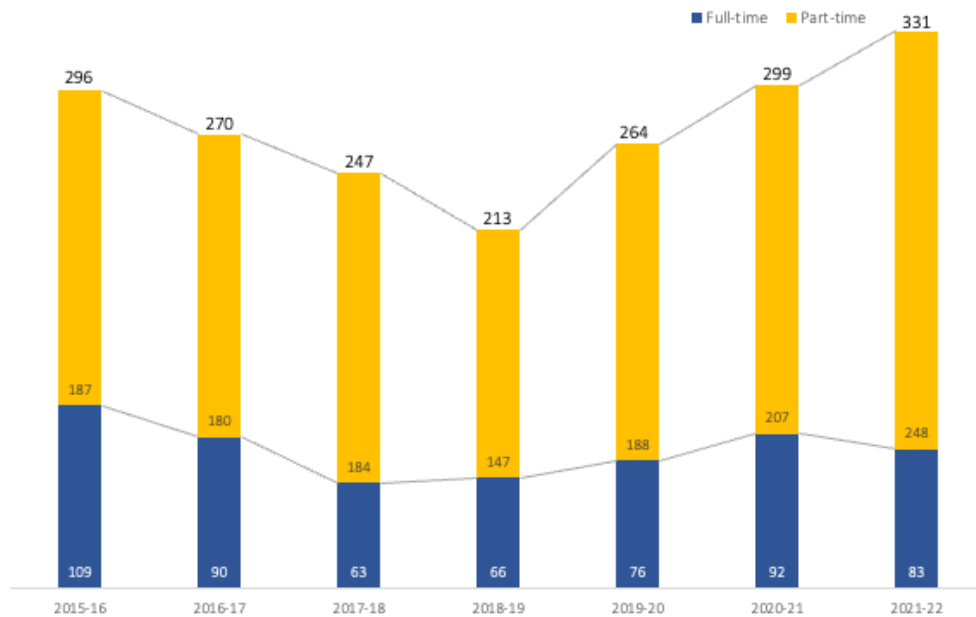


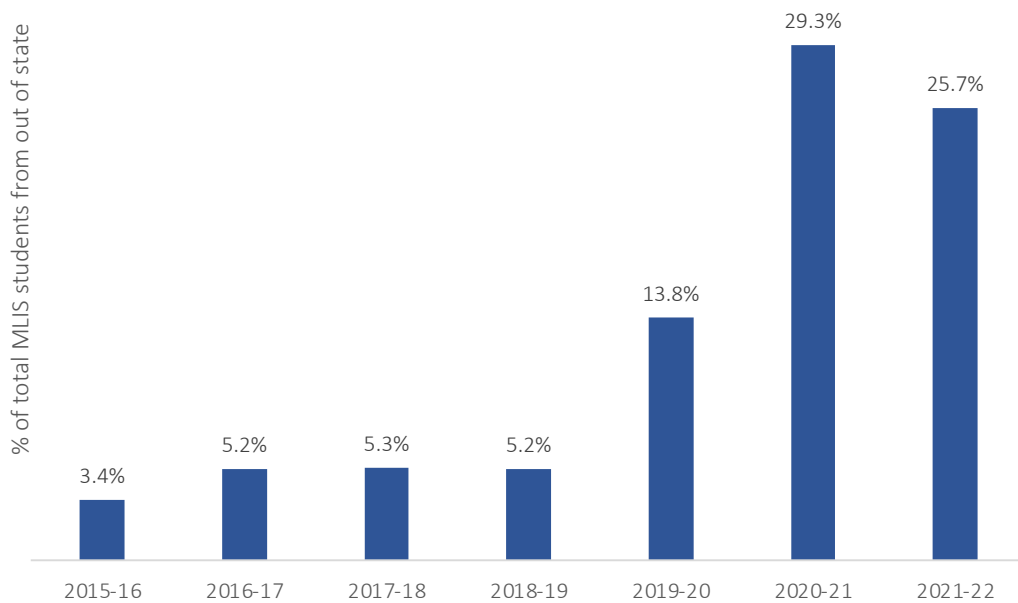
Table IV.2 MLIS student demographics 2015 - 2022

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Race/ethnicity							
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.5%	0.0%	0.0%	0.0%
Asian	1.4%	0.4%	1.2%	2.3%	2.3%	2.3%	2.7%
Black or African American	9.1%	8.5%	10.9%	11.3%	9.5%	7.7%	6.3%
Hispanics of any race	10.1%	7.4%	6.5%	11.3%	12.5%	12.0%	12.7%
Native Hawaiian/Pacific Islander	0.3%	0.4%	0.0%	0.0%	0.0%	0.0%	0.0%
Nonresident Alien	1.0%	0.7%	1.2%	1.4%	0.8%	0.7%	0.9%
Race and Ethnicity unknown	11.8%	11.5%	13.0%	10.3%	13.6%	11.4%	6.9%
Two or more races	0.3%	0.7%	0.8%	0.9%	0.4%	1.0%	1.2%
White	65.9%	70.4%	66.4%	62.0%	61.0%	64.9%	69.2%
Gender							
Female	78.7%	82.6%	83.8%	80.3%	78.8%	78.9%	78.5%
Male	21.3%	17.4%	16.2%	19.7%	21.2%	21.1%	21.1%
Non-binary	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.3%
Age							
21 – 24	23.6%	25.6%	19.8%	16.0%	19.8%	18.1%	16.5%
25 – 28	24.3%	22.2%	29.1%	29.6%	25.1%	30.4%	27.7%
29 – 31	12.8%	14.8%	15.4%	12.7%	12.5%	11.0%	11.2%
32 – 40	18.9%	17.8%	18.6%	19.7%	19.0%	16.7%	20.2%
41 - 50	12.8%	14.1%	12.6%	15.0%	13.3%	15.7%	15.3%
51 – 60	7.4%	5.6%	4.5%	7.0%	5.3%	6.7%	7.8%
61 and above	0%	0%	0%	0.5%	1.1%	1.3%	1.2%
Enrollment status							
Full-time	36.8%	33.3%	25.5%	31.0%	28.8%	30.8%	25.1%
Part-time	63.2%	65.9%	74.5%	69.0%	71.2%	69.2%	74.9%

As illustrated above, the MLIS population has become more diverse regarding race/ethnicity. MLIS enrollment remains predominately female (80%, on average), with slight increase in male enrollment occurring between 2017 and 2022. Regarding student age, the largest portion of our students fall in the 25 – 28 range. Age diversity is still evident, with an average of 20% of MLIS students in the 41 and above age range.

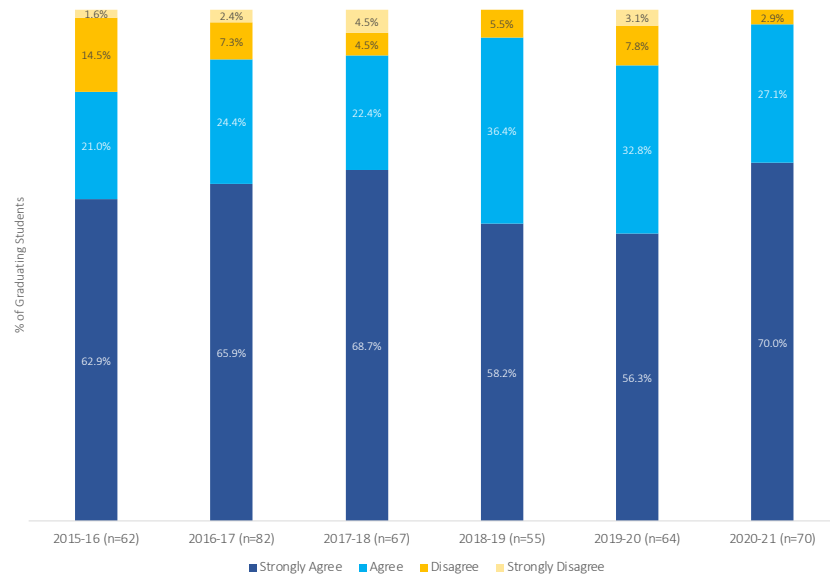
MLIS enrollment has grown significantly more diverse regarding the portion of students who come from states other than Illinois. With our increased online offerings over this time period, out-of-state enrollment has grown nearly ten-fold, from 3.4% in 2015-16 to just over one-quarter of our population today.

Figure IV.4 Growth in out-of-state MLIS students 2015-16 to 2021-22



Across this growth period, student experience in the MLIS program remains strong – revealing increasing portions of graduates who would recommend the program to others or “return again” if given the opportunity.

Figure IV.5 Net promoter ratings among MLIS students: “Would recommend DU to others”



Source: Graduating Student Survey, 2015 – 2021, Office of Institutional Effectiveness

Retention policies

Dominican University is committed to supporting the retention and success of all students – with increasing [attention to graduate student success](#). These comprehensive support services are described below in Standard IV.5.4.

As shown in Table IV.3, retention and degree completion rates among MLIS students are consistently high. On average, 89% of students return to the second year and 84% complete the degree. With most (74%, see Table IV.2) MLIS students enrolling part-time, some “stop-outs” do occur – resulting in an average time to completion of 2.6 years.

Table IV.3 Retention and completion of MLIS students over the accreditation period

AY of MLIS start	Failed or withdrew	Not currently enrolled	Still enrolled	Graduated	Total	Returned to Year 2	Completion rate
2015-16	12	7	1	96	116	88.0%	83.5%
2016-17	10	4	0	82	96	91.8%	85.4%
2017-18	6	8	3	58	75	86.8%	80.6%
2018-19	5	3	12	56	76	90.9%	87.5%
2019-20	13	18	45	62	138	84.8%	
2020-21	13	10	101	9	133	88.0%	
2021-22	3	2	104	0	109	95.4%	
Total	62	52	266	363	743	89.2%	84.1%

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.

The SOIS has several accessible means for disseminating current and accurate information to current students and the general public. The dom.edu website and its sub-sections, defined below, serve as the primary destination for publicly accessible information about the school and its programs for external audiences such as prospective students, employers, and other stakeholders. The SOIS SharePoint site (intranet) serves as the primary site for currently enrolled students, faculty and staff to access key information about the curriculum, forms, organizations, etc. Content found on each of these sites follows.

[SOIS website on dom.edu](#) includes information such as:

- [SOIS overview](#): history, mission, vision, partnerships, etc.
- [SOIS programs offered](#)
- [Admissions process and requirements, how to apply](#)
- [Degree requirements and courses](#)
- [Course descriptions](#)
- [Program learning goals and outcomes](#)
- [Student enrollment, retention, completion, achievement and employment outcomes](#)
- [Academic Policies and Regulations](#)
- [Program Faculty](#) (credentials, areas of specialty)
- [Certificates Offered](#)
- [Tuition and financial aid](#) and [SOIS-specific scholarships](#)
- [Career Services](#)
- [SOIS Signature Events](#)
- [Off the Shelf Newsletters](#)
- [COVID-19 Information](#)
- [SOIS Advisory Board members](#)

The [SOIS SharePoint site](#) (intranet) for current students, includes such information as:

- [Course planning guide](#) (advising worksheet)
- [Course rotation schedule](#)
- [Graduate student success site - resources](#)
- [Form to signal intent to graduate with a certificate](#)
- [Change of advisor form](#)
- [Practicum guidelines and forms](#) and [registration process](#)
- [E-Portfolio guidelines](#)
- [Student organization information](#)

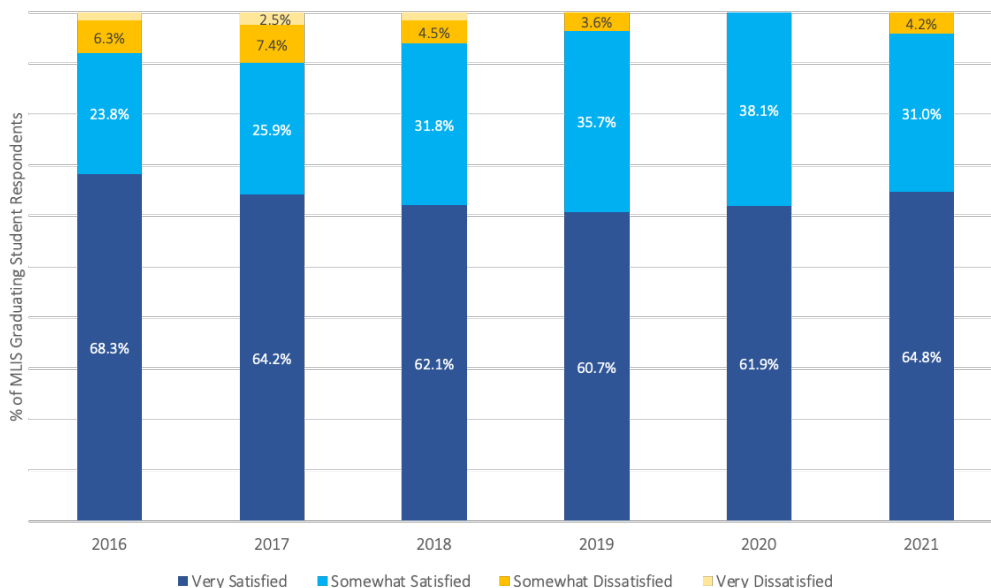
Students are encouraged to reach out to their faculty advisor or the staff in the SOIS if they cannot find the information on one of these online locations. All new students are invited to a virtual orientation session, which occurs three times per year. During the orientation sessions, students

meet the faculty as well as student group representatives. In addition, a CASS orientation Canvas site offers students a welcome and information about university level support services, including academic supports as well as well-being resources. A sample orientation agenda is included in [Appendix IV.4](#).

The SOIS Director and the CASS Assistant Dean for Student Services alert students to internal and external opportunities, events, program deadlines, announcements, and other relevant news with email blasts as well as notifications on a flat screen monitor outside the SOIS office. The SOIS student organization, ISSA, also sends updates and announcements regularly to the SOIS student community. Sample emails are included in [Appendix IV.5](#).

Survey results from the annual Graduating Student Survey reveal high levels of student satisfaction with SOIS communication – particularly about program requirements. Over this accreditation period, increasing satisfaction is evident. Figure IV.6 illustrates these results.

Figure IV.6 Graduating student satisfaction with SOIS communication about program requirements



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 SOIS abides by Dominican University's graduate admission policy statement, [posted on our website](#), which states:

Dominican University does not discriminate based on race, gender, religion, national or ethnic origin, disability, age, marital status, political orientation, sexual orientation or diverse lifestyle in the administration of its educational policies, admission policies, scholarships, loan programs or any other program administered by the university.

Admission to a graduate program is offered to applicants who have a bachelor's degree from an accredited college or university and a capacity for graduate work and professional aptitude demonstrated by their academic history, life experiences, test scores and letters of recommendation.

The applicant's complete file is reviewed by the admission committee, which evaluates the applicant's background, qualifications and academic potential. Only complete application files will be reviewed. No credentials will be returned to the applicant.

All application materials become the property of Dominican University. Providing incomplete or inaccurate information regarding a previous academic record on an admission application is grounds for denial of admission. Admitted students may defer their enrollment for a maximum of one year. Admitted student files will be kept for one year after the date of admission. Thereafter, s/he must reapply, as must an applicant who withdraws his/her application after it has been submitted.

The SOIS admission requirements and process are clearly posted on the ["how to apply" section of the MLIS program webpages](#). Applicants must submit an online application, official transcripts, and a personal essay of at least 500 words addressing the reasons for applying to the program and what they hope to gain from the experience. If the applicant has already earned a graduate degree in another field, SOIS will consider the GPA for the advanced degree in the overall admission process.

All completed files are first reviewed by the SOIS Director, who evaluates the applicant's background, qualifications and academic potential as evidenced in the application material. Applicants who meet the basic admissions requirements, including a 3.0 incoming GPA and a strong application essay, are admitted to the program. Applicants who have lower GPAs or other aspects of their application that do not meet the basic requirement but who nevertheless show potential in the program, may be offered conditional admittance, and may be referred to the SOIS Admissions Committee for further review. Details of the various levels of review, application requirements, and acceptance are shown below in Figure IV.7.

Conditionally admitted students must achieve a GPA of ≥ 3.0 in their first semester and are encouraged to seek academic support during their first semester, through the advice of their advisor or directly with the DU Student Success and Engagement Division. Conditionally admitted students make up, on average, 7.6% of all MLIS matriculating students. They have equally strong completion rates when compared to the non-conditionally admitted students, as demonstrated in Table IV.4.

As evidenced by our Strategic Plan, the SOIS faculty feels strongly that the various levels of acceptance, depending on the applicants' backgrounds and academic histories, reflect our belief in expanding graduate professional education opportunities for persons from more than one academic

pathway. Our Strategic Plan builds toward both expanded opportunities, as shown in Strategic Plan objectives 1.2 (*enrollment for underrepresented groups*) and 3.1 (*support for student success*).

Admitted students may defer their enrollment for a maximum of one year. Admitted student files are kept for one year after date of admission. Thereafter, they must reapply, as must an applicant who withdraws their application after it has been submitted.

Figure IV.7 MLIS Admission Policy Flowchart

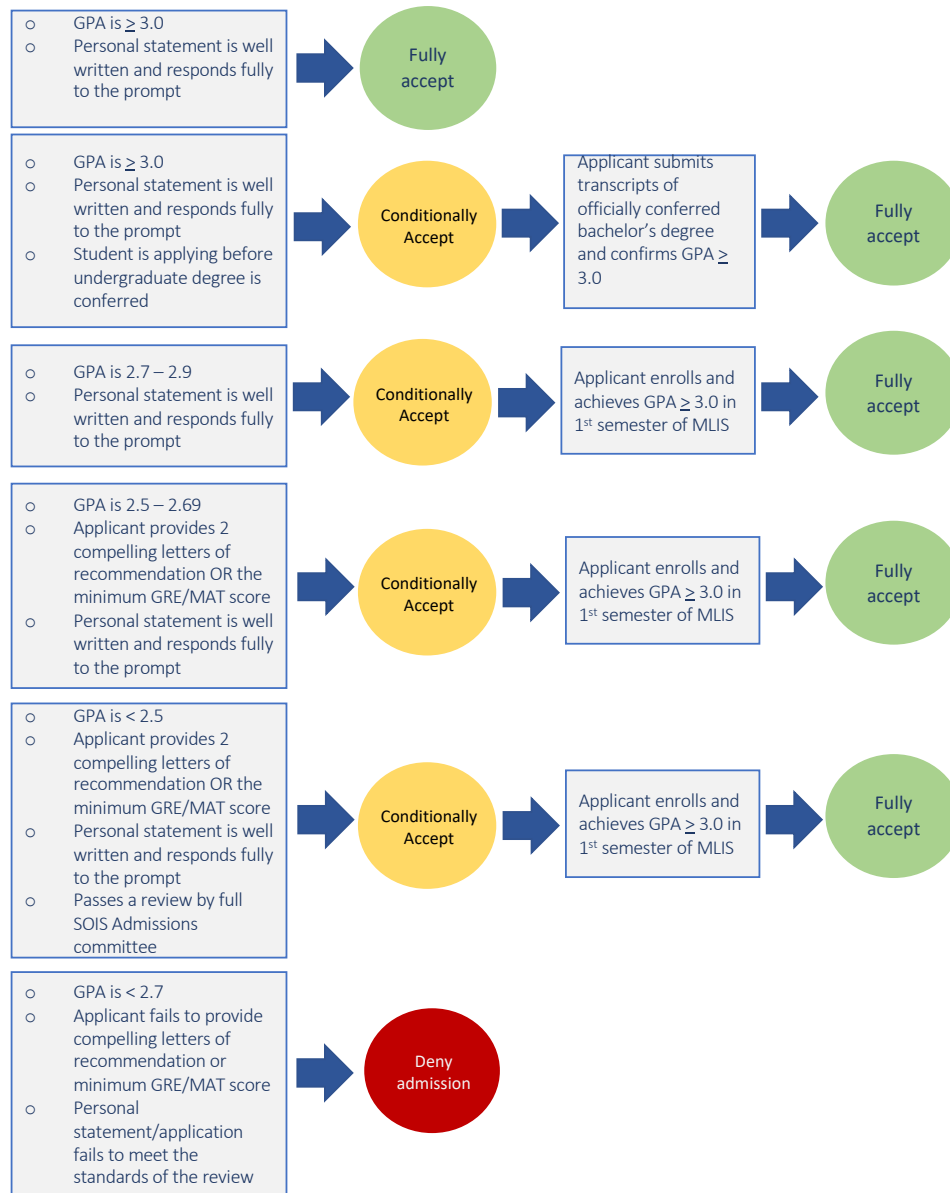
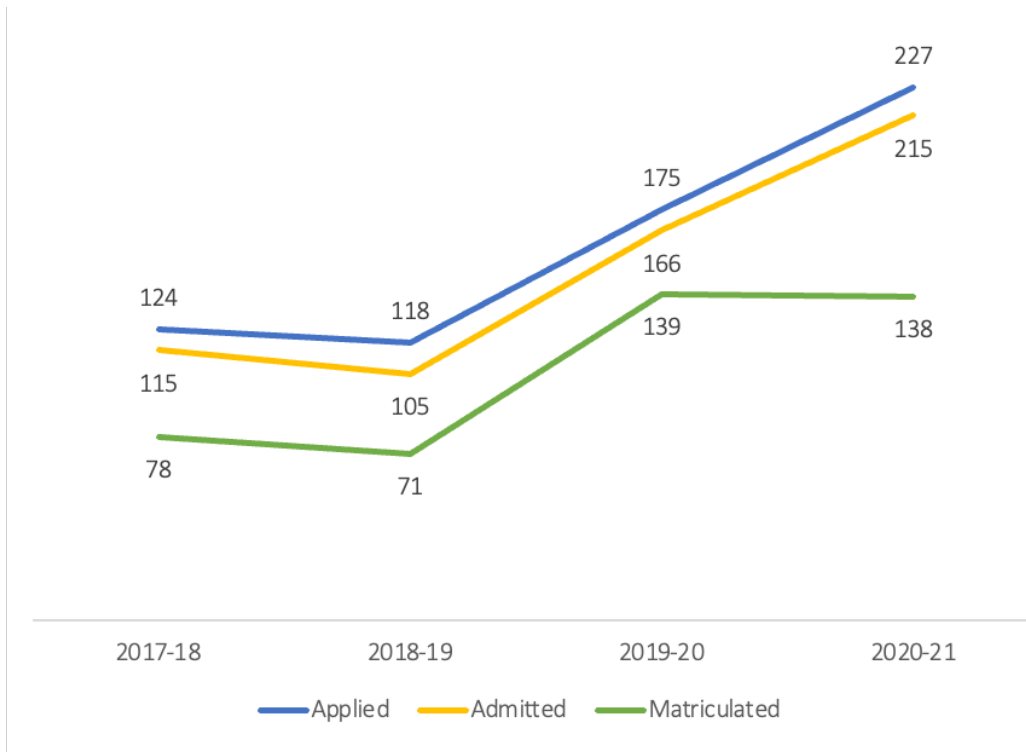


Table IV.4 Comparison of completion rates by conditionally admitted students

Academic Year of MLIS start	Total matriculated	Portion Conditionally Admitted		Graduation Rate	
				Conditionally admitted	Non-conditionally admitted
2015-16	117	0	0.0%	NA	83.5%
2016-17	97	1	1.0%	100%	85.4%
2017-18	76	7	9.2%	71%	81.5%
2018-19	77	7	9.1%	100%	84.7%
2019-20	138	2	1.4%		
2020-21	133	23	17.3%		
2021-22	109	17	15.6%		
Total	747	57	7.6%		

Application to enrollment rates remain strong, consistent with our increased enrollment. Over this accreditation period, an average of 66% of all applicants and 72% of all admitted students enrolled in the MLIS. This rate is higher than the average reported in our 2015-16 self-study when 52% of applicants enrolled.

Figure IV.8 Application to matriculation headcount in the MLIS



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.

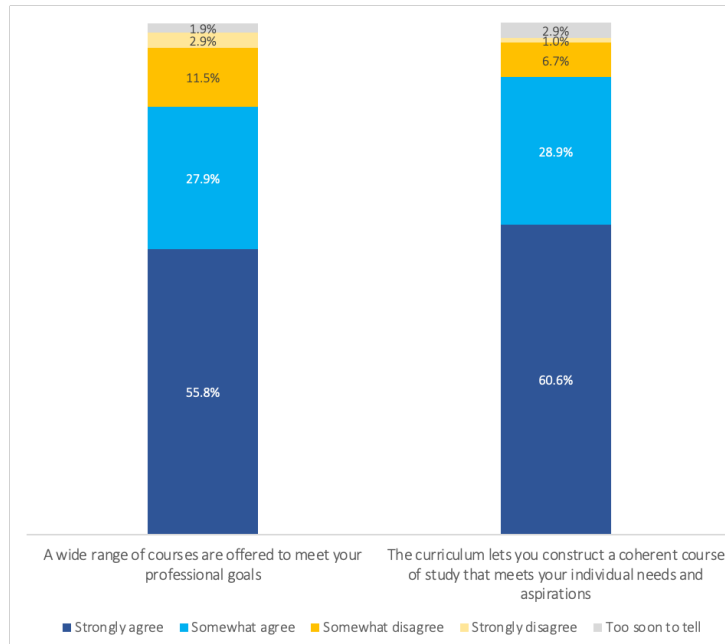
Students in the MLIS program can construct coherent programs of study based on their interests in the field. As discussed in Standard II, the MLIS curriculum features six required core courses (one being the technology course requirement) and six elective courses within the LIS course offerings. The SOIS Curriculum and Academic Affairs Committee, approved by the Faculty Council, believes that the combination of the required courses and the selected electives offers an appropriate balance between a prescriptive or a flexible design. This approach ensures a core knowledge base while enabling students to tailor their study among a broad range of possible specializations.

Students choose these electives with guidance from their faculty advisor. Advisors are assigned to new students based on information in the student's application that would indicate an existing area of interest. Electives may be chosen to suit an individual's career goals or may be selected based on the requirements specified in a specific certificate. Certificates provide an added credential that is noted on a graduate's transcript, and as such, must be declared and followed as prescribed in the curriculum. Certificates may be earned on top of an existing MLIS. Individual certificate requirements are described on the SOIS website: 1) Archives and Cultural Heritage Resources and Services; 2) Assessment; 3) Cybersecurity Governance; 4) Data and Knowledge Management; 5) Digital Assessment Management; 6) Digital Curation; 7) Digital Libraries; 8) Health Informatics; 9) Informatics; 10) Library and Information Center Administration; 11) Special Study; 12) User Experience; 13) Web Design; and 14) Youth Services.

Programs of study are initially presented to prospective students at information sessions and to accepted students at orientations. Faculty advising is the primary way students ensure their course of study is coherent, meets their needs, and enables them to graduate within the required six-year period. Advising aids include an online advising worksheet built into the SOIS SharePoint site and a Student Progress Plan completed in LIS 701 as a reflective planning exercise. The curriculum for the school library media program (SLMP) within the MLIS is more prescribed than the general MLIS due to the Illinois State Board of Education standard requirements, and as such, the program has its own faculty advisor and a customized SLMP Progress Packet.

Current student experience survey data reveals high levels of satisfaction with the MLIS curriculum, and the ability to construct a coherent course of study to meet their aspirations and needs. Sample student plans of study are included as [Appendix IV.6](#). Table IV.5 documents the certificates awarded with the MLIS over this accreditation period.

Figure IV.9 Current (2021-22) student satisfaction with constructing plan of study



Source: 2021 SOIS Student Experience Survey

Table IV.5 Number of certificates offered over five years

Certificate	2017-18	2018-19	2019-20	2020-21	2021-22
Archives and Cultural Heritage Resources and Services	16	13	5	9	8
Data and Knowledge Management	8	4	1	2	2
Digital Curation	5	5	1	4	2
Digital Libraries	1	2		1	3
Informatics			1	1	
Web Design		3		1	
Youth Services	7	17	11	15	20
Digital Asset Management		3		2	1
Executive Library Leadership		3	1	1	
Health Informatics		3	1	2	
Library and Information Center Administration		3		1	1
Cybersecurity Governance		3		1	2

Feedback and Evaluation of Achievements

Students receive feedback and evaluation of their achievements throughout the MLIS program through faculty grading of course-embedded assessments, such as those described in Standard II. Canvas, our learning management system, includes useful features such as the Speedgrader and assignment-embedded rubrics, that support this evaluation and feedback process. The Canvas gradebook alerts students when grades are posted and includes annotated feedback on assignments such as papers and presentations. Student performance on the e-Portfolio is also graded through this method. The grading scale and assessment expectations are clearly articulated on all course syllabi and on the assignment descriptions in Canvas. Faculty also provide feedback and guidance in person (or virtually on Zoom) as needed during their office hours or by appointment. Consistent high

satisfaction with faculty accessibility and response time are evident and as shown in Figure IV.11 (Standard V.5.3).

Guidance, Counseling, and Placement Assistance

The SOIS believes that intentional and active faculty advising is a key factor in student success toward constructing a coherent plan of study. All MLIS students are assigned a faculty advisor upon enrollment in the program, with the advisor selected specifically within the admissions process based on the student's goals as expressed in their application essay. Beginning with the student orientation, the SOIS encourages students to consult with their faculty advisor throughout their experience for course selection, career direction and discernment, e-Portfolio planning, and general guidance about navigating the program. SOIS academic and career advising - and our students' evaluation of these services - is explained more fully in Standard IV.5 below.

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.

IV.5.1 Participation in setting policies

Students participate in the “formulation, modification, and implementation of policies” in several ways. Surveys and focus groups identified in our data collection inventory serve as a key participation means. Anonymous feedback is collected on our annual graduating student survey and the alumnae/i follow-up survey. In accordance with our accreditation cycle, we also conduct the SOIS Student Experience Survey, and throughout our strategic planning cycle, student focus groups provide additional input. A particular focus of the 2020 student focus groups was the modification and implementation of student support, advising, and community-building needs. With specific connections to our Strategic Plan objectives 3.1 (*support*) and 3.3.a. (*community*), we asked student focus group participants two questions: 1) How do you define support from your perspective as a student, and 2) What does community mean to you as a student? The summary themes and outcomes of these focus groups are addressed in Standard IV.8 as an example of how we use data to inform our program improvement efforts.

Students participate in the policy development of the SOIS through student representative attendance at the SOIS Faculty Council meetings. The student has voice in these Council proceedings but does not have an official vote as afforded the full-time faculty. The student representative comes from the Information Studies Student Association (ISSA), which is described

more fully below. The student representative attends the Council meetings, presents an ISSA report, and in turn reports Council actions and issues back to ISSA. As needed, the SOIS director appoints ISSA representatives to special task forces and initiatives to ensure the consideration of student perspectives.

IV.5.2 Participation in research

The SOIS encourages student participation in research throughout the program. This intention is expressed in our student learning goals and outcomes, particularly in outcome 4a, which states: *Apply library and information science theories, principles, and research to professional practice.* Students can achieve this learning outcome across core and elective courses. For example, in LIS 708 Evidence-based Planning, Management and Decision Making, the Action Research Proposal is a key assignment for evaluation of an LIS service or program. Where research papers are involved in the master's coursework across the program, students are encouraged to submit their research for publication or as poster sessions and conference presentations. Recent examples of these publications include

- Susan Gordon published “Effectiveness of Privacy Policies: A Case Study of the Schaumburg Township District Library” in the e-journal *World Libraries* (a paper from IM 785 Information Privacy, taken as an LIS elective).
- Patrick Hussey published “Why Internet and Information Policy is Necessary” in the e-journal *World Libraries* (a paper from IM 785 Information Privacy, taken as an LIS elective).
- Jameson Ghalioungui published “‘Fake News’ and Information Literacy” in the e-journal *Library Philosophy and Practice* (a paper from LIS 701 Core Values, Ethics, and Issues in Library and Information Professions).
- René Ostberg published “The Dangerous Divide: How a Pandemic Exposed the Problem of Older Adults and Equal Access and How Libraries Are Helping” in the e-journal *Library Philosophy and Practice* (a paper from LIS 707 Leadership, Marketing, And Strategic Communication).
- Megan Smith published “Libraries and Mental Health Initiatives: A literature review” in the e-journal *Library Philosophy and Practice*, (a paper from LIS 701 Core Values, Ethics, and Issues in Library and Information Professions).
- Christina Truver published “The Past Influences the Present: RA Practices in 1920-1930 and Today” in the e-journal *Library Philosophy and Practice* (a paper from LIS 763 Reader’s Advisory).

An initiative that began in Spring 2022 encourages student writing within the area of Diversity, Inclusion, and Justice, and focuses on student writing. This essay contest is an opportunity to bring the values of equity, inclusion, and justice to the forefront as essential to SOIS master’s degree graduates to embrace change and have an impact on the world as professional contributors. The student contest winner receives a cash prize and publication in the SOIS e-journal *World Libraries*. The 2022 inaugural essay winning essay was titled “Disrupting Institutional Racism in the Public Library.”

MLIS students also can enroll in an independent study course to conduct their research under the guidance of one of the SOIS faculty. The independent study course (LIS 801) allows students to pursue research projects based on their own intellectual curiosity as directed and supervised by a faculty member. Students are responsible for developing an agenda, a set of readings, and the deliverables, which are approved by the supervising faculty. Students must have a proven record of scholarship as indicated by a grade point average of 3.3 or above and a sufficient background to work independently. In addition, students must have completed 24 credit hours including the core courses. Consent of the instructor and the director is required before registration. A maximum of 6 credit hours of independent study is allowed. As an example, one student developed part of her library’s strategic plan through her independent study project and included reflections and recommendations as part of the learning.

IV.5.3 Academic and career advising

As stated previously, the SOIS faculty advisor serves as the primary resource for students to receive guidance on their course planning and career planning overall. Faculty advisors meet regularly with students throughout registration periods to ensure that course selection occurs in accordance with the degree requirements and the student’s professional goals. Our response to Standard IV.4 describes the various planning guides and materials available to students and the advisors to ensure students are on-track.

Consistent efforts to improve the consistency and quality of advising have resulted in rising student evaluations of advising services over time. One particularly successful strategy has been the continuation of the successful “Pizza and Professors: Curriculum Night” held once per semester and first launched in 2015 – and moved to Zoom beginning with the pandemic. At Curriculum Night, all SOIS faculty are available to discuss new courses, career connections, and to interact informally. In 2013, 23% of graduating MLIS students were dissatisfied with faculty advising overall; yet by 2021, dissatisfaction had dropped to 9% (Figure IV.10). We conclude that the effects of the pandemic efforts are evident in these results as well, where pre-pandemic dissatisfaction had dropped to just 5% - a small handful of students.

Figure IV.10 Graduating student satisfaction with faculty advising

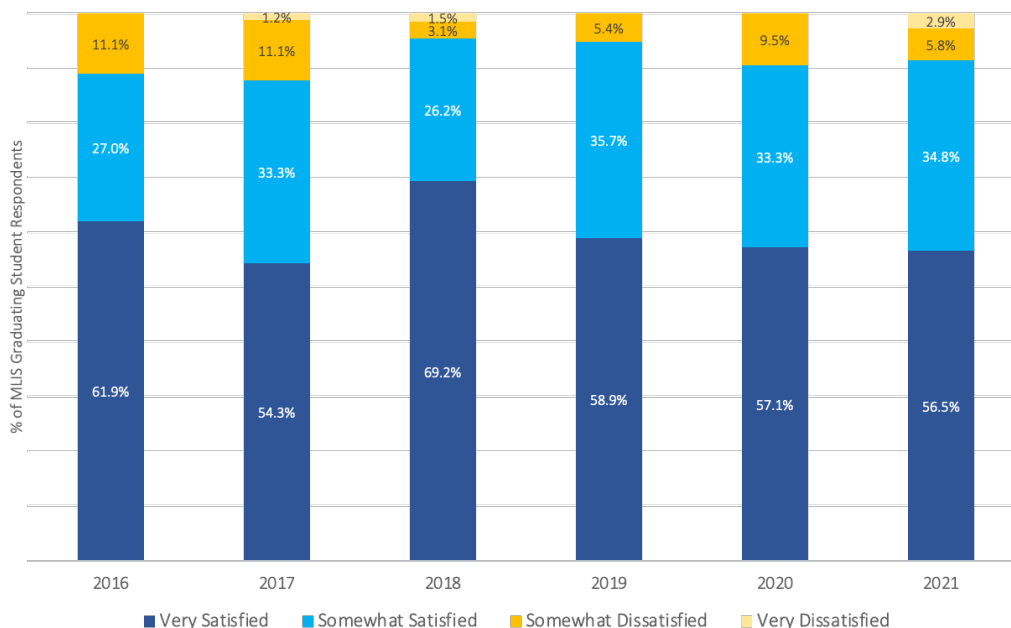
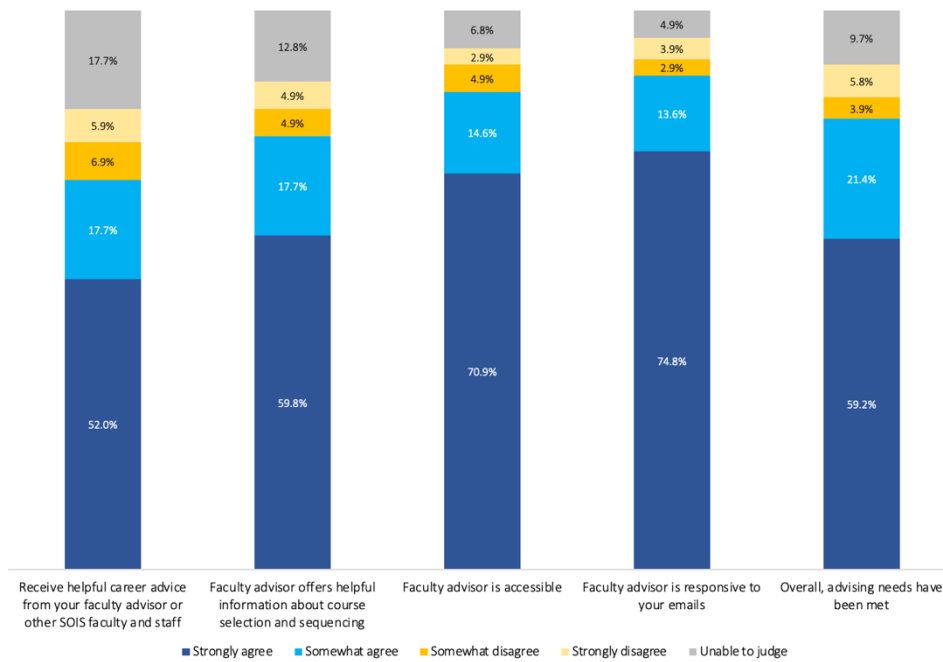


Figure IV.11 Currently enrolled (2021-22) student satisfaction with aspects of advising



Source: 2021 SOIS Student Experience Survey

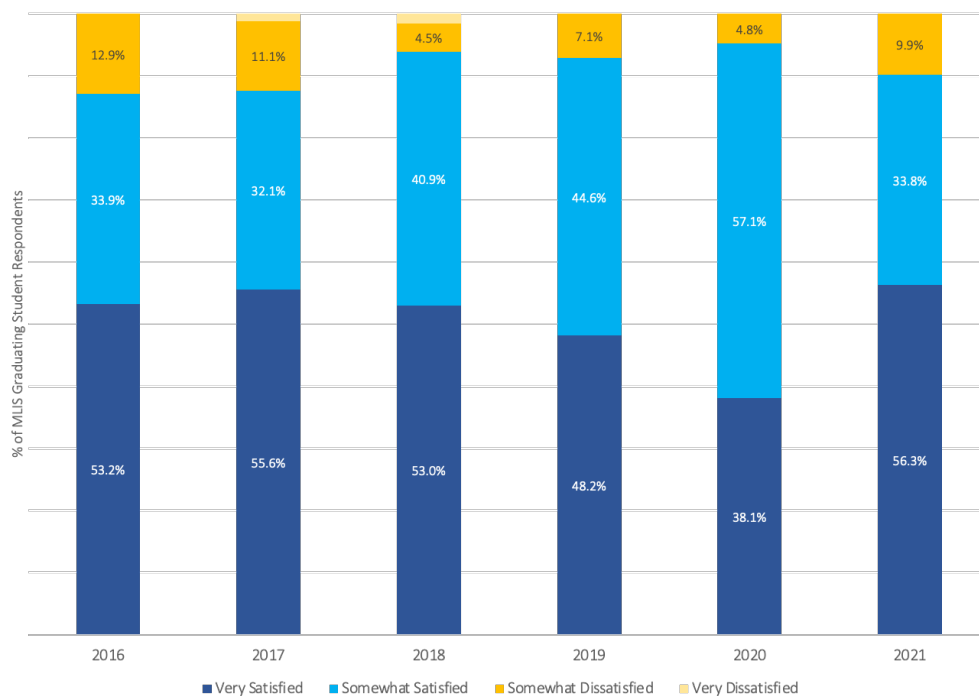
Current students have generally high evaluation of the advising experience as well – consistent with our graduating student perceptions.

In addition to the career advising provided by the SOIS faculty, which occurs formally in advising and more informally throughout courses and the relationships with faculty across the program, SOIS students use the university career services: [Career and Professional Success](#) provides workshops and one-on-one advising related to resume preparation, social media profile building, interviewing skills and career fairs. The university’s Title V Hispanic-Serving Institution grant awarded in 2020, entitled El Faro: Shining a Beacon on Hispanic/Low-Income Students' Career Services, Employer-Aligned Curricula and Financial Literacy is bringing additional employer relationships and career services to the university – including additional services to graduate students. For example, the staff in Career Services created four bridge-to-career videos for SOIS graduating students; the videos are included in the e-Portfolio Canvas course site as required viewing for completion of the e-Portfolio. The videos (interviewing skills (2), job searching, resume writing, and cover letters) have embedded quizzes that the MLIS students are required to complete and pass before submitting the e-Portfolio. In addition, one of the directors of Career Services attends the e-Portfolio workshop each semester.

As we discuss in more detail in Standard V.4, the primary function of the SOIS Alumnae/i Council is networking and career counseling with current students and recent graduates. The council meets quarterly. Chief among the events planned by the Alumnae/i Council in past years has been the annual Career Day, typically held in the spring semester. Presentations and discussions by alumnae/i focus on real-life experiences related to career paths and decisions, job searches, and interviewing tips and techniques. Beginning with Spring 2020 and the pivot to all virtual programming, the Alumnae/i Council members used Zoom and various electronic tools to deliver bridge-to-career content and services.

Despite generally high levels of student satisfaction with career advising and preparation, the SOIS faculty recognize that there is still room for improvement – particularly in response to the findings from data collected through the focus groups and student surveys described previously in this narrative. Efforts to increase career development services are underway – especially in building SOIS students’ relationships with professionals in the LIS field. To that end, the College of Applied Social Sciences (CASS) created a new method to increase mentoring opportunities in 2021. CASS partnered with the mentorship connection program offered through [Mentor Collective](#). This mentorship matches the DU student with a seasoned professional in the field for one-on-one mentoring and guidance – made up of mostly SOIS alumnae/i. As of April 2022, 54 MLIS students (22%) have interacted with their mentor about career development needs – a solid participation rate for this brand-new program.

Figure IV.12 Graduating student satisfaction with career advising and preparation



Source: Graduating Student Survey 2016 - 2021

Student Career Outcomes

Facilitated through the Office of Institutional Effectiveness (OIE), the annual Graduating Student Survey (at exit) and the annual (1-year out) Alumnae/i Follow-Up Survey track MLIS graduates’ employment outcomes. OIE also collects data on the employment outcomes of our graduates through the Alumni Outcomes product from Emsi Burning Glass, an industry-leading firm providing labor market analytics and data analysis to organizations.

At graduation, survey results reveal that on average, 49% of MLIS students have secured a position in the library and information science field. Within one year, that portion increases to 85%, on average (Table IV.6).

Table IV.6 Alumnae/i reporting of employment outcomes one-year post completion

Alumnae/i year of completion	Employed in LIS field	Employed out of LIS field	Unemployed seeking employment	Unemployed not seeking employment
2016	88.2%	5.9%	3.9%	2.0%
2017	89.7%	3.8%	6.4%	0.0%
2018	85.3%	0.0%	11.8%	2.9%
2019	82.8%	6.9%	10.3%	0.0%
2020	80.0%	10.0%	10.0%	0.0%
2021	85.2%	7.4%	3.7%	3.7%
Average	85.2%	5.7%	7.7%	1.4%

Source: Alumnae/i Follow-Up Survey, Office of Institutional Effectiveness 2022

Our alumnae/i survey results are consistent with the data mined from Emsi Burning Glass Alumni Outcomes. This database utilizes a CIP (major/program code) match to standard occupational codes (SOC) to determine the extent to which graduates are employed in fields related to their program of study. An unclassified occupation code is used when the data mining process cannot match the individual’s employer with a SOC code. With search parameters set to include all MLIS graduates since 2000, we find that over 90% are employed in fields related to library and information sciences (Table IV.7). Similar outcomes are found for those graduates (2016 – 2021) within this accreditation period (Table IV.8).

Table IV.7 MLIS graduate (2000 – 2021) outcomes data mining output for in-field employment

Occupations (SOC)	Alumni Profiles	Percent
Librarians and Media Collections Specialists (25-4022)	554	29.41%
Unclassified Occupation (99-9999)	98	5.20%
Postsecondary Teachers (25-1099)	94	4.99%
Educational Instruction and Library Workers, All Other (25-9099)	82	4.35%
Personal Service Managers, All Other; Entertainment and Recreation Managers, Except Gambling; and Managers, All Other (11-9198)	58	3.08%
First-Line Supervisors of Office and Administrative Support Workers (43-1011)	55	2.92%
Social and Human Service Assistants (21-1093)	53	2.81%
Social and Community Service Managers (11-9151)	44	2.34%
Archivists (25-4011)	42	2.23%
Chief Executives (11-1011)	36	1.91%

Table IV.8 MLIS graduate (2016 – 2021) outcomes data mining output for in-field employment

Occupations (SOC)	Alumni Profiles	Percent
Librarians and Media Collections Specialists (25-4022)	85	43.59%
Archivists (25-4011)	9	4.62%
Educational Instruction and Library Workers, All Other (25-9099)	8	4.10%
Customer Service Representatives (43-4051)	8	4.10%
Computer User Support Specialists (15-1232)	7	3.59%
Postsecondary Teachers (25-1099)	7	3.59%
Unclassified Occupation (99-9999)	6	3.08%
First-Line Supervisors of Office and Administrative Support Workers (43-1011)	5	2.56%
Financial Managers (11-3031)	4	2.05%
Personal Service Managers, All Other; Entertainment and Recreation Managers, Except Gambling; and Managers, All Other (11-9198)	4	2.05%

IV.5.4 Student support services

Dominican University is committed to supporting the retention and success of all students – with increasing [attention to graduate student success](#). The University’s comprehensive [Division of Student Success and Engagement](#) (SSE) provides holistic student academic and personal support services and programs across the university – including academic and career advising, literacy and learning resources, health and wellness and student life programs. The [Academic Success](#) unit of the SSE provides a diversity of services designed to ensure students’ academic success. The tutoring and learning resources unit offers individual tutoring options using a cadre of professional and peer tutors. Students can schedule consultation through an accessible online scheduling application, making access to the services hassle-free and confidential. A [Writing Lab and Math Clinic](#) provide scheduled and drop-in technical guidance and constructive feedback of student work.

[Accommodations and Disability Access](#) provides Disability Support Specialists who work with students to ensure they receive the appropriate accommodations, academic support and services as needed. Students who have documented their disabilities through Accommodations and Disability Access build customized plans to address their needs and accommodations, including working with learning disability specialists and assistive technologies, including Draft Builder (for writing assistance), Dragon Naturally Speaking (voice recognition technology), Kurzweil (reading and writing assistance equipment) and Inspiration Graphic Organizer.

The Division of Student Success and Engagement also provides support for students’ physical and mental health needs through the [University Wellness Center](#), offering a full range of primary health care, mental health, and complementary services. The Wellness Center offers a full range of [health care services](#) for all Dominican students, whether full time, part time, graduate, undergraduate, resident or commuter.

Dominican University launched the [NowPow platform](#) in 2019 and was the first university in the nation to do so. This powerful resource supports our Student Success and Engagement Division’s ability to identify and connect students with resource needs in their local communities in addition to our campus-based services. This connection is particularly critical for the majority of our students

who are low-income, first generation and living off-campus with their families. NowPow enables our case management approach by making highly matched referrals to resources in the students' home communities or near campus, shares these referrals with students and tracks the referral status to close the loop on care. As the pandemic unfolded, this resource was utilized more than we ever imagined, and enabled our staff to connect our students to food pantries, social services, mental health counseling, etc. near their homes if they were unable to utilize our campus-based services.

IV.5.5 Student organizations

The SOIS currently has two student organizations: the Information Studies Student Association (ISSA) and the Society of American Archivists (SAA) student chapter, with ISSA established as an ALA Student Chapter.

ISSA provides mechanisms for students to participate in the development and implementation of policies affecting students. The ISSA representative participates in the discussions about academic and student affairs policies and their opinion is solicited frequently, in and out of meetings.

Every student by default belongs to ISSA, whose mission is to enhance students' education by building community, providing opportunities for professional development, and giving voice to the SOIS student body. A faculty liaison, elected by the faculty each year, advises the ISSA officers as they organize events, develop service projects, and participate in SOIS business.

ISSA events include tours of libraries and information centers including the Chicago Botanic Garden, the Oak Park Public Library, the Newberry Library, the Brookfield Zoo, and the Federal Reserve Bank; presentations by professional association representatives; and a variety of both face-to-face and virtual social events designed to give students an opportunity to meet and visit. ISSA also participates in new student orientations and offers technology workshops.

ISSA sponsors service projects in the community. Service projects include library-related opportunities, such as sorting books for the Oak Park Public Library Friends of the Library Booksale, and more general opportunities, such as sorting and stocking food at the Oak Park/River Forest Food Pantry. Not only do these projects support the university's mission, but they put SOIS students in the position of making their own connections between their learning in the classroom and their effectiveness in the community.

SOIS has a chapter of the Society of American Archivists (SAA) that has provided face-to-face and virtual tours of archives and museums and provides networking for students interested in this area of professional specialty. The group maintains a Facebook page where career openings, career development opportunities, lectures of interest, conference support information, and important archival resources are posted. The chapter merged with the ISSA group right before the pandemic, but due to the interests expressed by students, is now a standalone student association again.

IV.5.6 Participation in professional organizations

Students are encouraged to join professional organizations while they are enrolled in the MLIS program. In the first core course, LIS 701 Core Values, Ethics, and Issues in the Library and Information Profession, assignments and modules familiarize students with the various associations and their purpose. Students are encouraged to review communications within the various LIS professional associations specific to their own areas of disciplinary interest, such as blogs and listservs.

In the years when the American Library Association or the Society of American Archivists annual conference is held in Chicago, our MLIS curriculum includes a 1.5 credit special studies course where students attend the conference as a learning community. When the pandemic forced both conferences to flip to a virtual format, students participated in those virtual sessions, providing a model to potentially expand these courses beyond the Chicago-based conference years.

At the conclusion of the program, students respond to *SLGO 1c: Participate in professional activities and associations, such as professional conferences and meetings, internships and practicums and professional email discussions and social media* by submitting relevant artifacts in their e-Portfolio specific to that SLGO. Items include descriptions of participation in conferences as well as a variety of other more creative approaches, such as taking advantage of the increased number of virtual opportunities for both learning and engagement. For example, students have attended the Henry Stewart DAM Conference on digital asset management when it was held in Chicago, the Great Lakes Resource Sharing Conference, the Illinois Reading Council meeting, and the LACONI Technical Services Section meeting.

In addition,

- A student who was a Spectrum Scholar attended the ALA Spectrum Institute in Orlando and the Spectrum Leadership Institute.
- Students have gained paid internships with the Skokie Public Library in partnership with SOIS. Along with working in the library, students were also able to attend the Illinois Library Association with their library mentors and learn more about library networking.
- A student who wanted to work with Spanish-speaking communities attended the World Language Collection Development for Spanish Youth webinar.
- A student who worked with Islamic material attended the Islamic Manuscript Culture Workshop at UCLA after learning about it in LIS 711 History of the Text: Early Books and Manuscripts up to the Printing Press.
- A student attended *Indigenous Interventions: Reshaping Archives & Museums*, an all-day virtual symposium, hosted by the Field Museum, the Newberry Library, and the Northwestern University Center for Native American and Indigenous Research.
- Students enrolled LIS 760 International Libraries in Summer 2022 traveled together to Dublin, Ireland, for the annual conference of the International Federation of Library Associations and Institutions (IFLA).

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.

The SOIS conducts formal evaluation of student achievement at the course and program level based on an established schedule of data collection methods. This comprehensive set of inputs involves students at three points throughout their MLIS experience: 1) while currently enrolled, 2) upon graduation/program completion, and 3) at the one year from graduation point. Student achievement on the program’s student learning goals and outcomes is measured at the course level through faculty designed course-embedded assessments aligned to their instructional objectives and the aligned SLGOs. At the macro-level upon program completion, student achievement is assessed through the comprehensive e-Portfolio assessment. Student perception of their progress on the student learning goals, their perceived quality of the academic experience, and their satisfaction with program services/advising are measured through student experience surveys throughout the program and through exit surveys at program completion and again one year after completion.

Course evaluations are employed to seek student input on course organization and instructor effectiveness. Employer input on the preparation of SOIS graduates is collected through periodic employer surveys and SOIS faculty “table talks” with professionals in the field. The complete inventory of SOIS established data collection methods is displayed in [Appendix I.1](#) Continuous Improvement Program Assessment and Data Collection Inventory. Selected methods specifically addressing student achievement and outcomes are highlighted here in Table IV.9.

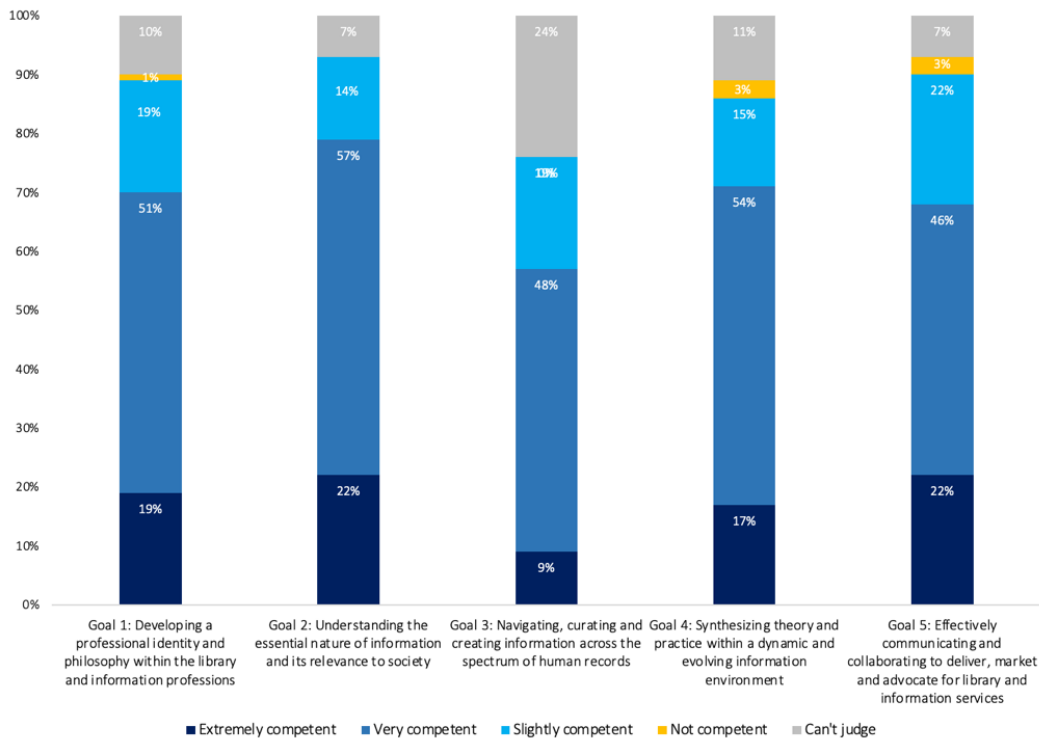
Table IV.9 Procedures to gather input on student achievement for program development

Stakeholder	Method/Instrument	Purpose	Relevance to program development
Currently enrolled MLIS students	Course grades	Provides individualized evaluation of student learning in relation to specific course objectives	Allows faculty to adjust course content and intervene where students fail to achieve
	SOIS student experience survey	Student perceptions of quality of instruction, coursework relevance and rigor; course delivery preference; quality of advising and SOIS community Perceived growth on student learning goals and outcomes	Affords SOIS leadership and faculty council opportunities to adjust policies and processes (e.g., course delivery methods, services, advising methods)
	Course evaluations	Provides faculty and program leadership with evaluation of instructor effectiveness	Used for individual and whole-group professional development needs and intervention as needed for improving instructional delivery
MLIS students in last semester	e-Portfolio	Measures student achievement and demonstration of learning goals and outcomes evidence in a comprehensive portfolio	Used for curriculum development in annual data summit: course content changes, course offerings, decisions on core courses
	Graduating student survey	Graduating student perceptions of quality of instruction, coursework relevance and rigor; course delivery preference; quality of advising and SOIS	Affords SOIS leadership and faculty council opportunities to adjust policies and processes

Stakeholder	Method/Instrument	Purpose	Relevance to program development
		community; employment outcomes at program exit Perceived growth on student learning goals and outcomes	
MLIS alumnae/i 1-year post-graduation	Alumnae/i follow-up survey	Graduates' perceptions of how the MLIS prepared them for their professional role; employment outcome 1-year post-graduation	Used for curriculum development: course content changes, course offerings, decisions on core courses
Library and information science professionals	Employer survey	Employer perception of SOIS graduates' skills and competencies – and skills most needed in their organizations	Used for curriculum development: course content changes, course offerings, decisions on core courses

This data reveals strong achievement of student learning outcomes both in the e-Portfolio direct assessment (see further data detail in Standard II) and the employer survey ratings.

Figure IV.13 Employer rating of student achievement along SOIS learning goals



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.

The SOIS can demonstrate that it employs a variety of direct and indirect measures to assess student learning at the course and program level. Table IV.10 identifies these methods.

Table IV.10 Direct and indirect measures of student learning outcomes

Purpose of assessment	Direct methods	Indirect methods
Program student learning outcomes	<ul style="list-style-type: none"> ○ e-Portfolio ○ edTPA for school library media candidates ○ Course grades 	<ul style="list-style-type: none"> ○ Student experience survey ○ Graduating student survey ○ Alumnae/i survey ○ Employer survey
Individual student learning of course objectives and learning outcomes	<ul style="list-style-type: none"> ○ Course-embedded graded assignments ○ Individual final course grades ○ Clinical placement, practicum, or internship supervisor evaluation ○ edTPA for school library media candidates 	<ul style="list-style-type: none"> ○ Individual course evaluations ○ Course reflections ○ Student experience survey ○ Graduating student survey

The decision-making processes that result from the review of this data occurs in several ways. The SOIS Faculty Council gathers as a whole at least once per year in an annual data conversation to review results and address the implications of their findings. For on-going review and management of the program, the Council meets monthly throughout the academic year – or more often as needed. SOIS committees meet several times throughout the semester. While some proposals come from the Faculty Council as a whole, where appropriate, standing or ad-hoc committees are responsible for developing plans and bringing proposals to the full council for approval. Examples include the Core Curriculum Task Force development of a new core curriculum, the adjustment of the technology requirements, and the Admission Committee proposal to adjust application requirements.

Documentation of evidence

We document the evidence of our review and decision-making processes through committee and council minutes and the production of various program reports, including these listed below.

Annually, we update a student outcomes achievement summary and post it publicly on our program webpage and our consumer information page. This summary includes degree enrollment, retention and completion statistics, e-Portfolio learning outcome summary, and employment outcomes.

A SOIS Task Completion Matrix ([Appendix I.26](#)) was created in 2020 to make it easier to identify the date and summarized actions of the SOIS Faculty Council and the various committees. The matrix includes the summarized outcome of a meeting (e.g., a decision or vote).

Documented evidence of SOIS decision-making related to student learning:

- Annual SOIS Student Achievement Summary
- SOIS Assessment Report to the University Assessment Committee
- Data discussion materials
- SOIS Committee Minutes
- Faculty Council Minutes

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.

The direct and indirect measures described throughout Standard IV demonstrate that the SOIS faculty and staff consider a variety of inputs and voices in a systematic way and keep program improvement as an ongoing priority. The following are examples of actions taken to improve the program because of that process, with a particular focus here on evaluation and analysis of student learning data as the key factor.

Annual review of the e-Portfolio data has resulted in the following actions over this accreditation period:

- Transitioned responsibility of e-Portfolio grading from one rotating faculty member to the individual student's advisor. Faculty review of the e-Portfolio outcomes and grading process revealed disconnects when the grading was done by a faculty member who was not the student's advisor. Assigning the grading to the advisor aimed to allow for a deeper understanding of the student's overall progress throughout the program and strengthen the advising experience and purpose.
- Required Bridge-to-Career videos in students' final semester, posted in the e-Portfolio Canvas course. Faculty observed mixed performance on the resume portion of the e-Portfolio rubric and recognized that an instruction gap was evident. Informal student feedback had also indicated a desire for more bridge-to-career resources.
- Changed the e-Portfolio requirements to eliminate student choice of providing evidence on selected learning outcomes to now requiring submission of evidence and justification on all outcomes. Faculty recognized a need to assess student achievement across all learning outcomes in the e-Portfolio rather than allowing students to self-select and potentially provide the program with a less-than complete analysis of student achievement of the SLGOs.
- Changes in the core curriculum (see Standard II for complete description of changes) were in response to ensure coverage of the requisite knowledge, skills and competencies required for the changing LIS field.
- In response to some frustrations at the point of registration, approved LIS 701 Core Values, Ethics, and Issues in the Library and Information Profession as the primary prerequisite or co-requisite for most SOIS courses, removing multiple additional pre-requisites for other electives courses where possible.

Review of graduating student survey and student experience survey data resulted in the following actions over this accreditation period:

- Created a new, more easily navigated SOIS SharePoint (intranet) site to improve communication about program requirements and services, in response to advising concerns.
- Implemented 2020 and 2021 summer workshops for SOIS faculty development regarding institutional support services and graduate student needs.

- Secured the services of the Mentor Collective in response to student advising and career networking needs. To date, we are seeing active involvement of SOIS alumnae/i serving as mentors (~35) and nearly 15% of SOIS current students taking advantage of this mentoring.
- Increased faculty development on interactivity and engagement in online teaching in response to course evaluation, survey, student focus groups, and pandemic needs.

Review of employer/LIS professionals survey, table talks and student achievement/course learning outcomes resulted in the following actions over this accreditation period:

- Technology competency requirement was changed from a series of assessments to a list of expectations and ultimately to expanded content embedded in a core course (LIS 709 Technology for the Library and Information Professional or advanced equivalent course). This was in response to faculty identified student learning gaps in students' essential professional technology competencies; employer data that revealed increasing demand for higher levels of technology competence; enrollment patterns that revealed students avoiding technology-specific courses such as the Internet fundamentals course given that it was not required; and survey data showing increasing student interest in more content for technology skill building.
- The revitalization of our marketing/advocacy course (LIS 761 Marketing and Advocacy) was a result of increasing themes in our alumnae/i and employer data suggesting a need for additional competencies in this area. This response to signals in the field also resulted in the addition of new certificates: Assessment Certificate, Certificate in Digital Asset Management, Certificate in Digital Humanities (with language to illuminate the value of humanities in the job market), Certificate in Library and Information Center Administration, and Certificate in User Experience.



Standard IV: List of Appendices

[Appendix IV.1: Marketing plan](#)

[Appendix IV.2: Marketing plan and tactics 2022 update](#)

[Appendix IV.3: Program sample promotional and marketing materials](#)

[Appendix IV.4: Sample SOIS new student orientation materials](#)

[Appendix IV.5: Sample SOIS email blasts to students](#)

[Appendix IV.6: Sample student plans of study](#)



Standard V: Administration, Finances and Resources

V.1 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.

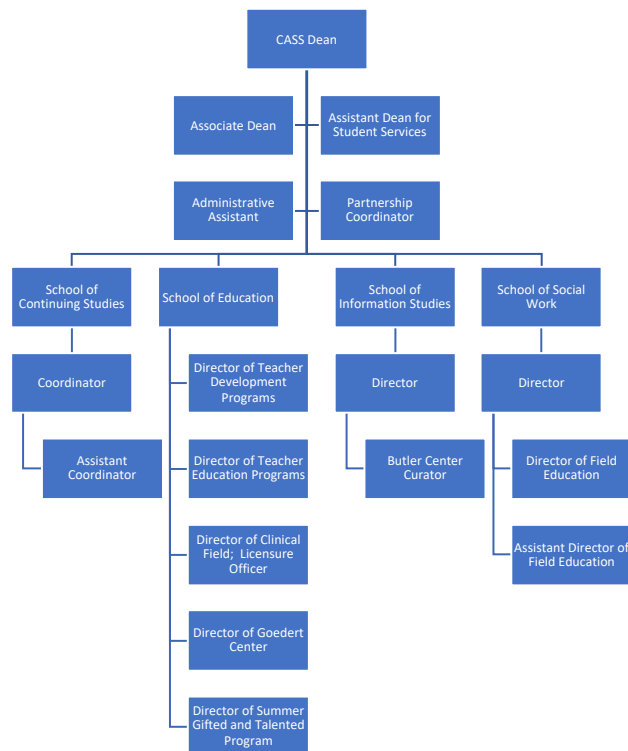
Its autonomy is sufficient to assure that the intellectual content of its program, the selection and promotion of its faculty, and the selection of its students are determined by the program within the general guidelines of the institution.

The parent institution provides both administrative support and the resources needed for the attainment of program objectives.

Dominican University is organized into four colleges: Rosary College of Arts and Sciences, the Brennan School of Business, the College of Applied Social Sciences (CASS), and the Borra College of Health Sciences (BCHS). The School of Information Studies is housed within CASS, along with the School of Education (SOE), the School of Social Work (SSW), and the School of Continuing Studies (SCS). [Appendix V.1](#) includes the University organization charts.

Emerging from the university’s 2016-2017 reorganizational work toward this four-college model, the College of Applied Social Science is designed to provide administrative support as well as opportunities for collaboration across units. Figure V.1 shows the CASS Organizational Chart.

Figure V.1 CASS Organizational Chart



The director of the School of Information Studies reports directly to the CASS dean, who in turn reports to the university provost and vice president for academic affairs. Within this general structure, SOIS has autonomy over planning, budget, curriculum, faculty selection, and student admissions requirements. In addition, the SOIS director serves on the CASS dean’s college leadership team, providing a supporting and cohesive interdisciplinary approach to policy and procedures of the college as a whole.

Dominican as an institution places a strong emphasis on academic support services for faculty, students, and staff. The School of Information Studies has full access to the overall university infrastructure toward institutional excellence. As the oldest of the graduate schools at the university, SOIS has long been recognized as an integral part of Dominican University. SOIS now joins its CASS sister schools to comprise a significant part of the institution. (See Standard I.1 for a description of the university’s move to a four-college model and the role of SOIS in the development of that process.)

Governance and Autonomy of the Program

The School of Information Studies is a distinctly autonomous unit of CASS and the university. SOIS is administered as a separate unit and is governed through its own set of bylaws ([Appendix V.2](#)) that define the committee structure and composition, the conduct of faculty meetings and related procedures. Reporting to the CASS Dean, the SOIS Director leads the faculty in the creation, revision, and delivery of the SOIS curriculum and in the development of strategic planning. The SOIS Faculty Council (consisting of full-time faculty members as voting members, and the Butler Children’s Literature Center Curator and the student association representative as non-voting members) meets at least once monthly, and more frequently as needed.

The SOIS curriculum is determined by the SOIS faculty members, allowing rapid modifications and changes to content in response to developments in the field, student feedback, and our own program assessment. New certificates, degrees, and programs are first approved by the SOIS Faculty Council before final approval through the CASS and university curriculum approval processes. Standard II: Curriculum addresses the curriculum approval process in greater detail.

To support ongoing maintenance and development across programs, various faculty members are appointed by the director as program coordinators based on their expertise and interest; these faculty members receive an annual stipend for their work and are reappointed on an annual basis. For example, Dr. Cecilia Salvatore serves as the director of the Archives and Cultural Heritage program. In this role Dr. Salvatore guides the certificate students in this area of specialty, develops relationships and partnerships for relevant field work and practicum experiences, suggests adjunct instructors with disciplinary and practical expertise, and is the point person for curricular innovations and special topics courses in this area of specialty. The other program directors provide similar contributions to the various programs, including advising students within these programs. Students interested in the Master of Professional Studies degree work with an advisor specific to their disciplinary program of focus.

Table V.1 Program leadership roles among SOIS faculty

Faculty Member	Degree, Program, or Initiative Leadership
Janice Del Negro	Master of Arts in Youth Literature / Dual MLIS/MAYL
Anthony Dunbar	Diversity, Equity, and Justice Coordinator
Don Hamerly	School Library Media; MLIS/SLMP; BS/BAS in Informatics
Stacy Kowalczyk	Master of Science in Information Management / Dual MLIS/MSIM

Cecilia Salvatore	Archives and Cultural Heritage, Certificate and Disciplinary Specialty; Dual MLIS/MA in Public History with Loyola
Karen Snow	PhD Program; Accelerated MLIS to PhD

New SOIS faculty members are interviewed and selected by current SOIS faculty members, who also have a strong influence on promotion and tenure as part of the formal university review process. SOIS holds responsibility for all student admission decisions; the SOIS director issues decisions based on criteria set by the SOIS Faculty Council (described fully in Standard IV), and with input as needed from the three-faculty member SOIS Admission and Student Affairs Committee.

Parent Institution Resources and Administrative Support

At the university level, eleven administrative units support the four colleges for the development and implementation of comprehensive university operations and student support structures. These administrative units include: President’s Office, Division of Student Success and Engagement (Student Life, Academic Advising/Student Development, Academic Development/Support departments), Academic Affairs (Office of Institutional Effectiveness, Registrar, Center for Teaching and Learning Excellence, Study Abroad/International Student Services), Operations and Information Technology, University Advancement, Business Affairs/Finance Office, Enrollment Management and Marketing, External Relations, University Mission and Ministry, Athletics, and the Office of Diversity, Equity and Inclusion. Comprehensive university organizational charts are included in [Appendix V.1](#) and the organizational structure of the four university colleges.

Resources are also provided for SOIS at the college level, such as with student support services provided by the CASS Assistant Dean of Student Services, the CASS Associate Dean, who provides support for various college initiatives such as the Peer Observation process for faculty, and the CASS Teaching Support Canvas site.

Dominican University has a centralized admissions and marketing structure managed out of the Office of Enrollment Management and Marketing. This structure still affords the program and the SOIS the ability to set MLIS program admissions requirements as well as GPA requirements for continuation in the degree program, while providing the program the university support to manage the operations and records processing aspects of the recruitment and admission process. Once completed applications are uploaded to the Salesforce admissions portal, applicants are screened by the SOIS director, and when needed by the Admissions and Student Affairs Committee members. Additional details about the MLIS admissions requirements are included in Standard IV: Students.

The University’s Office of Institutional Effectiveness (OIE) provides a supportive and collaborative resource for the data collection, analysis, and accreditation reporting needs of the MLIS program. OIE department members are charged with supporting the specialized accreditation needs university-wide and supporting departments with the data infrastructure and expertise in the use of data for program monitoring, evaluation, and improvement purposes.

More specifically in terms of monetary resources for SOIS, the budget is based on annual review of needs and resources as analyzed in conversation with the SOIS director, the CASS dean, and the university’s comptroller and the chief financial officer. Budgets across the university have remained stable in recent years, despite the upheaval of 2020 due to COVID-19 and associated cuts such as travel funds. As we move into the next two-year cycle, however, structural deficits across the university based on challenges in a changing higher education landscape demand a closer look at

income and expenses across the full university workings in order to maintain a healthy financial bottom line. SOIS faculty and administration are involved with the larger university conversation about overarching financial solutions, both short term (teaching load, savings from faculty and staff attrition, and undergraduate tuition increases, for example), and longer term (innovative changes to bring income and expenditures in closer alignment).

V.2 The program's faculty, staff, and students have the same opportunities for representation on the institution's advisory or 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.

At the program level, all MLIS full-time faculty members and the student representative participate in governance and policy through the SOIS Council and the school's committees. At the college and institutional levels, all university's full-time faculty members participate in their college committee and governance structure (CASS for SOIS), and then the university's, through college governance structures and the university's Faculty Senate.

The committee and governance structure of the College of Applied Social Sciences is found in the [CASS Roles and Responsibilities document](#); the function, structure and operations of the Dominican University Faculty Senate are described in the [Faculty Handbook](#).

Tenure track faculty members have the opportunity and the obligation to serve on school, college, and university committees within the "service" component of the teaching, scholarship, and service faculty tenure and review structure. Faculty members also serve on *ad hoc* committees and task forces of the university. Recent examples include Yijun Gao, Don Hamerly, and Hassan Zamir's appointment to the Summer 2020 Online Teaching Task Force, and Yijun Gao's appointment to the Presidential Transition Committee in 2021-2022 (for incoming DU President Glenna Temple in her first year of service). In addition, faculty members are also often appointed to search committees for university and college academic and administrative positions, such as Stacy Kowalczyk's appointment to the Dominican University's Chief Information Officer Search Committee in Spring 2022 as well as her appointment to the 2021 search committee for a new University Librarian.

Likewise, SOIS/CASS administrative staff members serve on search committees, participate in various operational meetings, and forge strong working relationships throughout the university staff. For example, CASS Assistant Dean for Student Services Monica Halloran serves as a working ex-officio member of the CASS Diversity, Equity and Inclusion Committee; in this role she contributed to the solicitation and availability to faculty of DEI /radical inclusion case studies as teaching materials. While many of these activities are in support of the smooth administrative functioning of the program such as with student support, they also contribute to a university environment conducive to cooperation and intellectual growth.

Students are invited to attend all university events, receiving notices through emails, website postings, and social media. Events include the annual Caritas Veritas Symposium, Graduate/Undergraduate Research, Scholarship and Creative Investigations (GURSCI) annual presentation fair for student research, and the Student Success and Engagement’s biannual student panel discussion about the semester's learning environment from our students' perspectives, sponsored and led by an SSE Learning Specialist. SOIS events such as the annual [Butler](#) and [Follett](#) lectures also contribute to the intellectual and collegial community through university and community public announcements. The [Arts and Minds events listing](#) can be found here.

School, college, and university committee appointments held by SOIS faculty, staff, and students during the 2021-2022 academic year are indicated in Table V.2; the number of years of service on a committee are shown in parentheses following the committee name.

Table V.2 SOIS faculty university, college, and school service

Name	Description
Bill Crowley	DU Faculty Development Committee (2 years) DU Faculty Grievance Committee (3 years) CASS Curriculum Committee (3 years) SOIS Curriculum and Academic Affairs Committee (2 years) <i>SOIS Doctoral Dissertation Committee Service (Chair - 1 committee)</i>
Janice Del Negro	DU Committee on Faculty Appointments (3 years) DU Core Review Subcommittee of the University Curriculum Committee (5 years) DU Faculty/Staff Committee for the Campaign for Dominican University (1 year) DU University Curriculum Committee (3 years) SOIS Program Assessment Committee (1 year) SOIS Outreach and Partnerships Committee (2 years) SOIS Faculty Development Committee (2 years) SOIS Curriculum and Academic Affairs Committee (2 years) SOIS Butler Center Branding Team (1 year) SOIS COA Accreditation, Standard V: Administration and Finance (1 year) SOIS Lecture Committee (3 years) SOIS PhD Advisory Committee (6 years) SOIS Butler Center Advisory Board (7 years) <i>SOIS Doctoral Dissertation Committee Service (Chair, 7 committees; member, 2 committees)</i>
Tony Dunbar	SOIS Faculty Development Committee (1 year) SOIS Equity, Inclusion, and Justice Coordinator (1 year) SOIS PhD Advisory Committee (1 year) <i>SOIS Doctoral Dissertation Committee Service (Member - 2 committees)</i>
Mary Pat Fallon	<i>SOIS Doctoral Dissertation Committee Service (Member - 1 committee)</i>
Yijun Gao	DU Program Review Committee (3 years) DU Post-tenure Review & Sabbatical Committee (2 years) DU President Transition Committee (1 year) SOIS PhD Advisory Committee (4 years) SOIS Search Committee (2 years) SOIS Curriculum and Academic Affairs Committee (2 years) SOIS Admissions Committee (3 years) <i>SOIS Doctoral Dissertation Committee Service (Member - 3 committees)</i> SOE Search Committee (1 year)
Don Hamerly	DU Post-tenure Review and Sabbatical Committee (1 year) DU Social Sciences Governance Council (1 year) DU Summer 2020 Academic Task Force (Co-Chair) (1 year)

Name	Description
	DU Provost Search Committee (1 year) DU Core Review Subcommittee of the University Curriculum Committee (1 year) DU Committee on Faculty Appointments (3 years) DU Academic Technology and Facilities Committee (3 years) DU Interfaith Cooperation Committee (1 year) DU Advising Faculty Learning Community (1 year) DU Web Advisory Board (1 year) DU Accreditation Task Force on Global Citizenship (5 years) DU Faculty Development Committee (6 years) DU Caritas Veritas Symposium Planning Committee (2 years) DU Mission Integration Council (3 years) CASS Teaching, Scholarship, and Service Committee (2 years) SOIS Outreach and Partnerships Committee (1 year) SOE Online Pedagogy Subgroup of the School of Education (1 year) SOIS Curriculum and Academic Affairs Committee (6 years) SOIS Faculty Search Committee (2 years) SOIS Information Technology Committee (3 years) <i>SOIS Doctoral Dissertation Committee Service (Chair - 4 committees; member, 3 committees)</i>
Sujin Huggins	DU Institutional Review Board (IRB) Committee (5 years) DU Language Access Task Force (1 year) DU Faculty Review Task Force (1 year) DU Borra Technology Scholar (1 year) DU Committee on Diversity (4 years) CASS Elections Committee (3 years) SOIS Program Assessment Committee (3 years) SOIS Faculty Development Committee (2 years) SOIS Faculty Search Committee (Equity Advisor) (2 cycles) SOIS PhD Advisory Committee (2 years) SOIS Information Technology Committee (3 years) SOIS Online MLS Task Force (1 year) <i>SOIS Doctoral Dissertation Committee Service (Chair - 3 committees; member, 1 committee)</i>
Stacy Kowalczyk	DU Program Review Committee (2 years) DU Caritas Veritas Symposium Planning Committee (5 years) DU Board of Trustees Mission and Identity Committee (5 years) DU University Assessment Committee (1 year) DU Faculty Senator representing SOIS (1 year) DU University Curriculum Committee (3 years) DU Search Committee for the University Librarian (1 year) DU New Faculty Mentor (1 year) DU Search Committee for Founding Dean of CASS (1 year) CASS Interprofessional Education Task Force Chair (1 year) CASS Roles and Responsibilities Task Group (2 years) SOIS Faculty Development Committee (1 year) SOIS PhD Advisory Committee (5 years) SOIS Curriculum Committee (5 years) SOIS Search Committee (1 year) <i>SOIS Doctoral Dissertation Committee Service (Chair - 2 committees; member, 5 committees)</i>
Kate Marek	DU Academic Alignment Working Group (2 years) DU Deans Team (2 years) DU Planning Committee (2 years) DU University Curriculum Committee, Ex-Officio (2 years) CASS Curriculum Committee, Ex-officio (5 years)

Name	Description
	CASS Leadership Team (5 years) CASS Peer Observation Task Force (2 years) CASS Roles and Responsibilities Task Group member (2 years) SOIS Committees, Ex-Officio as Dean/Director (7 years) <i>SOIS Doctoral Dissertation Committee Service (Chair - 4 committees; member, 3 committees)</i> SSW School of Social Work director Search Committee (2 years)
Cecilia Salvatore	DU Faculty Senate (1 year) DU University Curriculum Committee (2 years) DU Senate Committee on Compensation and Benefits (1 year) DU Climate, Equity, and Inclusion Committee, Member-at-Large/Senate Rep.(1 year) DU Senate sponsor of act to create the University Sustainability Committee (1 year) DU Search Committee for Provost (1 year) DU Search Committee for Nutrition Faculty (1 year) DU Institutional Review Board (IRB) (4 years; 2 as Chair) DU SOAR and Freshman Advising (1 year) DU McGreal Center Advisory Board member (7 years) DU representative on the BMRC board (4 years) DU representative on The HistoryMakers Higher Education Advisory Board (2 years) DU TRHT Task Force Core Member (2 years) DU Colloquium Planning Committee (1 year) CASS Curriculum Committee (1 year) CASS DEI Committee (2 years) CASS Roles & Responsibilities Task Force (2 years) SOIS Faculty Development Committee (2 years) SOIS Honors and Awards Committee (2 years) SOIS PhD Advisory Committee (2 years) SOIS Faculty Search Committee, Chair (1 year) SOIS LISSA/ISSA/SAADUC Faculty Liaison (4 years) SOIS Admissions Committee (1 year) SOIS Outreach & Partnerships Committee (2 years) <i>SOIS Doctoral Dissertation Committee Service (Chair - 4 committees; member, 4 committees)</i>
Karen Snow	DU Program Review Committee (5 years) DU Post-Tenure Review and Sabbatical Committee (1 year) DU Faculty Senate (3 years) SOIS Honors, Awards and Lecture Committee (7 years) SOIS PhD Advisory Committee (10 years) SOIS Program Assessment Committee (6 years) SOIS Outreach and Partnerships Committee (2 years) <i>SOIS Doctoral Dissertation Committee Service (Chair - 2 committees; member, 1 committee)</i>
Hassan Zamir	DU Summer 2020 Academic Task Force Member (1 year) DU Core Review Subcommittee of the University Curriculum Committee (1) DU Academic Technology and Facilities Committee (2 years) DU Interfaith Cooperation Committee (1 year) DU High Impact Practices Committee (3 years) DU Global Learning Committee (3 years) DU (G)URSCI & Experiential Learning Expo Committee (2 years) SOIS Curriculum and Academic Affairs Committee (3 years) SOIS Information Technology Committee (1 year) SOIS PhD Advisory Committee (2 years) <i>SOIS Doctoral Dissertation Committee Service (Chair - 2 committees)</i> BSB Faculty Search Committee (2 years)

All full-time staff members are automatically a part of the university’s Staff Council, the group that provides a range of opportunities for staff involvement and participation in university governance. Nominations for leadership roles in the Staff Council are solicited from all university units each year.

Administrative Relationships with Other Academic Units

The size and culture of the university provide ongoing opportunities for cooperation among programs across the campus, such as the technology specialist endorsement program in conjunction with the School of Education (SOE), cross-disciplinary work with the Brennan School of Business (BSB) in some of the courses associated with data analytics from both BSB and SOIS and the availability of courses from the CASS Master of Trauma Informed Leadership. Interdisciplinary planning and program development are encouraged and are increasingly emphasized in our CASS planning as an overall approach to the college’s development ([Appendix V.3: CASS Strategic Plan, 2018](#)). Within SOIS, courses in various degree programs are often cross listed; in other cases, they are accepted as electives in the parent program. For example, MAYL 811 Diversity Issues in Youth Literature can be taken as an MLIS elective and can count towards the MLIS Youth Services Certificate. SOIS also cooperates with other Dominican master’s degree programs with dual degrees, such as with the School of Social Work (MLIS/MSW). As a general rule, an MLIS student may apply six credits to their degree from any other graduate program on campus. Examples include courses from Mediation and Conflict Resolution, Master of Business Administration, Master of Science in Accounting, and Master of Science in Healthcare Management. Approval from the individual schools may be necessary in terms of pre-requisite course waivers, but the opportunity to include this diverse range of specialist content is an appealing aspect of our MLIS culture.

SOIS faculty members, staff, and students regularly participate in university-wide annual events such as the *Caritas Veritas* symposium (which focuses on mission), the annual university faculty fall workshop (which focuses on pedagogy), and the Global Learning Symposium. As a specific example, the following table summarizes faculty participation in the *Caritas Veritas* symposium through the 2019-20 academic year., before the 2019-2020 COVID-19-related disruptions.

Table V.3 SOIS faculty and student involvement in Annual *Caritas Veritas* Symposium

SOIS Faculty and Student Presenters
<p>2015 Karen Brown, Stacy Kowalczyk, “Living the Mission: Caritas and Veritas in the Professions” Cecilia Salvatore and four students, “When the Records Come Alive!”</p>
<p>2016 Yijun Gao and one student, “Reading and the Good Life: An Analysis of Print and Digital Readers in North Suburban Libraries”</p>
<p>2017 Stacy Kowalczyk, “Disputation, Data, and Perception: How Data Visualization Influences Truth” Karen Snow, “Classification Is Not a Neutral Act”</p>
<p>2018 Stacy Kowalczyk, Kate Marek, Cecilia Salvatore, and five colleagues from CASS, “Working Together: Establishing Roles and Responsibilities Towards a More Humane and Just Work and Learning Environment”</p>

SOIS Faculty and Student Presenters

Kate Marek and five colleagues from CASS, “Caritas and Veritas as Vocatio: Pursuing Mission through Applied Social Sciences”

Yijun Gao, Cecilia Salvatore, and four colleagues from CASS, “In/Visibility: Asian/Pacific Islander/American Issues and Identities at Dominican”

2019

Stacy Kowalczyk and five colleagues from CASS, “A View from the Students’ Seats: Are Peer Teaching Observations a Nightmare or a Dream?”

Bill Crowley, “Whose 'Truth' Are We Talking About? Universities in the Age of Alternative Facts, Fake News and Conflicting Perceptions”

In addition, when possible, SOIS faculty members teach in the Rosary College Liberal Arts and Sciences (LAS) seminar series in an effort to expand the SOIS presence in the undergraduate community. In Fall 2021, Don Hamerly taught a section of the undergraduate course Critical Reading, Writing, and Speaking (CRWS) course, entitled Social Media and Protest Culture.

These examples reflect creative thinking and strategic planning to maximize the expertise of faculty, staff, and students between and among the Dominican University schools with the goal of increasing educational opportunities and engagement.

Resource Allocation

As a whole, the university’s annual institutional budget is developed based on an evaluation of historic and projected enrollment trends and contribution margins by school and program. The university does not use a strict standardized formula for allocating resources, thus providing the opportunity for flexibility and funding of strategic priorities. Under the leadership of the vice president of finance and the university Strategic Planning and Budget Committee, the budget is reviewed annually and is endorsed by the Finance and Academic Affairs Committees of the Board of Trustees and the Board of Trustees as a whole.

As mentioned in Standard V.1, the SOIS budget is based on annual review of needs and resources as analyzed in conversation with the SOIS director, the CASS dean, and the university’s Comptroller and the Chief Financial Officer. With the exception of the scholarship and personnel lines, once the overall annual school budget figure is set the school director has the autonomy to allocate areas of increases or decreases by line, and to review and approve expenditures toward its goals and objectives.

V.3 The administrative head of the program has authority to ensure that students are supported in their academic program of study. 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.

As the administrative head of the school, the SOIS director oversees the administration of the school, including the academic program, faculty and staff hiring and promotion, student admissions

and enrollment, and any related activities. The director also plays an integral role in the academic and administrative sides of the college as a whole. The director is a member of the CASS Leadership and Academic Affairs team, which meets bi-weekly to discuss academic priorities for the university and issues considered by the university leadership that affect CASS academics and policies. Other members of that group include the School of Social Work director, the co-directors of the School of Education, the director of the Continuing Studies programs (who also serves as the CASS assistant dean for student support), and the CASS associate dean. The CASS dean chairs the group.

Through the CASS leadership meetings, the SOIS director can raise issues and concerns of SOIS faculty, staff, and students. The director and all SOIS faculty are also members of the full faculty/staff CASS meetings held twice each semester for discussions of issues and policies relevant to the college. The variety of academic and administrative issues addressed in these discussions ensures that the SOIS director has input into policies and initiatives that affect the school.

Directors within CASS are reviewed annually by the CASS Dean, with the formal written evaluation supported by a debriefing meeting for review. In addition, the school directors are on a broader three-year review cycle, where evaluative input is invited by the school’s full time and adjunct faculty and by the CASS Leadership, Academic Affairs Team and other key university administrators. In her recent evaluation, Kate Marek received outstanding reviews across all categories of the evaluation, including her leadership, administrative management, and faculty/staff development efforts. Throughout this Standard, we present the outcome of this evaluation in various sections. Table V.4 includes the results regarding aspects of Dr. Marek’s leadership skills. Full results of the evaluation are included in [Appendix V.4](#).

Table V.4 Director 2021-22 evaluation results regarding leadership efforts and skills

Item	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know	Total
Demonstrates a strong commitment to advancing the excellence of SOIS	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	33
Promotes open, respectful, and honest discussion among faculty and staff of the SOIS	87.9%	9.1%	0.0%	0.0%	0.0%	3.0%	33
Seeks input from multiple perspectives when making decisions	69.7%	15.2%	0.0%	0.0%	0.0%	15.2%	33
Motivates and challenges others to define new opportunities targeted toward improving the SOIS	81.8%	12.1%	0.0%	0.0%	0.0%	6.1%	33
Projects an image of academic credibility and sound intellectual leadership	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	33

SOIS Director

Kate Marek, an SOIS faculty member since 2000, was appointed dean of the then-Graduate School of Library and Information Science in July 2013. With the reorganization to a four-college model, and the newly renamed School of Information Studies moving into the College of Applied Social Sciences in July 2017, the administrative head of SOIS shifted within the university structure from dean to director.

Dr. Marek combines the best possible backgrounds for an SOIS director: she is an experienced academic administrator and researcher, with strong ties to Dominican University, the university faculty at large, and the SOIS faculty in particular. Marek received her doctorate from Emporia State University, where her research focused on pedagogies in graduate professional education. Her master's degree in library science is from Dominican University, and her undergraduate degree is from the University of Texas at Austin. She holds the rank of Professor in the university.

Marek served in various LIS professional roles before acquiring her PhD. and subsequently moving to full-time teaching at Dominican in 2000. She has also taught in the graduate library schools at Emporia State University and Catholic University of America. She has written about online teaching, web analytics, organizational storytelling for LIS, and information policy. She received the school's Follett Excellence in Teaching Award in 2005.

Marek has chaired multiple dissertation committees for our PhD program, and also frequently serves as a dissertation committee member. As a faculty member previous to her appointment at dean in 2013, Marek was the university's first Borra Technology Fellow (2011-2012) and one of the first Dominican University faculty members to deliver fully online courses in the mid-2000s. Since becoming its administrative head in 2013, Marek has presided over the development of new degrees (BS and BAS in Informatics, Master of Science in Information Management, Master of Arts in Youth Literature) and various new certificates; the school's name change from Graduate School of Library and Information Science to the School of Information Studies; and formalizing the school's membership in the international iSchools consortium. As director, Marek encourages creativity and innovation from the SOIS faculty; the growth and changes mentioned here reflect robust contributions of the school's faculty, reflective of that encouragement from leadership.

Marek continues to teach in SOIS along with her administrative duties, normally teaching one class in the spring semester. Courses include LIS 755 Information Policy, LIS 955 Advanced Seminar in Information Policy, LIS 970 Dissertation Preparation, and LIS 971 Advanced Research Methods I on regular rotation. In Summer 2022, she began teaching in the LIS core curriculum (LIS 708 Evidence-Based Planning, Management, and Decision-Making).

Marek is active in various professional associations, including the American Library Association (ALA), the Association of Library and Information Science Educators (ALISE), the International Federation of Library Associations (IFLA), the Illinois Library Association (ILA), and the Association of the Illinois School Library Educators (AISLE). She participates in professional presentations and panels, which keeps her firmly in touch with changes in the field. See [Appendix V.5](#) for Marek's curriculum vita.

SOIS Director's Role and Activities in Support of the School Faculty

The director facilitates the monthly SOIS Council meetings to advance the school's academic program and increase its professional profile. The director also has primary responsibility for strategic planning for the school, school level faculty development events and annual faculty retreat planning. Annual retreats focus on issues such as the review of program goals and objectives, discussion of progress toward meeting the priorities of the strategic plan, and the annual Data Summit to review and discuss data within the context of a variety of school benchmarks.

The director's open-door policy further supports communication with SOIS faculty members, and informal meetings are frequently held to discuss specific issues related to school administration and faculty support. Marek writes a weekly faculty e-newsletter (titled the *Monday Memo*) in which she

highlights SOIS and university-wide news as well as provides updates on a variety of relevant information regarding the SOIS program and broader LIS education and professional community. Regular recipients of the *Monday Memo* include the SOIS full time faculty, adjunct faculty for that semester, and support staff and administration for SOIS and the college. The president of the SOIS student association is also included in that weekly update. See examples in [Appendix V.6](#).

Table V.5 Director 2021-22 evaluation results regarding staff and faculty development

Item	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know	Total
Works effectively with faculty within the SOIS	90.9%	6.1%	0.0%	0.0%	0.0%	3.0%	33
Works effectively with staff within the SOIS	63.6%	12.1%	3.0%	0.0%	0.0%	21.1%	33
Values excellence in research and scholarly activities	87.9%	9.1%	0.0%	0.0%	0.0%	3.0%	33
Supports faculty professional development	90.9%	3.0%	0.0%	0.0%	0.0%	6.1%	33
Is effective in resolving conflicts	57.6%	21.2%	6.1%	0.0%	0.0%	15.2%	33

Student Communication and Outreach

The director communicates with students through e-mail and letters, and with a variety of e-mail announcements that keep students abreast of news and activities. In response to various student comments regarding issues of community from the February 2020 student focus groups and 2021 Student Satisfaction Survey, in early 2022 Marek regularized the student communication into a monthly email to keep the student body better informed of various school and university happenings.

In her role as director, Marek is available to students who have concerns or questions about the curriculum or specific courses, and she mediates grade disputes as well as full-time and adjunct faculty concerns regarding student work. She often serves as an advisor for students with particular concerns or special needs and is always available for individual conversations on request.

Marek convenes the school's Alumnae/i Council (described in Standard IV and below in Standard V.4) and Advisory Board (described below), creates the agendas for school updates to these groups, and invites insights and updates from the group members. The communication gained through these discussions provides ongoing talking points for sharing with the full SOIS faculty toward professional issues and concerns as heard directly from professional leaders.

SOIS Advisory Board

The director works closely with the membership of the SOIS Advisory Board, which includes representation from various types of libraries, information centers, knowledge management organizations and related information agencies. The Advisory Board members are nationally recognized as leaders in the profession and their reflections have been particularly important during this recent pandemic period and its associated professional upheavals. [Appendix V.7a](#) includes the Advisory Board roster. [Appendix V.7b](#) includes the Advisory Board meeting agendas.

The Advisory Board meets once each semester during the academic year, at which time the director updates members on current initiatives and future plans. The director facilitates discussion and encourages responses and suggestions. Advisory Board members also participate in planning

initiatives, depending on the planning stages of the school; the board members have also participated in a variety of feedback mechanisms for the current COA self-study process.

With an ever-larger percentage of our student body coming from outside the immediate region due to growing online course delivery, membership in these formal external advisory groups is beginning to extend beyond our traditional geographic boundaries. For example, current representation on our Advisory Board from outside the Chicago area includes Fred Barnhart, Dean of University Libraries at Northern Illinois University (DeKalb, Illinois), and Carolyn Anthony, who divides her time between Illinois and Maine and is heavily involved in IFLA; she keeps us updated on major international initiatives coming out of that group. Opportunities to involve both Advisory Board members and alumnae/i from outside Chicago will also grow naturally with an expanded geographic student and alumnae/i base.

As we look ahead to academic 2022-23, SOIS will see a change in leadership due to Marek’s plan to step down from the Director role in December 2022, returning to the teaching faculty for one semester before her retirement in May 2023. Succession planning began in the summer of 2022 toward this leadership change with the agreement made to conduct an internal search for the new director. That search is in process at the time of this report, with the dean’s final selection scheduled for mid-September based on interviews and feedback from university administrators and SOIS faculty, staff, and student representatives.

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.

As the results of Director Marek’s evaluation reveal, there is strong agreement among the faculty and staff of the SOIS and Dominican University leadership and colleagues that she is highly effective in promoting the mission, goals, and culture in the SOIS. Comments such as the following are reflective of the entire results.

Dr. Marek is an effective communicator, keeping adjuncts in the loop about happenings within the school along with the full-time faculty. She is a thoughtful, visible leader. She follows up with educators about courses, taking the time to offer feedback based on course evaluations. She leads the program confidently and capably.

Table V.6 Director 2021-22 evaluation results regarding administration and management

Item	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know	Total
Develops and evaluates procedures for smooth operation of the SOIS	72.7%	24.2%	0.0%	0.0%	0.0%	3.0%	33
Supports the recruitment and centralized admission processes for the SOIS	69.7%	6.1%	0.0%	0.0%	0.0%	24.2%	33
Supports the data and reporting needs of the SOIS, to include assessment and accreditation processes	78.8%	6.1%	0.0%	0.0%	0.0%	15.2%	33

Supports the curriculum development of the SOIS	87.9%	9.1%	0.0%	0.0%	0.0%	3.0%	33
---	-------	------	------	------	------	------	----

Alumnae/i

The director works directly with the SOIS Alumnae/i Council in order to facilitate the effective relationships with alumnae/i that are essential to private institutions of higher learning. The director is committed to strengthening this area of activity as outlined in the Alumnae/i Council Bylaws ([Appendix V.8](#)). All graduates are automatically members of the Dominican University School of Information Studies Alumnae/i Association and receive updates about the program through the SOIS *Off the Shelf* electronic newsletter. The director invites members from recent alumnae/i to the Alumnae/i Council to serve three-year terms through solicitation of names from current Council members as well as from faculty and other recent graduates. [Appendix V.9a](#) includes the Alumnae/i Council roster and [Appendix V.9b](#) includes the Alumnae/i Council meeting agendas.

The primary function of the Alumnae/i Council is networking and career counseling with current students and recent graduates, helping to provide socialization into the field. The council meets quarterly. Chief among the events planned by the Alumnae/i Council in past years has been the annual Career Day, typically held in the spring semester. Presentations and discussions by alumnae/i focus on real-life experiences related to career paths and decisions, job searches, and interviewing tips and techniques. Beginning with Spring 2020 and the pivot to all virtual programming, the Alumnae/i Council members used Zoom and various electronic tools to deliver bridge-to-career content and services. Examples include the 2020 Bridge-to-Career Tips recordings and the 2022 shared document for contributions to the more formal Bridge-to-Career assignment included beginning with Spring 2022 in the LIS 890 e-Portfolio Canvas course. See also [Appendix V.10](#) for materials from sample Career Day programs.

The recent CASS contract with [Mentor Collective](#) expands our SOIS students' reach into our alumnae/i to connect students more formally with our more experienced graduates to provide mentorship and support for future professionals.

V.5 The program's administrative 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.

Administrative staff roles within SOIS and CASS have shifted as a result of university-wide reorganization toward a more centralized admissions and recruiting process over the last decade, primarily in order to maximize efficiency across the university. As mentioned previously, SOIS retains control over our recruitment activities, as well as all admissions decisions; however, application processing and initial communication with prospective students are managed through a centralized process in the Office of Enrollment Management and the Admissions Operations Department.

The centralized CASS office is structured to offer support to the college dean as well as the school directors. Of particular importance to SOIS are the Associate Dean of the College, the CASS

Assistant Dean for Student Services, and the CASS Administrative Assistant. SOIS also employs student assistants for various support functions and well as for faculty research assistants. The current staff positions, names and key roles and responsibilities are described in Table V.7.

Table V.7 Current CASS and SOIS administrative and support positions

Position	Staff Member
Assistant to the CASS Dean and School Directors and Office Manager	Janette Torres Arellano
Associate Dean of CASS	Leticia Villarreal Sosa
Assistant Dean for Student Services, CASS	Monica Halloran
Butler Children’s Literature Center Curator, SOIS	Jennifer Clemons
Licensure Officer for Illinois School Licensure, SOIS SLMP and School of Education	Bridget Burns
Graduate Recruiter	Emma Schmidt-Swartz
Manager of Collaborative Organization Partnerships, CASS	Aracelis Sanchez
School Library Media Program Administrative Assistant (part time), CASS	Ella Omi
Student Assistants for Social Media	Rotating
Student Assistants for the Butler Children’s Literature Center	Rotating
Student Assistants to Faculty	On rotation by semesters and projects for individual faculty members

Job Duties by Position as Relevant Directly to SOIS

Assistant to the Dean and Directors/Office Manager (Janette Torres Arellano)

- Assists executive activities on behalf of the CASS dean and the school directors
- As office manager, hires part-time student workers for the CASS office school and individual faculty members
- Oversees, processes and secures information for full-time and adjunct faculty contracts and records
- Monitors SOIS operating budget; processes account payables and receivables for faculty, staff and vendors
- Maintains scholarship distribution lists and expenditures for budget tracking
- Collaborates with university events and catering for SOIS special events, including lecture receptions and graduation events

Assistant Dean for Student Services (CASS; Monica Halloran)

- Responds to students who are struggling to navigate their time at DU specific to graduation, certificates, advisor changes, GPA, financial aid warning and suspension, academic policy, re-entry, additional advising support beyond the faculty advisor.
- Solicits, reviews and processes all declarations for certificates issued by SOIS three times a year.
- Schedules with faculty and staff, and then coordinates and communicates the e-Portfolio Workshop to all SOIS students and faculty three times a year.

CASS Associate Dean (CASS; Leticia Villarreal Sosa)

- Oversees annual Workload Allocation process

- Oversees Peer Observation process
- Maintains the CASS Faculty Resource Canvas Site
- Helps onboard new adjuncts

Graduate Recruiter (DU Graduate Enrollment Office; Emma Schmidt-Swartz)

- Works within the recruitment and admissions structure to respond to applications and help move them through the admissions funnel
- Schedules and attends conference booths
- Schedules and hosts information sessions, orientations, and graduate information fairs

School Library Media Administrative Assistant (SOIS; Tasneem Daud)

- Monitors SLMP requirements, scheduled seminars and information sessions
- Provides logistical support for programs and events (secures rooms, catering, media, IT)
- Acts as the SLMP social media director
- Monitors job board postings

Butler Children’s Literature Center Curator (SOIS; Jennifer Clemons)

- Develops programming and tools
- Grows the resource collection
- Trains and works with graduate assistants
- Maintains relationships with the publishing partners that send resources for community use
- Facilitates the general operations of the Center on campus
- Selects and hosts the annual lecturer
- Represents the Center at off-site book industry events

Manager of Collaborative Organization Partnerships (CASS; Aracelis Sanchez)

- Identifies and develops partnerships with community organizations and businesses toward education within CASS
- Generate enrollment of working adults into existing degree-completion and graduate programs
- Build partner-specific degree and non-degree programming

Staff members are reviewed by the college dean, the SOIS director, or the faculty member supervisor on an annual basis in conjunction with the [staff performance review process](#) of the university. The process is designed to capture the past year’s performance and to assist in establishing new goals and objectives. When relevant to the school, the employee’s priorities for the coming year that correspond to each position are based on the SOIS program’s overall goals.

Graduate student assistants are available to all full-time faculty at their request and can work up to twenty hours per week, with responsibilities varying according to the faculty member’s research and teaching needs.

Effective Decision-Making Process/Committee Structure

Within SOIS, decisions regarding academic governance originate with the faculty through annual planning retreats, regular faculty meetings, and a robust committee structure. To support the implementation and achievement of the intended outcomes of the new Strategic Plan, in November 2019, our SOIS faculty committee structure was revised to match our faculty committee work with the strategic priorities of the plan. The committees meet on a regular basis to address academic and program policy issues. Each of the six committees consists of faculty members who serve staggered,

three-year terms; the director is an ex-officio member of all SOIS committees. The charge of each committee is articulated in the SOIS Bylaws, found in [Appendix V.2](#).

Faculty members are nominated or self-nominate for election to these committees. The anonymous ballot is generally held at the end of the academic year for the next year, although the election is sometimes deferred to the fall in order to incorporate any new incoming faculty. The faculty also elects the faculty advisor to the student association ISSA. *Ad hoc* committees may be created by the director, for example the COA Steering Committee organized to oversee this Self Study process. Recommendations for SOIS actions come to the full Council for discussion and action from each committee as appropriate to its purpose. Actions from the Council are implemented at the administrative level as overseen by the director.

Table V.8 SOIS committees

SOIS committees 2021-22	Faculty member	Term expires
Admissions and Student Engagement	Mary Pat Fallon	2023-24
	Yijun Gao	2023-24
	Cecilia Salvatore	2023-24
Curriculum and Academic Affairs	Yijun Gao	2022-23
	Don Hamerly	2023-24
	Hassan Zamir	2021-22
Faculty Development	Tony Dunbar	2023-24
	Sujin Huggins	2021-22
	Stacy Kowalczyk	2022-23
	Cecilia Salvatore	2021-22
Outreach and Partnerships	Janice Del Negro (MAYL)	Terms associated with program appointments
	Don Hamerly (Informatics)	
	Stacy Kowalczyk (MSIM)	
	Cecilia Salvatore (Archives/Cultural Heritage)	
	Karen Snow (PhD)	
PhD Advisory Committee	Tony Dunbar	2023-24
	Stacy Kowalczyk	2021-22
	Hassan Zamir	2022-23
	Karen Snow--Ex Officio/Chair	
Program Assessment	Bill Crowley	2021-22
	Janice Del Negro	2022-23
	Sujin Huggins	2023-24
Faculty Liaison with ISSA	Yijun Gao	
Faculty Liaison with SAA	Cecilia Salvatore	

As mentioned previously, the faculty members also participate on college and university-wide committees and initiatives (Table V.2), thereby strengthening the link to the university as a whole. The work SOIS faculty members contribute to program, college, and university level governance bodies counts as service to the university, one of the three criteria for faculty evaluation toward retention and tenure (teaching, scholarship, and service). See Standard III for additional details.

A critical expression of the university and school missions is the belief that respectful and collaborative relationships, and the sharing of information are essential for good decision-making. A consistent and regular meeting structure has been established to facilitate this collaboration and

build relationships between faculty and staff members within SOIS and the university as a whole. The director meets bi-weekly with the CASS leadership and staff, to ensure communication between and among the school directors and college dean, and that the management of the schools are running effectively through open communication across tasks and expectations. The SOIS Council meets at least once per month during the academic year, and occasionally a second Council meeting is added to the month when key issues or tasks warrant additional collaboration or communication. SOIS Council agendas remain consistent, including a director's report, faculty committee reports, an ISSA report from the student association president, and old and new business. The sharing of outputs across committees lends itself to a shared decision-making process, wherein all committee actions are approved by the SOIS Council as a whole. Outcomes of SOIS Council meetings therefore include policy changes, program changes and considerations, and topics for future consideration or committee action.

V.6 The parent institution provides continuing financial support for development, maintenance, and enhancement of library and information studies education in accordance with the general principles set forth in these Standards.

The level of support provides a reasonable expectation of financial viability and is related to the number of faculty, administrative and support staff, instructional resources, and facilities needed to carry out the program's teaching, research, and service.

Dominican University is a private, Sinsinawa Dominican-sponsored institution, with no dependency on the Catholic Archdiocese of Chicago (neither receiving from nor giving funds to the Archdiocese). Financial support for SOIS is provided through multiple means. As a private higher education institution and a tuition-driven institution, the university relies on tuition for a major portion of its budget. Tuition is set by the university's Budget Committee on the recommendation from the Vice President for Enrollment and the SOIS director; deans of the various colleges at Dominican work closely with the vice president for enrollment management and marketing to identify enrollment trends and thus tuition revenues, taking input from the school directors. Revenue projections and budget planning processes are closely based on the enrollment targets.

The school's budget is developed by the SOIS director within an annual budget figure, based upon historical budget allocations as well as the enrollment projections as described above. A university contribution ratio is also factored; the unit's contribution ratio is negotiated by the college dean with the provost, who is, in turn, responsible for negotiating the overall contribution of the academic programs to the university's budget.

The SOIS operating budget has remained sufficient for the ongoing work of the school, as the program has responded to fluctuating revenues over the years of this review period with appropriate cost cutting measures, such as in the 2020 pandemic through reduction in professional development and travel funds. In recent years we have seen a trend of increased enrollments and revenues from tuition, enabling our strength within the university to re-emerge from several years of declines.

As reported by the university's Vice President for Finance and Administration, SOIS as a whole has had very healthy and growing revenues and gross margins over the last few years. It is the second largest Dominican University graduate school by revenue (a near second to the School of Social Work, slightly larger than the Borra College of Health Sciences, and much larger than the Brennan

School of Business and the School of Education), and the second highest generator of margin as a percent of revenues among all Dominican colleges and schools. SOIS operating budgets for 2016-2022 are available through the university business office.

With the current instability across higher education, and with Dominican University’s financial concerns as expressed in Standard V.1, SOIS nevertheless finds itself in a position of financial strength and contribution to the university as a whole moving into the upcoming years. This puts us in a strong position for upcoming faculty replacement requests as we forecast several years of potential retirements from tenured faculty members.

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.

The university is committed to ensuring that our compensation and benefits are competitive and equitable for our faculty and staff. Faculty salaries are benchmarked annually against local market schools, peers and aspirants using data from the American Association for University Professors (AAUP) and College and University Personnel Administrators (CUPA). In addition, salaries are reviewed on annual basis to ensure internal equity as well.

Table V.9 Comparison of SOIS to College and University faculty salaries by rank

Rank	Average SOIS salary AY 2017 - 2021	Average CASS salary AY 2017 - 2021	Average DU salary AY 2017 - 2021
Assistant	\$62,674	\$60,365	67,650
Associate	\$70,735	\$70,483	69,653
Professor	\$85,954	\$81,185	86,342

The vice president for finance and administration and the executive director of human resources also benchmark staff and administrator salaries annually against the same benchmark groups using CUPA data. The university aims to maintain competitive salaries for faculty and staff members through this annual process, making recommendations for equity adjustments as warranted. In addition, the Department of Human Resources regularly reviews all staff position descriptions with the goal of creating equity across the campus for similar types of positions.

There is a strong retention rate among SOIS faculty, demonstrating levels of job satisfaction within the school. In addition, we were pleased to recruit an excellent new faculty member in academic 2021-22, demonstrating our ability to successfully compete in the LIS faculty marketplace.

Table V.10 Faculty Retention in the SOIS

Faculty Member	Start date at Dominican University SOIS
Bill Crowley	1996
Janice Del Negro	2004
Anthony Dunbar	2021
Mary Pat Fallon	1997
Yijun Gao	2012
Don Hamerly	2009

Sujin Huggins	2010
Stacy Kowalczyk	2013
Kate Marek	2000
Cecilia Salvatore	2009
Karen Snow	2012
Hassan Zamir	2017
Faculty Members who have left since 2015 / last Self-Study	
Karen Brown	Joined SOIS in 2000; Retired 2019
Christopher Stewart	Moved with spouse; now at the University of Southern California

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.

SOIS Research, Professional Development, Travel Funds, and Leaves with Pay

“Professional Development” is a standard account line in the annual SOIS budget, and is disbursed directly through approval of the SOIS director. University policy guarantees each full-time tenure track or tenured faculty member \$600 in professional development funds annually to attend conferences, webinars, or other training opportunities. If presenting or participating in committee work, the university base figure for reimbursement is \$1,200 per faculty member per year. As registration and travel costs for conferences are now significantly higher than the university’s base support line, SOIS is fortunate to have sufficient annual professional development funds such that faculty members are often granted additional travel funds beyond that base; the school director has full autonomy in those decisions within the budget’s capacity. The funding has consistently been sufficient to cover our professional development costs.

Table V.11 Professional development funding and expenditures, FY17 - FY 21

Category	FY 17	FY 18	FY 19	FY 20	FY 21
Professional Development					
Budget	\$28,000	\$28,000	\$28,000	\$28,000	\$16,500
Actual	\$12,431	\$27,642	\$22,995	\$16,882	\$12,936

The Office of Research and Sponsored Projects (ORSP) offers support in seeking external funding for research and grant initiatives – connecting faculty and departments to private and government funding opportunities. ORSP maintains the Grant Advisor Plus system for searching the availability of funding in specific research areas. It also assists in searching federal funding sources through grants.gov. ORSP is also a source of information on different professional funding practices for professional organizations and private philanthropic funding organizations. Through this work, Dominican University has secured for the next five years over \$24 million in multiple Title V Part A and Part B, Title III-F STEM, TRIO and HRSA grants for supporting a wide variety of student success, faculty development, curriculum development and student scholarship initiatives.

In addition to these funding opportunities, Faculty Development Grants are available each year as administered through the university’s Faculty Development Committee; this university funding is another avenue for faculty to seek support for ongoing scholarship and is based on competitive applications from faculty across the four colleges. Table V.12 shows university grants as well as external funding to SOIS for the review period.

Table V.12 Grant Funding to SOIS Faculty 2016 - 2022

Faculty Member	University Level Grant Funding	External Funding	Year and Amount
Dunbar	Summer Research Grant		2022 - \$3,000
Gao	Summer Research Grant		2022 - \$3,000
Huggins		IMLS Autism grant	2016 - 2019 - \$130,420
Kowalczyk	Summer Research Grant IT Equipment Grant		2016 - \$3,000 2016 - \$1,000
Snow		iSchools grant	2022 - \$1,837
Zamir	Summer Research Grant		2021 - \$3,000 2022 - \$3,000

The university’s [Faculty Handbook, Chapter 14](#) outlines the opportunities for faculty leaves of absence for all full-time faculty in the institution, including sabbaticals, research leaves, medical leaves, and other types of leaves of absence. In SOIS, for example, six faculty members have been granted sabbaticals over this review period (Del Negro, Hamerly, Huggins, Kowalczyk, Salvatore, and Snow); no faculty members who have been eligible and applied for sabbatical have been denied.

SOIS Student Financial Aid

SOIS works closely with the Dominican Graduate Enrollment Office to combine the priorities of enrollment incentives and a “merit + need” scholarship award formula. Priority application deadlines associated with each semester’s recruitment period encourage early decision making by student prospects through the potential award of a “Departmental Scholarship” for qualifying applicants. Funding for the SOIS Departmental Scholarships comes from the institution as designated in the annual school budget; this particular scholarship grants full tuition for the student’s first and last three-credit courses in the MLIS program. Eligibility is based as follows:

- Meet the priority application deadline for that semester (June 15 for Fall; November 15 for Spring; March 15 for Summer);
- Meet the merit + need combination for available funding from the pool of qualifying applicants for that semester.

While this has proven to be effective in some semesters, the overall trends in early enrollment associated with the priority deadlines have shown to be inconsistent. Many prospects apply to the MLIS program after the stated priority deadlines, leaving them out of the pool of Departmental Scholarship eligible students. While SOIS has some budget flexibility in awarding funds outside the base formula, the “first-class/last-class” Departmental Scholarship award also adds a level of uncertainty to the fiscal year total scholarship expenditure, since the number of “last class” recipients semester-by-semester is unpredictable. The various fluctuations in expenditures based on the

existing award model indicates an opportunity to reconsider the formula we have used for this review period.

Table V.13 Scholarship funding and expenditures, FY17 - FY 21

Category	FY 17	FY 18	FY 19	FY 20	FY 21
Scholarships					
Budget / Available	\$265,000	\$265,000	\$205,583	\$300,000	\$300,000
Actual	\$255,048	\$299,523	\$188,886	\$243,025	\$132,675

In the short term, we will review our scholarship award practice based on the available funding provided annually by the university. In the upcoming planning cycle in Spring 2023, we will take a closer look at student financial support, revising our scholarship award model to incorporate more targeted areas of need and support, such as with diversity and equity initiatives. An example of a recent pilot of targeted support is our effort to encourage students to complete a practicum through Practicum Scholarships for LIS 799. This, and the partnerships with paid job placements as described in Standard IV (Dominican’s McGreal Center, Dominican’s IT/Records Management internship, and the Skokie Public Library, for example), are early initiatives toward re-thinking student financial aid.

SOIS matches ALA Spectrum Scholarships through our scholarship budget when we have those students in our program. We also have access to privately funded scholarships through donor gifts and endowments, with the annual total awards of this type at \$15,000. The remaining funding opportunities, such as student loans and grant-based student support, are handled through our university’s Graduate Financial Aid department.

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.

The School of Information Studies is located entirely on the Dominican University’s 37-acre main campus in River Forest, Illinois. The campus consists of 939,000 square feet of office and classroom buildings, including five residence halls, two theatres, athletic facilities, a health and wellness center, and a 70,000+ square-foot library and learning commons. The campus is located on the west side of Chicago, just ten miles from downtown, which affords the program easy access to many community-based learning settings.

The SOIS is located in the Rebecca Crown Library building, recently renovated to include the Donna Carroll Learning Commons on the first floor. Situated on the third floor of the library building, SOIS administrative offices are located within the College of Applied Social Sciences suite, offering connections to CASS administration and support as well as to SOIS faculty and students. This location also gives us convenient access to faculty offices, to classrooms, and to computers for open use. Our SOIS PhD suite is on the third floor, and our Butler Children’s Literature Center is housed on the library’s second floor. In summer 2022, the current computer lab in Crown 302 will be further developed by SOIS through Title III Department of Education funding to support a cybersecurity curriculum along with other aspects of our technology teaching across the curriculum.

The Office of Information Technology (OIT) provides campus wireless networks with more than 450 computers available for student and faculty use throughout classrooms, PC/Mac labs, lounges, and lobbies. Smart, technology-enabled classrooms are standard throughout campus, and an online and face-to-face support center exists to assist students and faculty/staff with comprehensive technology support. The support center offers live (in-person or via Zoom) support seven days a week, as well as a comprehensive knowledge base for troubleshooting. Technology support increased substantially in March 2020 with the move to online learning due to the pandemic, including enhanced equipment loans, and offering free Wi-Fi hotspots for students who struggle with low or no broadband access at home. Dominican's Student Success and Engagement unit surveyed all students to ensure all technology needs were met.

University Information Technology Department

The Information Technology Department (IT) is responsible for creating and maintaining a technology environment that supports Dominican University's strategic direction. The department's goal is to provide a high-quality infrastructure, along with superior support services, to enable the university user community to utilize technologies for enhanced teaching, learning and administration. IT provides a wide array of services to the university community, including email, telephone and data networks, security, and support of administrative systems such as registration and financial aid. The vision of the university IT department is as follows:

Dominican University will apply technology to enhance teaching and learning, improve the student experience, and build community through communication. We strive to have technology that facilitates the transaction and lets people focus on the transition. The electronic presence of the university has the touch and feel of visiting our relationship-centered campus, allowing Dominican to reach faculty, staff and students wherever they may be: Anytime, Anywhere, Accessibility.

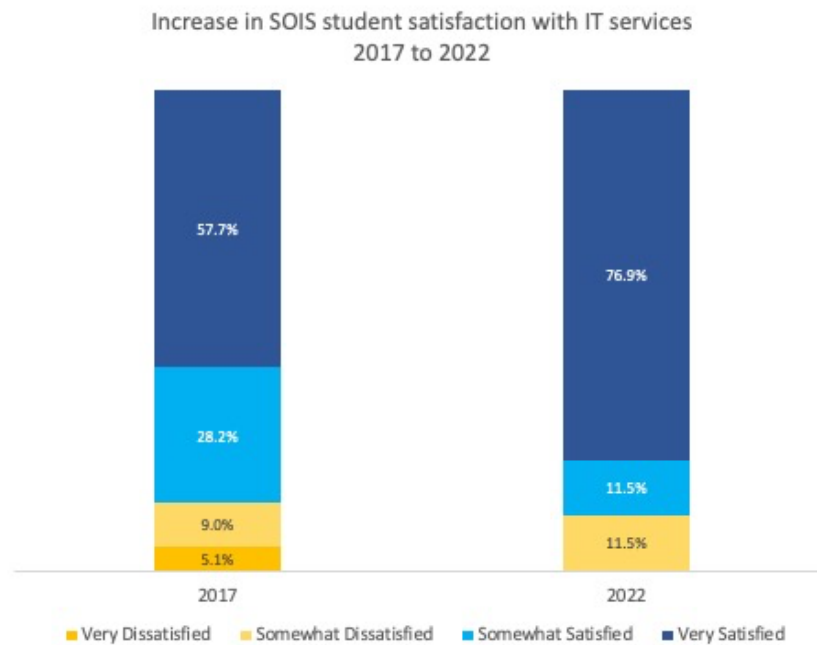
The Information Technology Department supports the University Academic IT grants to fund faculty proposals for enhancing instruction, research and creative activity through technological innovation as well as integrates compelling examples of teaching and learning excellence into a robust and interactive web presence. The Information Technology Department strives to ensure a stable, flexible and secure infrastructure that supports a consistent, uninterrupted learning environment.

In addition to uninterrupted access to the university IT infrastructure, campus user support services used most frequently by the School of Information Studies community are outlined in the sections that follow.

IT Support Center

Support Services is the division of the Information Technology Department that handles the repair and dispersal of equipment, operating system and software conflicts or problems; application support; and server/account maintenance. Any concerns that fall under these topics are addressed by the IT Support Center, which can be contacted in person, by email, Zoom video conferencing, or by telephone, with staff available Monday through Thursday from 8:00 a.m. to 7:00 p.m., Friday from 8:00 a.m. to 5:00 p.m., Saturday from 8:00 a.m. to noon, and Sunday from 12:00 p.m. – 5:00 p.m. Recent upgrades to the IT Support Center in Lewis Hall include expanded IT services, an upgraded online help-ticket response system and increased Sunday hours. Student survey data, illustrated below, reveals that students are increasingly satisfied with IT Support Center services, suggesting these hours are sufficient to serve student needs.

Figure V.2 Comparison of student satisfaction with IT services over 5 years



Computer Classrooms/Labs

The Information Technology Department maintains the computer labs and classrooms described previously, as well as the largest public lab on campus, the Technology Center, on the ground floor of Lewis Hall. It establishes a classroom plan to incorporate flexibility and active learning, *i.e.*, a dedicated and flexible space for faculty and students to experiment freely and collaboratively with a variety of new technologies.

To support distance education for students and faculty, 34 classrooms across campus have webcams, microphones or large screen TV carts equipped with video conferencing equipment. All faculty with a need for a webcam and/or headset are issued the equipment necessary for distance education.

Overall, the Division of Information Technology launched several key initiatives within the last 24 months, underscoring a commitment to a firm partnership with the School of Information Studies:

1. Launch of a faculty/staff directory on Dominican University's homepage.
2. Implementation of key course planning software in the Office of the Registrar, namely Acalog and Curriculog.
3. Implementation of numerous electronic forms to manage the registration and course management process for SOIS students.
4. Implementation of single-sign-on for faculty, staff, and students to control security and access to key university systems.
5. Upgrade of the university firewall to increase security and traffic throughput reliability.
6. Creation of the Summer 2020/2021 Task Force to formulate the university's distance education response to the COVID-19 pandemic, including the creation of the *Playbook for Online Teaching*.

7. Creating an easy-to-use Canvas course template with a clean design and effective layout to scaffold online and hybrid courses. Since Fall 2020, 466 of 1753 courses offered at Dominican (27%) have used this new template.
8. Implementation of multi/two-factor authentication for all faculty and staff as of May 1, 2022.

Table V.14 Computer classrooms and labs used by SOIS

Classroom Location	Seating Capacity	Square Footage	Inventory
Crown 018 Creative Media Lab	NA	830	4 PCS, Microphone, Webcam for HD Recording of Content
Crown 108	24	800	28 PC Laptops, Hovercam Pilot Instructors Podium with Mic, Document/Web Camera, 3 Projectors, Projectable Surface
Crown Innovation Lab	24	1100	Instructor Computer, 3 PCS, 1 Mac, Projectors, Projectable Surface
Crown 214 (Butler Center)	25	1,111	Instructor Computer, Screen, Projector, 75" TV cart with PC
Crown 302	22	522	3D printer, 2 PCS, 3 Collaboration Tables, 50" TV Cart with PC; Scheduled for summer 2022 expansion through Title III grant funds for cybersecurity training
Crown 310-A	20	634	Instructor Computer, Screen, Projector, DVD/VCR, Document Camera, (Extron Control System), TV Cart with PC and Webcam
Crown 310-B	18	508	Instructor Computer, Screen, Projector, DVD/VCR, Document Camera, (Extron Control System)
Crown 320	34	1145	Instructor Computer, 35 PCS, 2 60" Monitors, Webcam, (Crestron Controller)
Crown 330	32	1156	Instructor Computer, Screen, Projector, MIC, Document/Web Camera, (Extron System Controller)
Crown 340	33	1217	Instructor Computer, Screen, Projector, DVD/VCR, Document Camera, Webcam, (Extron Control System)
Lewis 324 Archives Lab	6	275	Desktop, Archival-quality scanner, Zoom H1 recorders, and a vinyl USB player.

Table V.15 University computer lab inventory

Building	Room Type	Location	Number of Computers
Crown Library	Lab	Cyber Cafe	20 PCs
Crown Library	Lab	1st, 2nd, 3rd floor	24 PCs
Fine Arts	Classroom	010	20 PCs
Lewis Hall	Lab	Tech Center	41 PCs and 6 Macs
Lewis Hall	Classroom	002	31 PCs
Lewis Hall	Classroom	004	32 PCs
Lewis Hall	Classroom	406	20 Macs
MAC	Classroom	308	11 Macs
Parmer Hall	Classroom	003	26 PCs
Parmer Hall	Classroom	004	32 PCs
Parmer Hall	Lab	2nd, 3rd floor	22 PCs

Parmer Hall	Classroom	114	30 PCs
Parmer Hall	Classroom	209	5 PCs
Parmer Hall	Classroom	212	18 PCs

The computer labs are equipped with a variety of applications for teaching and learning. These applications include the following:

- **PC (Windows 10) Classroom and Lab Standard Software:** MS Office Suite 2019 (Access, Excel, PowerPoint, Publisher, Word, OneNote, Outlook), Google Chrome, Firefox, Edge, 7-Zip, iTunes, Java, and more.
- **Mac Classroom and Lab Standard Software:** Adobe CC 2018 (Acrobat DC, Dreamweaver, Photoshop, Fireworks, Premiere Pro, etc.), MS Office Suite (Word, Excel, PowerPoint, OneNote, Outlook), OneDrive, Google Chrome, Firefox, multimedia packages offered by Apple, and more.

Computers, Printers, and Scanners in Crown Library

Over the past several years, the university has made great strides in providing computers and information technologies in support of instruction and research. In 2022, the Crown Library has 83 computers dispersed throughout the four-floor facility's public areas and 77 computers in the two classrooms. Compared to the number of public access computers in 2019, there is a roughly 13.5% increase (19 new computers were added). Information Technology replaces computers when they reach the five-year anniversary of being purchased. Anyone on faculty or staff with a computer purchased five years or more is eligible for a computer replacement.

While these computers are heavily used, students rarely have to wait for workstation availability. All the computers in the library have access to library resources, the Internet, and to all the standard campus software. There are sufficient network jacks throughout the library building to enable laptop-ready wireless connections regardless of study location.

Scan/Copy/Print Services

The university launched a new print management initiative in 2009 to reduce waste and in general promote responsible printing practices. The results have been impressive since the initiative started; our printing totals per year have been reduced by over a million pages. More print release stations and locations were established in 2014. New printers are connected to the university network and offer login based remote printing.

Print Release Stations near SOIS

Color Secure Release Printing

- (Canon MFP E67660)
Crown Library all floors (2 in Cyber Café)
Lewis Student Technology Center, Lewis 001 (2)
- (HP MFP CM4540s)
Crown Library lower level in Cyber Café
Lewis Student Technology Center, Lewis 001
- (HP MFP M682)
Lewis Hall 3rd floor near Crown entrance

Learning Management System

Canvas, the university's learning management system (LMS), supports effective course instructional design in the face-to-face, hybrid and fully online formats. OIT also provides students and faculty with extensive specialized software access, including specialized archives and cataloging software packages, in addition to our Canvas learning management platforms.

Training and Development for Program Faculty and Staff

All full-time and part-time DU faculty are well supported through the services of the [Center for Teaching and Learning Excellence](#) (CTLE), which provides a wide variety of faculty development orientations, workshops and one-on-one support from topics including inclusive pedagogy, syllabus development, effective online teaching, instructional technology support – as well as support for grant writing and scholarly publishing. The Center for Teaching and Learning Excellence enhances the university's mission of teaching and learning excellence by collaborating with campus partners to help faculty succeed as teachers and scholars, recognizing that they have different needs at different moments in the arc of their career. The Director of Learning Technologies in the Office of Information Technology, a key partner to the CTLE, offers training and individual consultation for all faculty regarding Canvas and other educational technology.

The Center for Teaching and Learning Excellence offers several faculty development options to promote and support faculty in their pursuit of scholarship outcomes. Led by the university's Faculty Development Committee, grants are awarded each year for [research assistance and creative projects](#). Funding (typically \$3,000) can be received in the form of summer research stipends, research and creative projects, or publication assistance (\$2000). In the interest of promoting achievement of outcomes, the Faculty Development Committee gives strong preference in awarding these funds to junior faculty who have not yet completed their scholarly or creative projects for promotion.

In addition to these funding opportunities, the CTLE and Faculty Development Committee sponsor regular [CTLE conversations and presentations](#) on scholarship practices and offer forums for faculty to present their research to the university community. A section on the CTLE website is devoted to [resources on scholarly publishing](#).

With the challenges brought about by the pandemic, the university responded with a robust set of resources for online learning support. A university-wide Summer Task Force was formed and charged with developing a Canvas-based Playbook for Online Teaching resource guide, an enhanced course template for use in the Canvas learning management system, and assessing needed training and equipment needs for both remote teaching and safe face-to-face teaching modalities for the Fall 2020 through Fall 2021 terms.

Student Support Services

The university's comprehensive [Division of Student Success and Engagement](#) (SSE) provides holistic student academic and personal support services and programs across the university – including academic and career advising, literacy and learning resources, health and wellness and student life programs.

The [Academic Success Center](#) of the SSE provides a diversity of services designed to ensure students' academic success. The tutoring and learning resources unit offers comprehensive, individual tutoring options, using a cadre of professional and peer tutors. Students can schedule consultation through an accessible [online scheduling application](#), making access to the services

hassle-free and confidential. A [Writing Lab and Math Clinic](#) provide scheduled and drop-in technical guidance and constructive feedback of student work. A variety of small group workshops on academic success skills are offered throughout the academic year.

In 2018-19, the SSE team implemented a new, more comprehensive student case management tool called [StarTracker](#) to support its holistic advising and retention services. StarTracker requests feedback from faculty regarding student academic and behavioral performance in order to better monitor student progress and provide an early warning of academic or behavioral concerns. Dominican's Behavioral Concerns Team (BCT) and Academic Alert Team (AAT) track all students progress and intervene quickly when concerns are noted. BCT and AAT work closely with the faculty in the DPD program to ensure that no student "falls through the cracks" of the system. BCT and AAT meet weekly to assess student behaviors and note any academic trends. Individual interventions are crafted in response to needs. In October 2021, Dominican University's focus on student success was recognized in *US News and World Report* ([Appendix V.12](#)).

[Accommodations and Disability Access](#) provides Disability Support Specialists who work with students to ensure they receive the appropriate academic support, services and accommodations as needed. Students who have documented their disabilities through the Disabilities Support Services Office build customized plans to address their needs and accommodations, including working with learning disability specialists and assistive technologies, including Draft Builder (for writing assistance), Dragon Naturally Speaking (voice recognition technology), Kurzweil (reading and writing assistance equipment) and Inspiration Graphic Organizer.

The Division of Student Success and Engagement also provides support for students' physical and mental health needs through the [University Wellness Center](#), offering a full range of primary health care, mental health, and complementary services. The Wellness Center offers a full range of [health care services](#) for all Dominican students, whether full time, part time, graduate, undergraduate, resident or commuter.

Case Management, Community Resources and Services - NowPow

Dominican University launched the [NowPow](#) platform in 2019 and was the first university in the nation to do so. This powerful resource supports our Student Success and Engagement Division's ability to identify and connect student resource needs in their local communities in addition to our campus-based services. Graduate students are supported through this program as well as undergraduates, with relevant resources available to all based on need. NowPow enables our case management approach by making highly matched referrals to resources in the students' home community or near campus, shares these referrals with students and tracks the referral status to close the loop on care. As the pandemic unfolded, this resource was utilized more than we ever imagined, and enabled our staff to connect our students to food pantries, social services, mental health counseling, etc. near their homes if they were unable to utilize our campus-based services.

Table V.16 SOIS graduating student satisfaction with university services 2016 – 2021

University service	Very Satisfied		Somewhat Satisfied		Somewhat Dissatisfied		Very Dissatisfied		% SOIS grads using service	
Safety and Security	61.6%	125	30.0%	61	5.4%	11	3.0%	6	70.0%	203
Counseling Services	58.5%	38	20.0%	13	16.9%	11	4.6%	3	22.5%	65
Disability Support Services	69.7%	23	18.2%	6	6.1%	2	6.1%	2	11.5%	33
Financial Aid	48.3%	116	38.8%	93	7.5%	18	5.4%	13	75.7%	240
Food Services	38.9%	68	35.4%	62	17.7%	31	8.0%	14	59.9%	175
Health Services	54.0%	61	28.3%	32	11.5%	13	6.2%	7	38.7%	113
Information Technology	51.4%	150	36.0%	105	8.6%	25	4.1%	12	95.1%	292
Library	34.6%	47	53.7%	73	6.6%	9	5.1%	7	96.5%	136
Learning Resources	59.0%	23	30.8%	12	7.7%	3	2.6%	1	13.7%	39
Mission and Ministry	63.1%	41	26.2%	17	4.6%	3	6.2%	4	23.1%	65
Registrar	59.3%	191	32.9%	106	6.5%	21	1.2%	4	98.2%	322
Student Accounts	48.7%	146	36.3%	109	11.3%	34	3.7%	11	95.5%	300

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.

As described above, the SOIS has benefited over the years of this review period by enhancements to the Crown Library. The Donna Carroll Learning Commons is a beautiful state-of-the-art multi-use student resource space with access to both resources and to support services. Our office, classroom, and special use spaces (PhD Suite, Butler Children’s Literature Center) on the second and third floor of the Rebecca Crown Library enhance the opportunities for research, teaching, service, consultation, and communication. The proximity of these spaces within the Rebecca Crown Library building allows for community among administration, faculty, and students, with sufficient virtual access to the services to ensure remote and as well as face-to-face access. See [Appendix V.13](#) for floor plans of the Rebecca Crown Library, all floors.

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.

As indicated in Standards V.9 and V.10 above, SOIS has access to a well-equipped inventory of classrooms, library resources, computer labs, an archives lab, meeting rooms, administrative offices and multi-purpose rooms to fully meet the needs of the MLIS students. The Rebecca Crown Library provides a variety of accessible study and meeting options for all students, as illustrated in Table V.13. Media production facilities available across the university include a full-service print center, a creative media lab, an innovation lab, and several computer labs.

Beginning in 2020, the Crown Library underwent a major renovation to the physical spaces and services that included the build out of a Learning Commons. Several new spaces to serve and engage

students were built with the focus on academic success. The Crown Library comprises four floors designed to be completely student centered. Print materials are housed on the lower level and the first and second floors; classroom spaces, offices, and student workspaces are on the third floor.

On the lower level, there is a large meeting room, a café with hot and cold food services and a large seating area, an open computer lab, open study tables, and a Recording Center with four individual studios and one large group area equipped with state-of-the-art media and recording equipment.

The first floor includes six private study rooms, an Innovation Lab outfitted with maker and tinker technologies, open study tables, computers for student use throughout the floor, individual study carrels, an outside terrace, and a large comfortable seating room known as the Contemplation Space, with soft furniture and large tables. The first floor also contains the main library and academic success services. Students can connect with a librarian, a tutor, student success and engagement staff, as well as seek accessibility, academic, advising, and research assistance all in one place. Lastly, the first floor has a dedicated classroom for library instruction and programming.

The second floor of the Crown Library has open study tables across the floor as well as nine private study rooms, a large group reading room, and several individual study carrels. The Butler Children’s Center (a collaboration among Crown Library, SOIS, and the School of Education, administered by SOIS) is also on the second floor of the Crown Library. All these spaces are open to students to utilize for study or academic use.

The third (top) floor of the Crown Library, again, has open study tables and a computer center for student use. Overall, the recent \$4.2 million renovations to the facilities significantly enhanced and improved student services and use of the space to meet their academic, project, assignment, and overall curriculum needs.

Additionally, the Dominican University Library has auxiliary space in another building that is open around the clock and is meant for quiet study and contemplation. This space, the Noonan Reading Room, has seating for over 40 students, all for quiet study.

Table V.17 Space availability for student study and collaboration in the Crown Library

Crown Library Space	Tables	Soft Seating	Chairs	Computers	Carrels	Seating Capacity
Lower-level Cyber Café	12	5	24	0	0	29
Lower-level computer area	21	0	21	21	0	21
Lower-level open study area	6	8	12	0	0	20
Recording studio	6	2	9	7	0	11
First floor open study area	6	0	30	12	7	37
Academic Success Center	5	5	20	0	0	25
First floor computer area	12	0	12	12	0	12
Innovation Lab	11	0	24	3	0	24
Library classroom	12	0	24	24	0	24
Contemplation space	3	20	12	0	0	32
Second floor open study area	12	10	28	0	10	48
Third floor open study area	6	8	26	0	0	34
Third floor computer area	7	0	7	7	0	7
Noonan Reading Room	9	2	42	0	0	44
Total	128	60	291	86	17	368

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.

Rebecca Crown Library Mission

The mission of the Crown Library is aligned with the Dominican University Mission: to pursue truth, give compassionate service, and contribute to a more just and humane world. The mission mandates the academic support of students, faculty, and staff for resources and services. Services such as reference, circulation, interlibrary loan and instruction provide means through which the Dominican University mission may be realized.

Library Access

The library is open to all members of the Dominican University community, with top priority given to the university's faculty members, staff, and students. For example, all group study rooms are only available for use by students. Students may reserve a group study room online via the library website. Alumnae/i are welcome to use the Crown Library and may apply for a library card to check out materials. Interlibrary loan services and remote access to databases are not available to alumnae/i due to vendor contracts. The Crown Library is also open to the greater I-Share consortial community and the general public. Database access is available within the library building.

Library Hours

The Crown Library offers robust hours to serve its various constituencies. Access Services librarians track library usage in person and online, including hourly head counts, reference transactions, online resources analysis, and campus class schedules. The compiled data is used to determine open hours. The library hours for the academic year are Sunday-Thursday 8:00 a.m. - 10:00 p.m. and Friday - Saturday 8:00 a.m. - 5:00 p.m.; summer hours for 2022 are Monday-Saturday 8:00 a.m. - 5:00 p.m., closed on Sunday. Virtual reference chat and access to online resources are available around the clock. The quiet library auxiliary physical space, the Noonan Reading Room, is also open around the clock.

Reference and Research Services

The faculty librarians provide reference and research assistance to library users. Reference services are available in person at the main reference desk via the phone, text, email, and chat. The library also has virtual reference services to meet the students where they are learning. SOIS graduate assistants who work at the information desk share chat inquiries with the reference librarians, who review the transcripts as needed. Data and statistics show that reference services are still heavily virtual since returning to campus from the mitigations of COVID-19, as many classes are still remote. (Dominican University closed its physical spaces in March of 2020 due to COVID-19, with all instruction moving remote.) Virtual reference questions largely pertain to resources and discovery of information. In-person reference questions tend to pertain to technology, use of technology and its effective use. Librarians make use of instruction products including LibGuides and various video tutorial creation tools to create university specific instruction and research resources.

The Library Instruction for School of Information Studies Classes

In addition to MLIS curriculum content, specifically but not limited to the required course LIS 702 Facilitating User Learning and Information Needs, the library offers optional in-depth research workshops delivered by Crown librarians to support the research needs of the MLIS graduate students. The students learn both basic and advanced research skills required for conducting research in library and information science. The Crown librarians have also provided a module through Canvas for LIS faculty to download and embed in their Canvas courses.

Crown Library partners with SOIS to offer two annual graduate assistant positions for MLIS students, with tuition remission for one course in the fall semester and one course in the spring. Crown Library also supports these students with an hourly stipend. The positions are competitive; students apply by sending a resume and cover letter in response to an open job ad posted on the campus jobs board. Interns are selected by library staff; these librarians also do formal performance evaluations of the students. Interns conduct reference services, create instruction guides using a variety of media, and have the opportunity to gain valuable practical experience while earning the MLIS.

With the advancement of instructional technology and the trend in hybrid and online learning in higher education, the instruction librarians have created numerous online video tutorials, webinars, and webinar recordings for faculty members to embed in their courses through Canvas, as well as for the students who take courses online.

Crown Library Holdings for Library and Information Science

Juvenile Collection

The purpose of the juvenile collection is to serve primarily as a teaching collection for SOIS and education students. To a lesser extent it serves as a teaching collection for graduate and undergraduate students in all other disciplines. The collection focuses on institutional mission and curriculum-centered materials as well as items that focus on dual-language learning, cognitive development, diversity, equity and inclusion, and accessibility. Award winning titles are also added to the juvenile collection. In addition, each December, the Butler Children's Literature Curator works with the Crown librarians to select books from that year's publishers' donations to the Center that will become permanent additions to the Crown Juvenile collection. The Center receives an average of 1450 books per year from as many as sixty different imprints. The diversity of publishers, genres, audience ages, and authors represented in the collection provides a compact, yet well-balanced collection for use in LIS and MAYL literature-focused coursework. The Juvenile collection covers ages pre-school to young adult.

Levels for subjects: Databases

SUBJECT	LEVEL
Easy Books	Advanced Study
Fiction	Advanced Study
Folklore and Fairy Tales (398s)	Advanced Study
Poetry (811s)	Initial Study
Information books (other Dewey classes)	Initial Study
Foreign Language	Minimal Study

Library and Information Science Collection

The library and information science collection serves SOIS. Its principal objective is to provide information sources appropriate for courses taught in the school, as well as to provide selective coverage of subjects not covered in the curriculum. The LIS collection contains electronic databases, monographs, eBooks, reference materials, periodicals, and audiovisual materials. The LIS print collection is mostly on the second floor, with the remaining collection on the lower level. The program relies heavily on the electronic and online resources that are accessible 24/7 both on and off campus.

Levels for subjects

SUBJECT	LEVEL
History of the Book	Advanced Study
Printing	Advanced Study
Bookbinding	Advanced Study
Censorship	Advanced Study
Libraries	Advanced Study
Library and Information Science	Advanced Study
Automation	Advanced Study
Architecture	Advanced Study
Book Collections	Advanced Study
Cataloging	Advanced Study
Classification	Advanced Study
General Bibliography	Advanced Study
Best Books	Basic
Booksellers' Catalogs	Minimal Study
National Bibliography U.S.	Advanced Study
Canada	Basic
Latin America	Minimal Study
Europe	Basic
Subject Bibliography	Advanced Study

Consortial Memberships

LIBRAS: A consortium of 20 private college and university libraries located in the greater Chicago area. The LIBRAS mission is to promote interlibrary cooperation and networking in ways that enhance the capability of member libraries to advance academic programs of their parent institutions. The LIBRAS group has cultivated a cooperative environment between each institution through networking, continuing education opportunities, and promotion of use of technology with the library. This environment has enhanced the consortial partnerships between libraries as they share physical and many electronic resources, work to develop relevant education opportunities for their staffs, and foster networking opportunities through special interest groups.

CARLI: The Consortium of Academic and Research Libraries in Illinois (CARLI) began in 2005 through the consolidation of three Illinois academic library consortia. There are 139 CARLI members, of which the Crown Library is a governing member. One of the many benefits as a member of CARLI is the participation in I-Share. I-Share is the online catalog and library management system that serves approximately 90 institutions statewide. Other services provided through I-Share are the Illinois Library Delivery Service (ILDS), which provides delivery service for

materials circulating between the I-Share libraries; negotiation and licensing at discounted fees over 200 databases; and access to continuing education opportunities from other library consortiums across the United States. Several of the library faculty members are active members of CARLI committees, special interest groups, and governance.

CRRA: The Catholic Research Resources Alliance (CRRA) is a collaborative alliance of Catholic institutions whose mission is to provide and create access to unique research materials held in the member libraries and archives. The CRRA maintains a Catholic Portal that features 12 collecting themes such as Catholic literary figures, intellectual life, education, liturgy, men and women’s religious orders, peace building and social action. Several library faculty members are active in CRRA.

RAILS: Reaching Across Illinois Library System is a library cooperative of over 1,300 academic, public, school, and special libraries across north and northwest Illinois. RAILS connects the Crown Library to the State of Illinois Library for grant opportunities, interlibrary loan and delivery services of materials not within the CARLI consortium, catalog support, continuing education, cultivation of cross library-type partnerships, and consulting services. Additionally, RAILS offers cooperative purchasing for e-resources and programming.

Collections

Crown Library is a governing member of CARLI and thus has access to the member libraries’ collections via I-Share. Membership in CARLI also enables the library to acquire licenses for databases and e-books at reduced rates. Crown Library subscribes to library science related databases; this list includes such databases as Academic Search Complete, JSTOR, Choice Reviews Online, E-LIS, Gale One File, Library & Information Science Source, NovellList, Ulrich’s Web, and WorldCat.

Rebecca Crown Library has not had a significant increase in the acquisition budget in recent years; in addition, the acquisition budget for SOIS has remained static, as demonstrated in Table V.18. During the annual budget process the university librarian submits requests for increases based on the projections from CARLI and EBSCO. When a new program is proposed, the university librarian must submit a letter of support from the library for the new program or express concerns that need to be addressed.

Table V.18 Selected items from the Crown Library budget

Category	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Total materials budget	\$565,000	\$640,500	\$640,500	\$651,500	\$590,500	\$632,000
Print & AV budget	\$115,000	\$115,000	\$115,000	\$115,000	\$60,000	\$95,000
Juvenile materials	\$3,000	\$3,000	\$3,000	\$3,000	\$3,000	\$1,500
Total online/databases resources	\$287,000	\$362,500	\$362,500	\$373,500	\$367,500	\$375,500
Total periodicals & journals	\$160,000	\$160,000	\$160,000	\$160,000	\$160,000	\$160,000

Recording Studio

The Recording Studio is located in the lower level of the library. The Recording Studio contains four studios outfitted with technology required for media services, digital and vocal recording, broadcasting, and digital editing. The Recording Studio also has a larger common area for digital presentations and group projects. A library staff member supervises this space to assist students with technology inquiries.

Interlibrary Loan

The Dominican University community benefits greatly from the library's participation in CARLI/I-Share. Library users can obtain circulating material from any of the I-Share libraries throughout the state; materials are delivered by the ILDS delivery service daily. The library uses two services to place interlibrary loan requests. I-Share is used for requested materials in the I-Share system. OCLC (WorldCat) is used to place requests for materials not available through I-Share. In 2020, the Crown Library implemented Tipasa as their ILL system. This system streamlines the request process now that the patron initiates the request more directly.

Archives

The Dominican University Archives and Special Collections Department was created as a stand-alone unit in 1971. The university archivist is responsible for establishing the unit as a formal office, collection development plans, standardized accessioning of materials, finding aids for approximately 160 collections, assigning unique IDs to 14,000 photographic prints, and collaboration with SOIS faculty members to align the department practices with content of relevant SOIS coursework. Each semester the university Archives and Special Collections hosts at least two interns and volunteers from the SOIS student body.

Government Documents

The university's government documents depository program began in 1966. An effort is currently underway to deaccession print government documents and move to a completely digital environment for these materials.

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.

The SOIS uses a variety of tools and methods to review services, administrative and managerial practices, program processes, and resources and spending. Each of the SOIS student surveys (the current student experience survey and the graduating student exit survey) asks students to rate the degree to which the university facilities and services (classroom facilities, library resources and IT infrastructure/equipment, and other service units) meet their needs. The SOIS budget is reviewed through university's Strategic Planning and Budgeting process (where matters of budget are systematically reviewed, with faculty representation), and through conversations between the SOIS director and the CASS dean. The SOIS director also engages the university Comptroller in matters of budget review. SOIS full time and adjunct faculty and staff evaluate the effectiveness of the SOIS director every three years, and she is evaluated annually by the CASS director.

The following table shows some examples of evaluation tools for the review of administrative policies, fiscal and support policies, resource requirements, and administrative effectiveness.

Table V.19 Procedures to gather input on administrative, fiscal, support and resources

Stakeholder	Method/Instrument	Purpose	Relevance to Standard
MLIS students	SOIS current student experience survey	Student perceptions of quality of facilities, from school to campus-based	Affords SOIS leadership and faculty council opportunities to enhance and extend services, and to understand areas of satisfaction and potential improvements
	SOIS graduating student survey	Graduating student perceptions of quality of campus facilities	Affords SOIS leadership and faculty council opportunities to adjust relevant policies and processes, as well as to consider reallocation of funds in various areas
SOIS Administration	University budgeting review	Examine historic expenditures, enrollment projections, contribution margins and financial needs	Used for annual budget planning and forecasting
SOIS Faculty and Staff	Director's Evaluation	Examine strengths and weaknesses of leadership and management	Used for director's self-reflection toward leadership and program improvements
	Program Effectiveness Survey	Faculty and staff perception of resources, program processes and leadership	Systematic planning of program improvements

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.

The SOIS can demonstrate that it employs a variety of evaluation measures to assess the effectiveness of the university, college, and school level administration, finances, and services. We document the evidence of our review, analysis and decision-making processes through committee and council minutes and the production of various program or survey reports. These include the following:

- Data discussion materials used at annual retreats
- SOIS Council and committee minutes
- SOIS task completion matrix
- SOIS budget
- Strategic Plan tracking worksheet
- Student satisfaction survey and February 2020 focus groups
- SOIS Director evaluations
- Relevant staff performance evaluations

In addition, the SOIS Task Completion Matrix ([Appendix I.26](#)) was created in 2020 to make it easier to identify the date and summary of actions (e.g., decisions or votes) of the SOIS Faculty Council and the various committees.

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.

The evaluation measures described throughout Standard V demonstrate that the SOIS faculty and staff consider a variety of inputs and voices in a systematic way and keep program improvement as an ongoing priority. The following are examples of actions taken to improve the program through that process, with a particular focus here on evaluation and analysis of administration, finances, and resources.

Actions from Faculty Council regular meetings based on conversations and concerns:

- SOIS Committee restructure to mirror new Strategic Plan;
- Lab in Crown 302 – working with the university for Title III STEM grant funds for enhanced hardware, software, and curriculum development resources in summer 2022;
- Work with Crown Library toward the revitalization of the Constellation institutional repository for faculty and student publications storage and access.

Actions from budget review and faculty conversations:

- Expand our partnerships with paid internships both on campus (Rebecca Crown Library, the McGreal Center, IT/Records Management) and outside the university (Skokie Public Library);
- Establish new Practicum Scholarship to encourage students' participation in those opportunities, shifting some available funds;
- Encourage student participation in CoursEval student course evaluations through a random drawing for Visa cards as prizes.

Actions based on Student Satisfaction Survey results and February 2020 student focus groups, within SOIS and university wide:

- Monthly email to students / increased frequency of director's communication with students;
- Enhanced social media in conjunction with revitalization of the student group ISSA;
- Digital workflows at the university level to lessen student frustration at the point of registration and to reduce response time;
- Upkeep of curriculum documents on SharePoint site mentioned in IV.8;
- Website update – continuing engagement with OMC to improve clarity and accuracy of the website content.



Appendix V: List of Appendices

[Appendix V.1: University organizational charts](#)

[Appendix V.2: SOIS Bylaws](#)

[Appendix V.3: CASS Strategic Plan 2018](#)

[Appendix V.4: SOIS Director evaluation results](#)

[Appendix V.5: Kate Marek CV](#)

[Appendix V.6: Monday Memo examples](#)

[Appendix V.7: Advisory Board roster](#)

[Appendix V.8: Alumni Council Bylaws](#)

[Appendix V.9: Alumni Council roster](#)

[Appendix V.10: Sample Career Day materials](#)

[Appendix V.11: Links to Student Success and Engagement Services and Resources](#)

[Appendix V.12: Rebecca Crown Library Floor Plans](#)



Synthesis

As we reflect on the seven years since our last COA Self-Study and review, we feel a sense of both accomplishment and community. We have described through the narrative and evidence within each of the five Standards our use of systematic planning, data gathering, and analysis to make informed decisions toward continuous program improvement. We revised our MLIS core curriculum, resulting in a strong suite of foundational learning and skills for our students as they prepare for careers in the information professions. We updated our school name, designed and implemented a new strategic plan, and launched four new degrees (BAS, BS, MAYL, MSIM). We have spent the past two academic years reflecting cooperatively on issues of diversity, inclusion, and justice as manifested in our teaching and our policies. Throughout this work, the flexibility and creativity of our faculty made these initiatives successful. Students' e-Portfolios continue to highlight good work and positive experiences, with their reflective essays revealing their own sense of accomplishment in their MLIS experience. The net promoter metric in most recent graduating students' survey responses show that 97.1% agree or strongly agree that they would recommend the program to others. We consider this our strongest measure of our graduates' satisfaction with our program. We celebrate with our students as they graduate and become successful librarians in a wide variety of organizational settings.

The period has not been without challenges, however. The global COVID-19 pandemic shook society and individuals in ways still being studied and revealed. Few people, and few institutions, have come through the past two years unscathed. The remarkable resilience of our students and faculty through the pandemic and through the recent years of social and political unrest boosts our sense of community as we evolve and adapt toward more care, empathy, and active listening with our students in their graduate education journey. The value of information in society cannot be understated, and thus we feel ever-more committed to our programs and to our students as they take leadership and advocacy roles on behalf of information integrity and information access.

Our private, liberal arts university is also not immune to the significant, broad challenges facing the higher education industry in the coming years. The School of Information Studies will play an active role in identifying innovative responses to financial, social, demographic, and pedagogical shifts in higher education. Our upcoming strategic planning processes at the university, college, and school levels will be an opportunity to strategize across campus toward a healthy future.

Dominican University's School of Information Studies is well positioned to engage in the challenges ahead, with faculty, administration, and staff who have demonstrated their ability to innovate, to respond to crisis, and to continually support students in their journeys toward LIS professional preparation.

