



**COA**

Program

Presentation



Prepared by

St. John's University

Division of Library and Information Science

For the

American Library Association

Committee on Accreditation

March 1, 2004



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# Preface

St. John's University  
Division of Library and Information Science

### ***The Review Process***

The DLIS review process involved many different constituents of the program, including students, alumni, full-time faculty, adjunct faculty, employers, and organizations with which the Division has worked. The process was viewed as an opportunity to examine the quality of our master's program and its relevance in today's information society. We believe the process will also enhance communication with our constituencies and hopefully increase their involvement with the DLIS program. It also provided an opportunity for the faculty to take time out of our busy schedules to think about and discuss the future direction of the program.

The formal planning process began with an all-day faculty retreat at our Oakdale extension site on March 17, 2003. It was decided that the entire DLIS faculty would serve as the Steering Committee for the *Program Presentation*, with the Director serving as chair. During the retreat, the faculty reviewed the COA *Policies & Procedures* document and decided that each faculty member would be responsible for preparing the chapter for one *Standard*. The Associate Director, an administrative position, also teaches in the Division and was fully involved with the planning process.

The faculty also reviewed the Division's Mission and Goals Statement in light of the ongoing curriculum revisions and for alignment with the St. John's University and St. John's College Vision Statements (Appendix A), and the University Mission and Goals Statement (Appendix B). Following lengthy group discussions, each faculty member reviewed *Program Presentations* of other recently accredited programs, with special attention given to the *Standard* for which she is responsible. The retreat ended with discussion of specific assignments and scheduling issues related to assessment projects and preparation of the *Program Presentation*.

Six committees were created, one for each of the six *Standards*. Each committee was chaired by a faculty member of the Division. The committee chairs were free to select members from such constituencies

as adjunct faculty and employers as deemed necessary. The faculty member guided the work of the committee and was responsible for developing the required documents for her respective section of the *Program Presentation*. Due to the small size of the faculty body, the work of each committee was reviewed by and received input from the Steering Committee. The following faculty members served as chairs of the *Program Presentation Committees*:

1. Mission, Goals and Objectives: Dr. Marilyn Kaye
2. Curriculum: Dr. Nancy Becker
3. Faculty: Dr. Bella Weinberg
4. Students: Dr. Elizabeth Pollicino
5. Administration and Finances: Dr. Sherry Vellucci
6. Physical Resources and Facilities: Dr. Nancy Everhart

In addition to the faculty retreat, two open forums were held to discuss the accreditation process and provide input to help guide us with preparation of the *Program Presentation*. A meeting with students was held on April 30, 2003 and a forum for alumni was held on May 6, 2003. Using a PowerPoint presentation, the Director explained the accreditation process and stressed the vital role students and alumni would play in the process. Participants asked a number of questions and some students expressed concern about the potential impact the process might have on them. The Director reassured each group that accreditation review is a normal and valuable part of program assessment. Faculty then fielded specific questions about the process and invited those interested in working more closely on a particular aspect of the program presentation to contact the appropriate committee chair.

The Plan for the Program Presentation was sent to the Director of the Office for Accreditation (COA), Dr. Ann O'Neill, and the Chair of the External Review Panel (ERP) Dr. Jennifer Younger, on April 9, 2003. A conference call was held on May 1, 2003 with the DLIS Director, the COA Office Director and the ERP Chair to discuss the Plan and the details of the *Program Presentation* and *Appendices*. Particular attention was paid

to the provision and formatting of supporting documents. The composition and scheduling of the ERP was also reviewed.

An integral component of our assessment was a survey of the program's constituents: students, graduates since the last site visit, and the employers of those graduates. Survey questions were developed based upon the *Standards* and those components of the program that most clearly align with the Division's mission and goals: student-centeredness, a global perspective, and a commitment to service. It is the successful combination of these three characteristics that enables St. John's University and the Division of Library and Information Science to achieve academic excellence in the context of opportunity.

With this framework in place, the surveys were developed during the summer of 2003 with the assistance of the University's Office of Institutional Research (OIR). At the beginning of the fall semester, the confidential instruments were distributed to students in class to ensure a high rate of response, and the results were tabulated by the OIR staff.

The alumni survey was a multi-step process, whereby graduates since Fall 1997 were contacted by mail and asked to provide their e-mail addresses to indicate a willingness to participate. The participants were then sent the link to a secure web version of the survey via e-mail, and the OIR staff again tabulated results. In the mailing to alumni we had also included a copy of the Employer Survey and requested that they ask their supervisor to complete the questionnaire and return it to the Division in a self-addressed, postage-paid return envelope. These results were forward to OIR for processing. Following are the response figures for each survey:

- Students: n = 94
- Alumni: n = 18
- Employers: n = 16

Complete results were distributed to the faculty and have been a very useful factor in our self-study. Discussions were held with students and

alumni as a follow-up to the quantitative data in order to enrich our understanding of the results with a meaningful self-assessment.

In late Fall 2003 a web page on the accreditation process was added to the Division's web site. The page includes a *PowerPoint* slide show that presents an overview of the process and an explanation of the importance of accreditation. A message was posted to the DLIS listserv informing people of its availability.

The layout of the *Program Presentation* follows that of the 1992 *Standards*. This approach is particularly useful because we were able to make optimal use of the ALISE *Statistical Reports* and *Biennial Narrative Reports* which are organized in a similar fashion. The *Program Presentation* begins with an introductory chapter, followed by one chapter for each of the six *Standards*. The final chapter looks at the potential future of the Division in the context of a more collaborative environment. Appendices include information supplemental to the *Program Presentation* document such as faculty resumes, administrative documents and survey instruments and are noted in the text. Documents that will be available for onsite inspection are noted with a superscript plus symbol (+).

The DLIS goal to involve many different constituents of the program in the review process was achieved. It provided the opportunity to reconnect with alumni/ae and provided feedback on the quality of our master's program as it is perceived in the internal and external community. It also provided an opportunity for the faculty to think about and discuss the future direction of the program. While the goal to improve on the current program will be ever-present, the *Program Presentation* shows that the Division of Library and Information Science is thriving and is poised to take on a greater role in the academic life of the University.



# Introductio

St. John's University  
Division of Library and Information Science

## ***Introduction***

This introduction provides a brief overview of the Division of Library and Information Science (DLIS) at St. John's University and sets the stage for our *Program Presentation*. The history and culture of the Division are an important part of its past and contribute to shaping the future direction of the program. At a time of change and transition for library schools across the country, the Division of Library and Information Science at St. John's also faces the challenges of change. Our commitment to librarianship does not falter, even while our approach to educating librarians and information specialists adapts to a changing information world. This section introduces the reader to the DLIS program—its past and present—and the environment in which it thrives.

## ***The Division of Library and Information Science: Its History and Culture***

The first library science courses were introduced in 1937 at St. John's University in Teachers College (now the School of Education), in response to the need for librarians in parochial and public schools in the greater New York area. The program developed from two courses to a full major focusing on the preparation of students for professional library positions in elementary and secondary schools of the state. Undergraduate students in their junior and senior years were permitted to elect library science courses leading to a baccalaureate degree with a major in library science. A Professional Certificate for school librarianship was awarded after completion of 24 credits. Under William Gillard's chairmanship, two programs were introduced: 1) 24 credits leading to a B.S. in library science; 2) 30 credits beyond that, leading to the 5<sup>th</sup>-year B.L.S. degree. In 1953 the latter was abolished, and the 36-credit M.L.S. degree was authorized by the New York State Board of Regents. Two years later, the Library Science Department was transferred to the Graduate School of Arts and Sciences. By 1957, the curriculum had expanded to respond to the needs of public and academic libraries.

In 1973–74, the Department filed its letter of intent to seek accreditation from the American Library Association. The Department was accredited in 1976 and renamed the Division of Library and Information Science. In 1977 the New York State Board of Regents authorized the double Master's degree, M.S./M.L.S. in Library Science and Pharmaceutical Science, as well as the Advanced Certificate in Library and Information Studies. The Division's Certification for school media specialists was approved by the State Department of Education in 1978. The Double Degree M.A./M.L.S. in Library Science and Government and Politics was developed in the 1990s. The American Library Association reaccredited the Division of Library and Information Science in 1982, 1989, and 1997. In 1998 The Graduate School of Arts and Sciences lost independent status and became the Graduate Division of St. John's College. The DLIS program now resides in this Graduate Division.

In 1997, the Provost designated the Division a "Center of Excellence" at St. John's, based on its having met the criteria of 1) a culture of shared purpose; 2) an active learning environment; 3) high expectations for students and faculty; and 4) quality outcomes assessment. As a Center of Excellence, the Division received funds to renovate the classroom and student lounge facilities and substantial information technology was acquired. Fall 1998 saw several innovations in the academic program, including the first of many hybrid courses using *WebCT* courseware. In Fall 2000, we offered our first totally online course (LIS 237: *Metadata for Information Professionals*) and the first library science courses were taught on the Oakdale campus of St. John's. Since then, technology has become an integral part of the teaching and learning environment in the Division and several DLIS faculty have played a leadership role in introducing academic computing University wide. Currently the DLIS does not offer the complete program as distance learning, but prefers to retain its mixture of face-to-face, hybrid, and online learning experiences.

"A culture of shared purpose" is the first criteria cited for designation as a Center of Excellence at St. John's. The Division sees this culture as one of its greatest strengths. As a Catholic, Vincentian, and metropolitan University, St. John's focuses on student-centered learning, a strong

tradition of service, and preparation for leadership in a pluralistic global community. The University clearly integrates its mission statement into every level of planning, thus instilling a pervasive awareness of its vision for the St. John's community. The "Mission, Goals, and Objectives" chapter of this *Program Presentation* presents a discussion of how the University's vision and mission statement are realized through the goals of the Division. The values of the library science profession align closely with the University's mission, creating an innately shared culture among the University, the Division, and the library and information science profession.

### ***Student-centered Education***

Students are the *raison d'être* of the DLIS program and our commitment to student-centered education is part of our culture of shared purpose. The LIS classes are offered evenings and weekends, as the majority of our students are commuters, work full-time and have family obligations. The faculty is keenly aware that it is difficult for these students to develop a sense of community and works hard to instill an atmosphere of camaraderie both among the students and between the students and faculty. The office staff makes a special effort to help students with any administrative problems they might encounter. The Division's low student-faculty ratio allows for a great deal of student-faculty interaction in class and for personal attention outside the classroom. The Student chapter of the *Program Presentation* explains how personal contact is an important part of our educational philosophy from application to graduation. This focus on personal contact with students is another aspect of our shared culture.

### ***Commitment to Service***

The Division is strongly committed to the Vincentian tradition of service. The *Program Presentation* chapter on "Curriculum" discusses how the DLIS emphasizes the importance of service and incorporates this into the

curriculum in a variety of ways. The “Faculty” chapter of this *Program Presentation* explains how the faculty conveys by example the importance of service to the profession. All faculty members actively participate in various local, national, and international professional organizations (including high-level offices), serve on the editorial boards of respected professional journals, and work with local libraries and organizations as advisors and consultants on library and library education matters. One DLIS faculty member, Dr. Nancy Becker, has been especially active in the area of service-learning. She worked with students to develop a Web-based Reference Assistance service for Catholic Schools in the Archdiocese of New York (RACS) and received the St. John’s University Service Learning Publishing Prize for an article published in the *Journal of Education for Library and Information Science*.<sup>1</sup>

### ***Education for a Pluralistic Global Community***

Another aspect of St. John’s shared culture is a strong focus on the global community. With a campus in Rome, Italy, a highly diverse student population, and collaborative relationships with educational institutions world-wide, the University fosters an appreciation and respect for the cultural, racial, and religious diversity that enhances the educational community at St. John’s. The Division actively encourages a broad world-view of the library and information science profession and strives to maintain a student body that represents the diverse cultures found in the New York metropolitan area. The DLIS ranked high among ALA-accredited master’s programs for both number (10<sup>th</sup>) and percentage (3<sup>rd</sup>) of international students. For the last four years the Associate Director, Dr. Elizabeth Pollicino, has been successful in procuring funding from the Edmund S. Muskie and Freedom Support Act Graduate Fellowship Program of the Bureau of Educational and Cultural Affairs of the U.S. Department of State to host students from former Soviet states. In

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<sup>1</sup> Becker, Nancy J. Service learning in the curriculum: preparing LIS students for the next millennium *Journal of Education for Library and Information Science* v 41 no4 Fall 2000. p. 285-93

addition, we have provided Graduate Assistantships to enable students from such countries as China and Turkey to attend the program. These international students are encouraged to share their native experiences and perspectives both in and out of the classroom. To further global integration in the program, a new course on International Librarianship was added recently to the curriculum. All DLIS professors have participated in international conferences or conducted research abroad over the last five years, traveling with University support to Edinburgh, Scotland; Leeds, England; Glasgow, Scotland; Wellington, New Zealand; New South Wales, Australia; Paris, France; Toronto, Canada; Rome, Italy; Périgueux, France; Perugia, Italy; Stockholm, Sweden; Geneva, Switzerland; Amsterdam, Netherlands; and Florence, Italy. The faculty views the interchange of ideas from different world perspectives to be an important part of educating students to understand the global impact of technology and the international exchange of information.

The convergence of these three principles—student-centered learning, commitment to service, and education for work in a pluralistic global community—define the ideology and identity of the Division of Library and Information Science at St. John’s University. In an area like New York City, where there are four library schools in close proximity, it is our culture of shared purpose that makes St. John’s unique.



# Chapter

# I

## Mission, Goals & Objectives



**Standard I.1. A school's mission and program goals are pursued, and its program objectives achieved, through implementation of a broad-based planning process that involves the constituency that a program seeks to serve. Consistent with the values of the parent institution and the culture and mission of the school, program goals and objectives foster quality education.**

***Introduction: The Planning Process***

At St. John's University planning is an ongoing, broadly-based process that combines strategic planning with cyclical planning and evaluation components such as Division and faculty annual reports+ and annual budget requests+. The University's strategic planning process is coordinated by an Executive Planning Committee (EPC). Each academic unit (i.e., college) is required to establish both business and academic outcomes assessment plans. As a constituent unit of St. John's College of Liberal Arts and Sciences, the Division's activities are reported as part of the College's plan. The DLIS planning process is therefore driven by the planning cycle established by the EPC.

The annual budgeting process is one method of planning and control for the Division. Funding requests for the operating budget, new initiatives and capital projects must be linked to the University's goals and must describe in detail how they will help the Division meet those goals. Resource allocations for new initiatives and capital projects are in-part based on the extent to which the requests support the institution's stated goals. In recent years the cycle for completing budget requests for the next fiscal year has been accelerated (it now begins in October) to improve the budget process and link resource decisions to the University's strategic initiatives.

The annual report of the Division examines the goals and objectives for the completed year and the progress made toward reaching those goals. Ongoing goals and objectives are often revised at this time based on completion, and new ones are set for the coming year. Faculty annual reports (Appendix I) are included as part of this reporting cycle. In

addition to annual reports, throughout the year the academic units are called upon to provide a variety of detailed reports for the University administration, including, for example, enrollment projections+, extension site and branch campus program analysis+, and funding "wish lists"+. These reports contribute to the ongoing review process and keep the planning process at the forefront of our Division's administrative consciousness.

In Spring 2002 the Division began to develop a new strategic plan (Appendix D) that would include new initiatives to increase enrollment and strengthen the program without a substantial increase in current resources. The strategic planning process began by monitoring the external and internal environment to evaluate opportunities and threats that might impact the DLIS and to identify the strengths and weakness of the program. In light of this analysis the faculty worked together to develop creative ideas for the Division's future and began to plan ways to implement those ideas systematically. In order to accomplish this we focused on aligning the DLIS Mission, Goals and Objectives more closely with those of the University, building alliances with other institutions, developing new and innovative courses, leveraging current courses for greater academic impact, and integrating further the DLIS program with other programs and services throughout the University.

During this same period, the University embarked on a major review of all academic programs to determine their future viability and assist the administration's decision-making process for the reallocation of University resources. This University-wide review came at an opportune time for the Division, for it enabled us to conduct an in-depth examination of the program in a time of transition, and to identify opportunities for the future direction of the Division. The Provost's office developed an Academic Program Review (Appendix E) template for the study and the DLIS administration and faculty worked collaboratively over several months to complete the program review. The process focused the assessment on the following areas: faculty; curriculum; external and internal threats and opportunities; the extent to which the program supported the mission and goals of the University; and the financial

viability of the program. This in-depth review resulted in a lengthy report that evaluates the program and provides useful assessment data for our ongoing planning process. Despite the time-consuming work involved, the report provided a much-needed boost to the morale of the Division's faculty, for the analysis by the Review Committee, the Dean, and the Provost determined that the program is strong, should be maintained and should expand to the undergraduate level.

Assessment is important to our planning process and takes many forms. The progress of the Division is measured in terms of meeting both the Division's and the University's goals. A new course evaluation process began in 2002 that utilizes the Educational Testing Service's standardized *Student Instructional Report II* (SIR II) instrument (Appendix F) to assess the teaching and content quality of each course and provide feedback to the faculty. The Director maintains an open door policy and students constantly use this opportunity to discuss the program, offer positive feedback on DLIS activities, and to suggest ways to improve the program. Student, alumni, and employer surveys (Appendix C) have provided additional feedback that is useful for future program planning. Finally, personnel assessment includes annual performance-based evaluations of administration, staff and faculty (Appendices G and I, respectively).

The planning and evaluation process is continuous, leading to major and minor changes in the curriculum, the course offerings, the course scheduling and the overall program requirements. These are discussed more fully in the remainder of this *Program Presentation*. Planning has helped us articulate clearly the role and future of the Division; evaluation provides the necessary feedback that tells us if we are moving in the right direction and what adjustments need to be made. The process is ongoing and cyclical, ultimately leading back to review of our mission, goals, and objectives.

### ***The DLIS Mission, Goals, and Objectives in the Context of the University***

The faculty of the Division of Library and Information Science is committed to a harmonious relationship with the parent institution. Our mission, goals, and objectives have been developed in accordance with the mission of St. John's University, and are consistent with the values expressed in the University mission statement (Appendix B).

St. John's University pursues "academic excellence and the pursuit of wisdom." The Division's high standards for teaching and research are aligned with this pursuit. The University's mission statement includes three distinct declarations, all of which are echoed in the goals and objectives of the Division.

St. John's is a Catholic University. Within this declaration, the mission statement stresses "the Judeo-Christian ideals of respect for the rights and dignity of every person and each individual's responsibility for the world in which we live." In response, the Division's goals and objectives stress the ideals and ethics of the profession. The concept of equal access to information complements the ideal of the rights and dignity of all people. Through our teaching of this concept, we emphasize the responsibility of each student who plans to enter the information profession.

St. John's is a Vincentian university. The mission statement describes the University's inspiration as derived from "St. Vincent de Paul's compassion and zeal for service." This description conforms to the emphasis on service which is a hallmark of the Division. Embodied in this emphasis is a concern for all who seek information and the services that are available through an information organization, and a determination to meet the needs of all patrons. In the Vincentian tradition, the University community seeks "to foster a world view and to further efforts toward global harmony and development." The Division adheres to this precept by participating in programs on an international level, encouraging and soliciting applications from potential students around the world, supporting faculty research and travel which leads to worldwide recognition, and demonstrating the significance of library science within a global context.

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St. John's is a metropolitan university. In this declaration, the university community is directed to benefit from the cultural diversity, the intellectual and artistic resources, and "the unique professional educational opportunities" that are available in a dynamic city environment. In keeping with this declaration, the Division strives to maintain and expand the multicultural nature of the student body. The profession's commitment to intellectual and artistic freedom of expression is reflected in our curriculum and in the spirit of free inquiry which pervades the Division. The Division facilitates connections between students and professional opportunities through internships, arranging for field trips and speakers, and maintaining strong relationships and ties with library and information venues throughout the metropolitan area.

***Mission***

The Division is dedicated to providing a graduate-level education which will prepare today's students for professional positions in the complex and expanding field of library and information sciences. Committed to librarianship as a service profession, the Division seeks students who demonstrate the intellectual dexterity and the communication skills which will enable them to meet the informational, cultural, and/or recreational needs of a diverse clientele. The Division reaffirms the fundamental principles and ethical traditions of the profession, and strives to incorporate these precepts in a course of study which will meet the requirements of a dynamic and demanding society.

**Standard I.2. Program objectives are stated in terms of educational results to be achieved and reflect the essential character of the field of library and information studies; that is, recordable information and knowledge, and the services and technologies to facilitate their management and use, encompassing information and knowledge creation, communication, identification, selection, acquisition, organization and description, storage and retrieval, preservation,**

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**analysis, interpretation, evaluation, synthesis, dissemination, and management.**

The goals and objectives of the Division provide a framework that incorporates the necessary scope of knowledge and activities, reflects the character and values of the library and information science disciplines, and provides flexibility that enables a student-focused education. To that end, the DLIS curriculum is guided by these goals and objectives, which are based on desired educational results that will prepare students for an holistic understanding of the profession in its many expressions.

**Standard I.2 (continued). Program objectives are stated in terms of educational results to be achieved and reflect:**

- 1. the philosophy, principles, and ethics of the field**
- 2. appropriate principles of specialization identified in applicable policy statements of documents of relevant professional organizations**
- 3. the value of teaching and service to the advancement of the field**
- 4. the importance of research to the advancement of the field's knowledge base**
- 5. the importance of contributions of library and information studies to other fields of knowledge**
- 6. the importance of contributions of other fields of knowledge to library and information studies**
- 7. the role of library and information services in a rapidly changing multicultural, multiethnic, multilingual society, including the role of serving the needs of underserved groups**
- 8. the role of library and information services in a rapidly changing technological and global society**
- 9. the needs of the constituencies that a program seeks to serve**

The numbers in parentheses following each of the Division's objectives indicate the concerns addressed in that objective

**Goal I:** To prepare students for successful careers in the fields of libraries and information.

In order to meet this goal, the Division has the following objectives:

1. To offer a broad range of courses which will provide students with options for specializations and concentrations, and prepare them for work in a variety of institutions and settings (2, 3, 7)
  - Outcome assessment: curriculum as listed in bulletin; required core curriculum which provides the basic foundation in library science; frequency of offerings; size of enrollment; surveys of students, alumni and employers
2. to teach courses with enthusiasm and diligence (3)
  - Outcome assessment: course evaluation forms; updated syllabi; surveys of students and alumni
3. to meet regularly with students on an individual basis for advisement, guidance, and consultation (2)
  - Outcome assessment: percentage of students who have met individually with professors; surveys of students and alumni
4. to design creative projects and assignments which will encourage students to explore the possibilities of the profession (2, 3, 4)
  - Outcome assessment: successful completion of projects and assignments; independent studies; expression of career ambitions; surveys of students and alumni
5. to impress upon the students such principles as community service, work values, equal access to information, and intellectual freedom (1, 7, 8, 9)
  - Outcome assessment: attitudes as reflected in class, personal discussions; course in Information Ethics; surveys of students, alumni, and employers

6. to create awareness of current issues and professional concerns through colloquia, forums, and programs (1, 2, 7, 8, 9)
  - Outcome assessment: number and attendance at these functions; evaluation forms; surveys of students and alumni
7. to provide direct contact and experiences with active professionals through internships, visits to institutions, and guest speakers (2, 5, 6, 7, 8, 9)
  - Outcome assessment: internship assignments; visits; speakers; course in Exploring New York Libraries; surveys of students and alumni
8. to insure that all students can organize information; apply management theories; identify, evaluate, select, utilize and maintain resources; utilize new technologies (1, 3, 8, 9)
  - Outcome assessment: completion of core curriculum; class performance and grade; comprehensive examination results; surveys of students, alumni, and employers

**Goal II:** To make significant contributions to the growth and advancement of the profession

In order to meet this goal, the Division has the following objectives:

1. to provide faculty with opportunities and resources for productive research (4)
  - Outcome assessment: library collections (data bases, etc.); research reductions and research leaves; equipment (computers and internet access); graduate assistants; travel funding
2. to encourage faculty to participate actively in professional associations (1, 4, 8)
  - Outcome assessment: memberships and committee positions; faculty speaking engagements; consultations to institutions; travel funding

3. to provide a warm and enthusiastic atmosphere conducive to learning, and to perpetuate an atmosphere of collegiality among faculty and students (1, 3, 7, 9)
  - Outcome assessment: class attendance; students who seek out teaching staff for personal consultation; use of student lounge for impromptu and casual gatherings as well as formal meetings; surveys of students and alumni
4. to maintain awareness of new technologies, theories, and issues that confront the profession (1, 4, 7, 8)
  - Outcome assessment: on-going evaluation of existing collections and technology; attendance at professional meetings; subscriptions; publications; integration of technology in teaching and research; surveys of students, alumni, and employers
5. to work closely with students to enable them to identify their own research interests (2, 4)
  - Outcome assessment: Range of concentrations; independent student research projects; student publications; employment of students in a variety of institutions

**Goal III:** To reaffirm the significance of library science within a global context

In order to meet this goal, the Division has the following objectives:

1. to demonstrate the role of the librarian and information professional in all disciplines (5, 6, 8)
  - Outcome assessment: the students demonstrate that they are knowledgeable of the variety of career opportunities within the profession and seek employment in a broad range of institutions

2. to collaborate with other departments and schools in the development and implementation of programs (5, 6, 8)
  - Outcome assessment: Joint degree programs; cross-listed courses; participation on university committees dealing with curricular and program matters; research collaborations between DLIS faculty and faculty from other schools and departments
3. to raise public awareness of librarianship and its value (1, 5, 6, 7, 8, 9)
  - Outcome assessment: community participation; public relations; participation in University committees
4. to provide students with a broad world-view of library and information science and an understanding of the importance of the international exchange of information (1, 5, 6, 7, 8, 9)
  - Outcome assessment: international student population; course in International Librarianship; course syllabi; internships abroad; attitudes as reflected in class and private discussions; faculty participation in international organizations and conferences.

Recent revision of the mission, goals, and objectives (MGOs) of the Division began with an in-depth examination of the existing goals during a faculty retreat in March 2003. The faculty engaged in a lengthy discussion that acknowledged the need to update the MGOs in light of the evolving nature of the profession, program changes resulting from ongoing curriculum review, and the need to better align our mission and goals with those of the university. Based on this discussion, Dr. Marilyn Kaye drafted a new version of the MGOs and submitted the draft to the full-time faculty for review. Several additional drafts were distributed that incorporated changes suggested by the faculty. The final version presented here was agreed upon at a faculty meeting in Fall 2003, but the review process has not ended. In light of the University's desire for the Division to develop an undergraduate curriculum, the process of MGO revision will begin again in Spring 2004.





**Chapter**

**II**

**Curriculum**

**St. John's University**

**Division of Library and Information Science**

### ***Introduction***

The Master of Library Science (MLS) curriculum is presented in the context of a 36-credit program of study grounded in a 15-credit core, which is followed by an advanced course in information sources and services, metadata, or indexing and abstracting. The balance of the program (18 credits) consists of the student's area of concentration (a minimum of three courses) and electives. The core provides the foundation for advanced coursework and internship experiences; courses consist of an introduction to the profession, information sources and services, organization of information, collection development and management of knowledge resources, and the management of libraries and information centers. Under the guidance of a full-time faculty advisor, each student develops a concentration appropriate to his/her academic interests and career goals. While the possible combination of courses selected for the concentration is boundless, most students seek to focus their studies on a type of library, service, information source, or technology. As a culminating experience, all students must pass a four-hour written essay examination, which assesses achievement in the core and concentration areas.

The convergence of the LIS professional mission with the University's mission creates a powerful impetus for the Division as it works to provide an excellent graduate education, develop a commitment to lifelong learning, and instill a respect for all users, especially those with limited access in today's information-dependent environment. The curriculum has been designed and continuously reviewed to ensure that students are actively engaged in learning experiences that will prepare them to assume professional positions. Mission-driven and rooted in principles of effective adult education, the program is substantial enough to weather shifting emphases and flexible enough to adapt to a rapidly changing and increasingly global environment. Careful attention has always been given to the program's alignment with the ALA Standards for Accreditation and the following sections delineate and discuss the Division's current curriculum within that context.

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

Grounded in a generalist approach, the curriculum is designed so that students master the core principles, theories, practices, and values of the field as well as have the opportunity to acquire the advanced knowledge needed for specialization. In accordance with the Division's mission "to provide a graduate-level education which will prepare today's students for professional positions in the complex and expanding field of library and information science," the program incorporates a variety of educational experiences. These learning activities may be innovative within the traditional classroom setting (e.g., case studies, group work, presentations, labs), or expand beyond the campus to include internships, service learning, or field trips. Since the last program presentation, the faculty has continually discussed and reexamined the nature of the master's program and its course offerings in light of the shifting paradigms both in teaching and learning as well as in the discipline's rapidly changing knowledge base.

The planning process of the Division takes place in the contexts of the external and internal processes of the American Library Association and the University. Vested with the responsibility to offer a program of study accredited by the former, the faculty regularly updates the courses in their respective areas of expertise and work as a group to reshape the curriculum in response to the continuously evolving knowledge base of the profession. The annual reports submitted to ALA and ALISE, as well as the biennial narrative for ALA, supply longitudinal data upon which we are able to identify trends and provide an impetus to reflect upon achievements and challenges.

As a constituent unit of St. John's College of Liberal Arts and Sciences, the Division is involved in planning on a systematic basis with the preparation of our own Annual Report and our contributions to the

Dean's Strategic Plan for the College. The curriculum is a regular and important component of these documents, and preparation of these materials results in comprehensive program evaluation. The University has periodically undertaken additional assessment measures involving curriculum evaluation, most recently in the form of an ambitious Academic Program Review Appendix E), which required an in-depth introspection and examination of our possibilities—and responsibilities—for the Division's future direction.

Whether externally- or internally-driven, all curriculum planning is grounded in a combination of the ALA Standards and the missions of the University, the College, and the Division. The Division's guiding principles of student-centered learning, commitment to service, and education for work in a pluralistic global community are in harmony with the vision of our institution and consciously shape our decision-making. The goals and objectives feed off of one another to result in a synergistic energy that guides our planning. We are fortunate to offer graduate education for a service profession in the setting of a University founded to serve.

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

The required core courses introduce the theory, principles, practices, and values of five fundamental areas of the profession: library and information science, reference, organization of information, management, and collection development. This sequence provides initial exposure to each of the elements in this Standard. The required fundamental and core courses are:

LIS 204: *Introduction to Library and Information Science*

LIS 203: *Introduction to Information Organization*

LIS 205: *Introduction to Information Sources and Services*

LIS 211: *Collection Development and Management of Knowledge Resources*

LIS 240: *Management of Libraries and Information Centers*

Students who matriculated beginning Fall 2002 must also complete one of the following:

LIS 228: *Indexing and Abstracting*

LIS 235: *Advanced Cataloging Metadata for Libraries*

LIS 262: *Advanced Information Sources and Services*

### ***Elective Courses***

There are countless combinations of courses that may be selected by a student in order to focus on an area of concentration and diversify knowledge with electives. While many courses may be placed into multiple categories and serve more than one purpose in the complex design of training for the profession, there do exist some basic categories that illustrate the priorities of the Division's curriculum.

Courses in ***sources and services***, whether for adults, children, or young adults, provide students with exposure to selection, acquisition, and evaluation of materials. Students who complete children's/young adult courses are interested in school media centers and public libraries, while courses geared towards adult materials are appropriate for students interested in careers in public, academic and/or special libraries. These offerings provide exposure to the variety of print and electronic formats available in different reference environments as well as the importance of information-seeking behaviors on the delivery of services.

### ***Children's/Young Adults Sources and Services***

LIS 121: *Literature and Related Resources for Children*

LIS 125: *Library Materials & Services for Young Children*

LIS 127: *Library Services for Children*

LIS 128: *Library Services for Young Adults*

LIS 213: *Popular Culture and the Young Adult*

LIS 216: *Youth Literature: A Critical Approach*

LIS 226: *Literature and Related Resources for Young Adults*

***Information Sources and Services***

LIS 153: *Information Sources in Religion*

LIS 210: *Government Information Sources*

LIS 250: *Information Sources in the Arts and Humanities*

LIS 251: *Information Sources in the Social and Behavioral Sciences*

LIS 252: *Information Sources in Science and Technology*

LIS 254: *Legal Research I*

LIS 255: *Information Sources in Business and Economics*

LIS 262: *Advanced Information Sources and Services*

LIS 265: *Online Database Searching*

LIS 267: *Business Databases Online*

LIS 268: *Legal Research II*

Coursework in the areas of ***organization of information*** and ***ethics, issues, and diversity*** build upon the core to instill and develop an understanding of the theoretical and practical responsibilities of the profession. Students study the organization of information—particularly in the areas of description, storage, structure, syntax, and retrieval—on both the conceptual and technical levels. Knowledge management issues are also discussed during these class sessions. While the faculty takes advantage of every opportunity to pervasively include topics related to diversity, ethics, and the international perspectives of the profession, the three courses listed below provide in-depth study of these timely and continuously-evolving issues.

***Organization of Information***

LIS 224: *Language Structure & Thesaurus Development*

LIS 225: *Classification Schemes & Information Architecture*

LIS 228: *Indexing and Abstracting*

LIS 235: *Advanced Cataloging Metadata for Libraries*

LIS 237: *Metadata for Information Professionals*

***Ethics, Issues, and Diversity***

LIS 222: *Materials and Services to Diverse Populations*

LIS 263: *Information Ethics*

LIS 264: *International Librarianship*

Many students will complete at least one course in the ***organization and administration of libraries and information centers*** and ***experiential and individual learning***. The administration courses provide an introduction to the functional situations and procedures of the careers of information professionals, complementing the core management class as well as the relevant information sources and services offerings. While most type-of-library courses require students to spend some time in the field on individual visits or class field trip activities, the experiential courses provide valuable immersion opportunities in real-life settings as well as contact with practitioners. Individual special research provides a student with the opportunity to explore a topic of interest in depth under the guidance of a faculty member.

***Organization and Administration of Libraries and Information Centers***

LIS 231: *College & University Libraries*

LIS 232: *Special Libraries and Information Centers*

LIS 233: *Public Libraries & Community Information Centers*

LIS 234: *School Media Centers*

LIS 243: *Law Library Administration*

LIS 249: *Archives & Manuscripts: Basic Functions & Current Issues*

LIS 256: *Medical Information and Librarianship*

***Experiential and Individual Learning***

LIS 271: *Special Topics in Library and Information Science*

LIS 272: *Exploring New York Libraries*

LIS 269-B: *Internship*

LIS 269-A: *School Media Center Internship: Adolescent*

LIS 269-C: *School Media Center Internship: Childhood*

LIS 999A: *School Library Media Field Experience: Adolescent*

LIS 999C: *School Library Media Field Experience: Childhood*

LIS 901: *Special Research & Projects I*

LIS 902: *Special Research & Projects II*

Although ***technology applications*** have been pervasive in all courses for some time and ***preservation*** is becoming all the more so, dedicated

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offerings in these increasingly related areas are very popular with students. Whether taken as electives or as part of the concentration, these courses are points of intersection for the creation, communication, preservation, interpretation, analysis, dissemination, and management of knowledge and information. The skills and concepts covered in these courses are valuable for students anticipating careers in all types of libraries and information environments.

***Technology Applications***

LIS 217: *Design & Production of Media Resources*

LIS 229: *Computer Programming Application for LIS*

LIS 230: *Introduction to Digital Libraries*

LIS 236: *Systems Analysis and Library Automation*

LIS 238: *Web Design for Libraries & Information Centers*

LIS 239: *Research & Evaluation Methods*

LIS 247: *Networks in Library & Information Science*

LIS 248: *Database Management Systems*

LIS 280: *Telecommunications Technology and Policy*

***Preservation***

LIS 223: *Preservation Technology in Library and Information Science*

LIS 245: *History of Books and Printing*

LIS 246: *Practical Conservation & Preservation of Library Materials*

Full course descriptions are available in Appendix K or at:

[www.stjohns.edu/libraryscience](http://www.stjohns.edu/libraryscience)

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

The DLIS acknowledges the critical need for proactive leaders within the field and is committed to helping each student identify and refine his/her individual leadership skills. The faculty recognizes that leadership can be exercised in a variety of ways and understands that leadership skill evolves from the convergence of personal traits, individual experiences, and developmental opportunities. For this reason, the DLIS employs a

multi-faceted strategy for student leadership development. As active leaders locally, nationally, and internationally, the faculty models the leadership and advocacy skills we seek to develop in our students. Students are encouraged throughout the program to participate in professional associations. Recently, a student and faculty member co-presented at the New York Library Association (NYLA) Conference. Another student is current chair of the Reference and Adult Services Section program planning committee for the 2004 NYLA conference. In addition to these experiential strategies, the DLIS program fosters development of specific proficiencies correlated with effective leadership: critical thinking and synthesis; collaboration and teamwork; and communication skills.

### ***Critical Thinking & Synthesis***

Development of critical thinking and synthesis skills has been identified by the faculty as an area of particular emphasis within the curriculum. This focus reflects an awareness of the intimate connection between critical thinking and effective leadership and advocacy as well as the ongoing need for professionals who can integrate a diversity of information sources and perspectives and then apply them effectively to complex problems. One strategy for improving critical thinking has been the increasing use of case study teaching, a pedagogical approach that encourages students to consider problems in context and provides a supportive environment for exploration of solutions and development of managerial skills. The intention is to simulate real-life situations in order that students understand the complexities that practitioners typically encounter.

Another strategy for encouraging students to think critically and synthesize information has been the shift from objective testing to essay exams. Intended first to improve the quality of comprehensive exam responses, this shift precipitated a rethinking of student learning and assessment, and ultimately has strengthened the curriculum. Currently, essay exams are the predominant assessment method used across the program, although the portfolio is being explored. Since this shift in

assessment approach, there has been a noticeable increase in the quality of student performance in course and comprehensive examinations.

### ***Collaboration and Teamwork***

Reflecting basic principles of adult learning and driven by current emphases on collaboration and teamwork within organizations, the curriculum has been adapted to foster development of group work skills. Breakouts of several students are used in many classes to facilitate discussion and consensus building among peers. Some faculty extend that approach beyond the scheduled class period to include longer term group assignments, permitting students to gain facility with division of labor, equitable assignment and/or assumption of responsibility, quality control, and conflict resolution, as well as frustration and cooperation. In spite of varying degrees of student resistance, the faculty emphasizes the importance and value of group efforts and the assignment of group projects continues to be an important educational tool.

### ***Communication Skills***

The curriculum reflects the Division's recognition of the need to consciously encourage effective writing and presentation skills. Students often arrive at St. John's with divergent proficiencies in communication skills, most often because of variations and/or deficiencies in their earlier education and/or because of rusty skills resulting from the long hiatus since their last formal education experience. Because effective written communication is critical for success in contemporary organizations, development of writing skills is an important emphasis of the curriculum. As discussed earlier, faculty dissatisfaction with student writing precipitated the shift from objective to essay examinations as the primary means of assessment across the program. In a similar vein, the DLIS seeks to strengthen the quality of student writing by providing exposure to and opportunities for writing in a wide variety of contexts. In the fundamentals course (LIS 204 - *Introduction to Library and Information Science*), a major term paper is assigned so that early in the program students learn or refresh the mechanics of good writing. In addition to term papers, students also prepare reports, memos, and other formal

communications related to and in the formats used in particular areas of practice. For example, formal collection assessment projects and reports are required in LIS 211 – *Collection Development and Management of Knowledge Resources* and LIS 234 – *School Media Centers*. Most syllabi also include a statement that describes the purpose and availability of the University’s Writing Center and students with substantial writing problems are encouraged to take advantage of the Center’s services. Finally, a Division faculty member, Dr. Bella Weinberg, periodically offers a non-credit graduate writing lab with thirteen modules spread over an entire semester. Students are encouraged to attend any or all sessions as needed.

Professionals in LIS also need effective presentation skills in order to thrive in contemporary organizations. Regardless of topic or setting, the PowerPoint presentation has become ubiquitous. However, facility with PowerPoint applications does not guarantee that a presentation will be effective. The content and delivery of material to an audience, whether it is large or small, requires communication skill. The DLIS curriculum addresses the need for presentation skills through course assignments, most often a term assignment that is presented by one or more students. This approach increases student comfort levels with making presentations as well as improves their ability to speak in front of a group by allowing them to practice delivery in the familiar and supportive environment of the classroom. Requiring students to provide critical feedback to their peers on these presentations encourages them to assume the perspective of both presenter and audience member and learn from each.

**STANDARD II.3.2 The curriculum emphasizes an evolving body of knowledge that reflects the findings of basic and applied research from relevant fields**

Faculty scholarly and professional activities result in a current awareness of the field’s research base. Publications appear in journals encompassing basic and applied research in addition to having authored

books covering the same scope of knowledge. The expertise amassed from the preparation of these publications combined with extensive reading of the works of LIS colleagues and those of cognate disciplines lends itself to continuous curriculum revision at the individual course and program levels. Students are the beneficiaries of such activities through courses that maintain the timeliness required of education for librarianship.

The updating of most course content and materials evolves continuously—almost subliminally—and therefore is pervasive, so as not to result in a perceived “eventful” change. However, in response to major directional and strategic changes in the profession, some watershed revisions to the curriculum have taken place since the last site visit:

- In response to new certification guidelines from the New York State Department of Education, a new *school library media* curriculum was developed and approved by the state in 2001.
- In order to prepare students for the greater depth of knowledge required in the digital world, the M.L.S. program *core requirements* were revised (effective Fall 2002) to require an advanced course in either the information services or information organization area. In addition, a prerequisite was added within the core.
- All *course titles, descriptions, and content* are reviewed periodically, most recently prior to publication of the *2002–2004 Graduate Bulletin* when revisions were made to 90 percent of the course descriptions. Similar revisions will be in progress during the Spring 2004 semester in preparation for the *2004–06 Graduate Bulletin*.
- Two new offerings have been proposed and one is underway: a special sequence in *Law Librarianship* and an **undergraduate minor** in *Children and Information*, respectively.

### ***School Library Media***

Effective February 2, 2004, candidates for New York State Education Department (NYSED) certification in all subject areas must meet new, more stringent course and internship regulations. In response to NYSED’s new regulations, a student will be required to complete two

internships of 150 hours each at the childhood (formerly elementary) and adolescent (formerly secondary) levels; previously, a student completed only one (150 hour) internship. Other changes include the mandatory completion of courses in both children's and young adult literature, where previously, only one course was required. In addition, all students are now mandated to complete the course in materials and services to special populations, which was formerly an elective. It is expected that these changes will result in more effective school library media specialists.

However, there are several important revisions that could have a negative impact on enrollment in the School Library Media Program. First, students must now complete a sequence consisting of all required courses; there is no longer room for electives within a 36-credit framework. Second, it will become very difficult (if not impossible) for most change-of-career students to complete a 300-hour internship while holding down a job. Finally, NYSED has imposed completion of an extensive pedagogical core in addition to the MLS. This will also provide a barrier for change-of-career students, for many will have to complete up to an additional 30 credits in pedagogical education courses. The DLIS faculty with expertise in school media will investigate the possibility of a quick-track pedagogical core certification program with the administration of the School of Education.

### ***Core Requirements***

Effective with the Fall 2002 semester, students who have completed the five courses of the basic core (i.e., introduction, reference, organization of information, management and collection development) are required to complete one course from among the following: advanced information sources and services, advanced cataloging (metadata) or indexing and abstracting. This requirement supersedes an earlier requirement that students take a subject specific resource course following the core.

In addition, the establishment of prerequisites within the core ensures that courses are taken in an appropriate order without imposing the structure of a formal sequence. As a result, LIS 204 - *Introduction to*

*Library and Information Science* was listed as a *Required Fundamentals Course*, to be taken before the balance of the core, in order to emphasize its importance as a primary requirement. Another revision in this area made LIS 204 a pre-requisite for LIS 211 - *Collection Development and Management of Knowledge Resources*.

### ***Course Titles, Descriptions, and Content***

During the Spring 2002 semester, in preparation of the 2002-04 *Graduate Bulletin*, the concept of a “stream” of courses on the organization of information was implemented and titles and descriptions were revised to reflect the evolving paradigm, resulting in the following:

- LIS 203 - *Introduction to Information Organization*  
(formerly: *Introduction to Bibliographic Control*)
- LIS 224 - *Language Structure and Thesaurus Development*  
(formerly: *Language and Information*)
- LIS 225 - *Classification Schemes & Information Architecture*  
(new course added 2002)
- LIS 228 - *Indexing and Abstracting*  
(formerly: *Indexing and Abstracting*)
- LIS 235 - *Advanced Cataloging Metadata for Libraries*  
(formerly: *Advanced Bibliographic Control*)

The courses in children’s/young adult materials and services also saw extensive title and description revisions in order to acknowledge their substantial modifications. Eight new courses were also developed to support the technology explosion in information, to foster ethical behavior in information provision, to internationalize the curriculum, and to immerse students in the rich resources of the New York Metropolitan area.

- LIS 272 - *Exploring New York Libraries*
- LIS 224 - *Language Structure and Thesaurus Development*
- LIS 225 - *Classification Schemes and Information Architecture*
- LIS 230 - *Introduction to Digital Libraries*

- LIS 237 – *Metadata for Information Professionals*
- LIS 238 – *Web Design for Libraries and Information Centers*
- LIS 263 – *Information Ethics*
- LIS 264 – *International Librarianship*

These revisions ensure that cutting-edge technology and current issues are included in appropriate courses. The availability of LIS 271 – *Special Topics in Library and Information Science* facilitates the introduction of new courses prior to completion of the formal review process and provides a mechanism for responding to emerging and evolving areas within the field. LIS 271 has been used to offer courses on a trial or experimental basis, including:

- *Planning and Design of Information Literacy Programs* (2003)
- *Teaching and the Library* (2002)
- *E-Services in Libraries* (2001)
- *Metadata for Information Professionals* (2001)
- *Selection and Acquisition of Curriculum Materials, Preschool to Grade 12* (2000)

### ***Law Librarianship***

Effective Fall 2003, the law librarianship curriculum was expanded to include a revitalized concentration in Law Librarianship and an Advanced Certificate in Law Librarianship for those who already possess the Master of Library Science degree. St. John's is the only University in the New York metropolitan area that has a library science program and a school of law, a combination upon which both the DLIS and the School of Law want to capitalize. Internships in the University's Rittenberg Law Library will be an important component of this program, which will include new courses under development: *Selection and Processing of Legal Materials*, *Current Issues in Law Librarianship*. Other courses related to this concentration as it has been traditionally delivered include LIS 210 – *Government Information Sources*, LIS 243 – *Law Library Administration*, LIS 254 – *Legal Research I*, and LIS 268 – *Legal Research II*.

### ***Undergraduate Minor***

The establishment of undergraduate course offerings is actively underway, with several planned for 2004–05. The faculty have decided to initiate an undergraduate (18 credit) minor in Children and Information consisting of the following courses: children’s literature (one each for grades K–3 and 4–6), information literacy for children, management of children’s information environments, technology for public and school libraries, and a practicum. This program will be targeted towards several populations: undergraduates with majors in areas such as English and Psychology who are interested in working with children in school or public library settings, teachers who have been placed in elementary school libraries who may not be certain whether they wish to pursue the MLS, and holders of the bachelor’s degree who are interested (or already work) in a public library setting. The program and course proposals have been forwarded to the Liberal Arts and Sciences Curriculum Committee and it is anticipated that they will be approved during the Spring 2004 semester. In that event, we expect to offer one children’s literature course each semester in 2004–05. The other minor is still in the planning stages and will consist of an interdisciplinary sequence in information studies.

### **STANDARD II.3.3 The curriculum integrates the theory, application, and use of technology**

Recognizing that digitization is an increasingly important area of application and study, a new concentration in Digital Libraries was added in 2002 and is continuing to evolve. A systematic approach to developing this new concentration was adopted. First, existing course offerings were examined to determine those appropriate for this concentration and those that would be appropriate with some modification. New courses necessary to complete the concentration are being identified, developed, and approved. Topics for courses under development include digital imaging, digital image database development, user interface design, electronic publishing, and copyright and intellectual property rights in the electronic environment.

Several modifications in course content and offerings reflect the evolving nature and understanding of technology. New courses that completely integrate technology in instructional practice and assessment were added: LIS 230 – *Introduction to Digital Libraries*, LIS 238 – *Web Design for Libraries and Information Centers*, and LIS 237 – *Metadata for Information Professionals*. An entire module on XML was added to LIS 248 – *Database Management Systems*. In its totality, the curriculum is designed to ensure that students complete the program with a firm grasp of the theory, application, and use of technology in contemporary society. In preparation for their professional roles, students are encouraged throughout the program to be prepared for technology-driven change and to develop the adaptability required for effective practice in this field.

Course syllabi indicate many course projects incorporate a wide variety of information technologies. Many require projects mounted on the Web, critical analysis of web page design and content, use of indexing software, PowerPoint presentations, and the development of instructional sessions on using electronic resources (i.e., information literacy). An extensive variety of technology applications are also available for student use so that regardless of intended career path, every student has the opportunity to explore a range of cutting-edge tools. Digital cataloging tools, indexing software, bibliographic utilities (OCLC, RLIN), and virtual reference software are used as an integral part of relevant classes.

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

In concert with the Vincentian mission of the University, the Division aims to foster in our students an appreciation and respect for cultural, racial, and religious diversity, a willingness to respond to the needs of underserved groups, and an openness to the increasing globalization of societies. The DLIS is acutely aware of the profession's commitment to equitable access to information as well as the University's intent to become known worldwide for addressing issues in poverty and social justice. With a faculty well-prepared to address issues of social justice within the context of equitable information access, the DLIS program is

ideally situated to focus on the intersection of poverty, information access, and social justice. A student respondent to the survey indicated that “the faculty really instills a sense of public service.”

Service learning projects offer a valuable opportunity to provide students with experiential learning and increase their sensitivity to those in need. For example, the Division’s alliance with the Archdiocese of New York’s Library Connections program provides faculty and students with rich environments for active, service-based teaching and learning in needy schools, as the examples cited earlier in this section demonstrate. While all courses have the potential to permit students and faculty to examine issues of diversity and equity, two in particular afford this opportunity in depth: LIS 264 – *International Librarianship* and LIS 222 – *Information Sources and Services for Diverse Populations*. The latter course is cross-listed with the School of Education, resulting in a class that includes both future education and LIS professionals. This mixed student population supports the broadening of student perspectives as the lens of study shifts between the educational and informational implications of various issues.

The DLIS commitment to developing ethical and responsible professionals is deeply rooted in the University’s mission and goals as well as the profession’s commitment to ethical behavior. In the current environment, the potential for ethical dilemmas is real and often frightening. For students whose experience of the World Trade Center tragedy was so intimate, the territory between the hope for national security and the commitment to professional ethics can be especially difficult to navigate. The Patriot Act has become a teaching opportunity as discussions of the ethical responsibilities of LIS professionals permeate many courses. Another aspect of ethics that resounds with many is the increasing threat to intellectual property rights and the widespread problems with plagiarism. In response to these expanding concerns, a Statement of Information Ethics (Appendix J) for DLIS was created and a new course in information ethics has been developed and offered.

DLIS has built a reputation as a student-centered program that provides outstanding educational opportunities and supports talented at-risk

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students. Strategies designed to create a student-centered culture include offering an independent study option; adapting class scheduling to meet student needs; and integrating a comprehensive exam review program (in-person and web-based) into the DLIS curriculum. The independent study option is available to students seeking to examine topics in greater depth than allowed by existing courses. This option for specialized study under faculty supervision offers advanced students the opportunity to design a highly individualized program and allows the DLIS to meet a wider array of student interests and needs than would normally be possible with existing resources.

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

Since the 1997 program presentation, the DLIS faculty has continuously reviewed the curriculum to determine which, if any, courses were conducive to being offered in a “deconstructed classroom” environment. Beginning with the 2000–01 academic year and expanding since that time, the DLIS has offered some courses in totally online and hybrid formats using WebCT courseware. Widely-used features include online syllabi, course content, online quizzes, live chat, bulletin boards, e-mail, assignment delivery, and live links to digital objects. Exploring another option for distance education, a Learning Times community was created for a course in Summer 2003. In addition to the online options available through WebCT, Learning Times supports the delivery of live web-based lectures, voice chat, and the opportunity for live class participation in discussions. The sophisticated technologies inherent to Learning Times delivery foster a deeper integration of technology and facilitate a user-friendly experience for students.

By using these methods to teach, the faculty model applicable technologies for professional practice. The consonance of using cutting-edge technology to teach a preparation program for a technology-driven field creates a seamless learning environment for current and future practice.

**STANDARD II.3.6 The curriculum provides direction for future development of the field.**

The Division's guiding principles of student-centered learning, commitment to service, and education for work in a pluralistic global community are pervasive throughout the development and delivery of courses, seminars, examinations, and colloquia. Communicating these tenets to students and graduates of the program is the initial point of departure for the program's special mission to the field. The faculty seeks not only to impart skills to students but also the vision, values, and leadership qualities necessary to contribute to the profession. Of the employers surveyed for this self-study, 93.4 percent were in agreement or strong agreement with the following statement: "The DLIS at St. John's University demonstrates leadership in education for library and information studies" (the remaining responses indicate the statement was "not applicable") (Table 1). One respondent wrote: "The DLIS at St. John's University prepares students who will lead institutions in library and information science. The DLIS is recognized by academic professionals as a leader in education in library and information studies."

**STANDARD II.3.7 The curriculum promotes commitment to continuous professional growth.**

The DLIS approach to lifelong learning pervades many perspectives. Students are introduced to the evolving nature of library and information science throughout their courses and colloquia. Professional development is considered an obligation and a responsibility of effective professionals. The faculty model continuous inquiry through their own commitment to lifelong learning and the Division offers several opportunities for practitioners to update their skills.

***Advanced Certificate Program***

Individuals who have the M.L.S. degree and wish to update their professional education may pursue a 24-credit Advanced Certificate in Library and Information Science. This unique program provides specialized competencies tailored to students' professional needs and

assists practicing librarians and those in related fields to acquire advanced knowledge in library and information science. Typical reasons for graduates of MLS programs to return for advanced study include updating technological skills and obtaining new areas of expertise that will increase the number of positions for which they will be qualified. In the aftermath of the September 2001 terrorist attacks, many corporate librarians who had been working in Manhattan were either displaced or decided that they would prefer to work in a suburban or rural environment. Others experienced a change in personal or professional priorities and came to the conclusion that they would rather use their training to work in the non-profit sector, whether in local public libraries or school media centers close to home. The expansion of the Law Librarianship course offerings is also attracting students to the Advanced Certificate Program to develop specific expertise in this area.

### ***Continuing Education***

Continuing education is a new priority for the DLIS. This emphasis reflects a commitment to continuous professional growth as well as an awareness of the increasing need for highly focused, effective, and affordable continuing education. Several models for offering continuing education have been explored.

- Dr. Bella Hass Weinberg has delivered intensive one-day workshop format seminars in indexing and thesaurus design to audiences that include local and international participants.
- Dr. Elizabeth Pollicino began offering case study workshops for school library practitioners on Long Island (2003-04).
- Dr. Nancy Becker taught a summer (2003) course in the planning and design of information literacy programs for both graduate and continuing education credits (CEUs). This model brought graduate students and working professionals together to examine a topic of common concern.
- Dr. Bella Weinberg offered a medical librarianship course (Fall 2003) for both graduate and continuing education credits.
- During the 2004 summer sessions, the credit/CEU model will be extended to include a series of short courses+ that can be taken

for one graduate credit or for CEUs (Appendix L). The one-credit model capitalizes on the advantages of students and professionals working together while also offering the flexibility needed to meet individual needs and adapt to changing environments. Topics will include metadata, genealogy, government documents on the Web, live reference chat, and the librarian as teacher.

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

The 36-credit curriculum allows for both part-time and full-time study and prepares students for careers in libraries and information centers in public and academic libraries, law firms, hospitals, corporations, museums and school library media centers. St. John's graduates also find successful employment as database managers, systems analysts, online searchers, bibliographic editors, indexers and abstractors, archivists, and drug information specialists.

Students first complete the 15-credit core, which provides the foundation for advanced coursework and internship experiences; courses consist of an introduction to the profession, information sources and services, organization of information, collection development and management of knowledge resources, and the management of libraries and information centers. The core is followed by an advanced course in information sources and services, metadata, or indexing and abstracting. The balance of the program (18 credits) consists of the student's area of concentration (a minimum of three courses) and electives. Under the guidance of a full-time faculty advisor, each student develops a concentration appropriate to his/her academic interests and career goals.

This combination of structure and flexibility prepares students to satisfy the curriculum's culminating requirement – a four-hour written essay examination assessing mastery of the core and concentration areas. A program form is completed by the advisor each semester and becomes part of the student's file in the Division office (Appendix M).

### ***Cooperative Degree Programs***

Many of the students coming to St. John's are interested in specific and highly specialized areas of the library and information science profession. The Division meets these needs by offering opportunities for varying levels of specialization. Double-degree programs exist in Pharmaceutical Sciences and Government and Politics.

The MS/MLS in Pharmaceutical Sciences/Library and Information Science is offered in cooperation with the Department of Pharmaceutical Sciences of the University's College of Pharmacy and Allied Health Professions. Students electing this demanding course of study complete a 57-credit program that includes four "exchange courses" applicable toward both degrees: CPP 308 – *Drug Information and Literature Analysis*, LIS 228 – *Indexing and Abstracting*, LIS 252 – *Information Sources in Science and Technology*, and LIS 256 – *Medical Literature and Librarianship*.

The MA/MLS in Government and Politics/Library Science is offered in cooperation with the Department of Government and Politics, which (like DLIS), is a unit of St. John's College of Liberal Arts and Sciences. This program requires the completion of 54 or 57 credits (depending upon whether the thesis or non-thesis option is selected for the MA degree). Like the program in cooperation with Pharmaceutical Sciences, the MS/MLS has four "exchange courses" applicable toward both degrees: LIS 210 – *Government Information Sources*, LIS 265 – *Online Database Searching and Services*, GOV 205 – *Modern Political Research*, and a concentration course in government.

### ***Interdisciplinary Coursework and Research***

Students are permitted to complete two courses at St. John's outside of the offerings of the DLIS for the purpose of broadening their programs through exposure to relevant disciplines. The courses in which MLS students tend to enroll are those offered by the University's Tobin College of Business. Courses completed in recent years include *Human Resource Management*, *Knowledge Management Systems*, and *Advanced Computer Applications*. Consideration is being given to some liberal arts courses (e.g., literature, Spanish, history) being offered at Oakdale to support the academic discipline component of a proposed M.S. in Education for that campus. Should that plan be realized, students at that location will be permitted to enroll in such courses as part of their degree programs. Several courses have been cross referenced with the St. John's College Interdisciplinary Program in Linguistics: LIS 224 - *Language and Information*, LIS 225 - *Classification Schemes and Information Architecture*, and LIS 228 - *Indexing and Abstracting*. Conversations have started with the Department of History to explore the possibilities of combining resources and expertise to develop a program in public history and archives.

### ***Experiential Learning***

In alignment with the University's emphasis on active learning and basic principles of adult education, the curriculum includes a number of experiential learning opportunities for students. A well-established and successful example is the laboratory required of students taking LIS 203 - *Organization of Information*. This lab provides students with a structured opportunity to develop the basic competencies required for practice (e.g., OCLC searching and editing). Another existing strategy based in experiential learning is the internship required in the School Library Media Specialist program and its corollary available to students specializing in other areas. The intent of both types of internships is to provide students with the real-life, hands-on experience that melds classroom learning with the realities of everyday practice.

In a similar vein and in alignment with another University goal, the DLIS began offering service learning options in 1998. Similar in rationale to an internship, service learning offers students an opportunity to connect

theory and practice but with the added advantage of helping another in need. Service learning has been used most extensively in LIS 211 – *Collection Development and Management of Knowledge Resources* and LIS 262 – *Advanced Information Sources and Services*. Students in the former have worked with faculty to weed the collections of libraries in inner city schools, while those in the latter developed an online reference support system for Catholic school libraries in under-served neighborhoods of the Archdiocese of New York.

Active learning is also encouraged through a new summer course LIS 272 – *Exploring New York Libraries*. Students in this course consider the variety of organizational roles and models of libraries by examining and visiting a diverse group of libraries in the metropolitan area. This course not only encourages students to expand their concept of libraries; it also allows students to gain a practice-based perspective on the important issues and challenges confronting contemporary library and information centers.

**STANDARD II.5 When a program includes study of services and activities in specialized fields, these specialized learning experiences are built upon a general foundation of library and information studies. The design of specialized learning experiences takes into account the statements of knowledge and competencies developed by relevant professional organizations.**

Recognizing the important relationship between library and information science education and practice, the DLIS is particularly attentive and responsive to the statements of knowledge issued by relevant associations. These statements inform the content and delivery of the curriculum, ensuring that graduates are well prepared to assume professional responsibilities in particular areas of practice. In some instances, individual courses (e.g., LIS 211 – *Collection Development and Management of Knowledge Resources*; LIS 232 – *Special Libraries and Research Centers*; LIS 256 – *Medical Librarianship*) are reviewed to make certain that students acquire the particular skill sets identified in the guidelines (*Guide for Training Collection Development Librarians*, ALA, 1996; *Competencies for Information Professionals in the 21<sup>st</sup> Century*,

SLA, 2003; *Medical Library Association Platform for Change*, 2000). In other cases where a specialization is affected (e.g., in reference, cataloging, law librarianship), the sequence and content of each relevant course is reviewed and revised as needed, so that graduates are well-prepared to assume positions in those areas (*Professional Competencies for Reference and User Services Librarians*, RUSA, 2003; *ALCTS Educational Policy Statement*, 1995; *Competencies of Law Librarianship*, 2001).

All courses in the areas of children's and young adult literature and services are continuously updated to reflect the latest annual "Notable Children's Booklist" of the Association for Library Services to Children (ALSC) and the statements developed by the Young Adult Services Librarians (YALSA). The content of courses applicable to the concentration in school library media is strongly tied to the American Association of School Librarians (AASL) *Information Power* guidelines as well as AASL's position statements on access, staffing, confidentiality of library records, access to library resources and services, and the role of the media specialist in site-based management and outcomes-based education.

**STANDARD II.6 The curriculum, regardless of forms or locations of delivery selected by the school, conforms to the requirements of these Standards.**

The DLIS offers the MLS program at two primary locations – the University's main campus in Queens and the extension center in Oakdale, Long Island. Select courses have also been offered at the University's newest campus in Manhattan's financial district, although to date these have been limited to business information and special libraries courses that would be most appropriate to the location. It is a priority of the faculty and administration that the curriculum at all locations conforms to the Standards. While faculty from Queens teach at Oakdale whenever possible, it is at times necessary to employ part-time, adjunct faculty on the same basis as at the main campus. In these cases, faculty teaching at Oakdale use the same texts as those in Queens and are provided with the reserve reading lists and classroom presentation materials of the faculty

member at the main campus. In effect, the Division has adopted a philosophy of program-wide syllabi.

Adjunct faculty at each campus are hired with the expectation that they will cover course material in a manner such that students should be able to master the professional and academic competencies required to pass the comprehensive examination+. The identical examination is administered on both campuses at the same day and time each semester and during the first summer session. This provides an important, standard quality measure and it is essential for two reasons, one philosophical and one practical. The philosophical reason is that all St. John's graduates—regardless of the location at which they studied—should have mastered the same competencies for professional success. The practical consideration is that some students are truly “hybrid” in their choice of campus at which they take individual courses, rendering it impractical to offer a campus-specific exam.

As for forms of delivery, some faculty have been offering courses in a “deconstructed classroom” environment, implementing such tools as WebCT and/or Learning Times software. Delivery options range from totally online courses, to an arrangement whereby students meet in a combination of in-person and online sessions, to still others where selected course materials and activities are posted online to supplement on-campus class sessions. Even among the online learning activities there is a continuum of methods from the synchronous to the asynchronous in nature. In all cases, faculty design these teaching and learning experiences to cover the competencies required by the Standards and continuously revise the delivery methods to enable students to enter the profession equally prepared under traditional or innovative methods.

Another area of note is the co-curricular activity of inviting speakers to present topics of current interest to students each semester. Following in the long-standing tradition of colloquia in the Division on the main campus, experts from the field are likewise invited to Oakdale to address students, faculty, and alumni. In this way, the important activity of

developing awareness of professional and academic issues while connecting with practitioners is extended to all locations.

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

Curriculum is the responsibility of the Graduate Education and Policy Committee (GEPC), a standing committee of each department, mandated by the Statutes of the University. The GEPC is a committee of the whole faculty. Since the last program presentation in 1997, the GEPC has made many changes to the curriculum, including the composition of the core and the revision of all course descriptions as well as many titles. Continuous revision of the curriculum is based on the DLIS goals and objectives. The curriculum planning and evaluation process complies with University *Statutes*<sup>+</sup> while guaranteeing that the curriculum aligns with state standards and remains responsive to changing professional requirements. This systematic planning process is informed by environmental scanning and designed to ensure that the DLIS remains responsive to the needs of a rapidly changing technological and global society.

Student interest and achievement are also monitored and student input is encouraged throughout the curriculum review process. We are fortunate in that at both the main campus (Queens) and our extension site (Oakdale) a lounge is available for spontaneous and planned conversation between students and faculty, providing a forum to regularly gauge interest in new and emerging curriculum areas. Student achievement is regularly monitored at the course level through performance on assignments and examinations. At the program level, comprehensive examination results have long provided a barometer of achievement. Both the examination and the curriculum have undergone revision based upon these evaluations, most notably in the areas of format (of the former) and writing assignments (of the latter).

Because the faculty has an array of professional contacts and is active within myriad professional organizations, they are well positioned to identify emerging trends that may affect the curriculum. Ongoing monitoring of job advertisements and contact with employers as well as a close relationship with alumni create other means for obtaining information from the field.

A large number of incoming students report they chose St. John's based on an alumnus/a recommendation. For example, we have three current students from West Milford, N.J. referred to us by an alumnus of the program (who was recently named the *New York Times* "Librarian of the Year" for the tri-state region). The positive reception of the program in Oakdale can be largely attributed to Long Island alumni recommendations. Former students stay close to the program, often serving as colloquium speakers, internship supervisors, and as members of the DLIS listserv. When faculty attend professional association meetings and encounter former students, they have high praise for the program. Qualitative corroboration indicates that their satisfaction with the St. John's DLIS program is especially high when they meet and talk to graduates of other programs in the area. We have also received very positive feedback from internship supervisors about the quality of student work. Several employers have indicated that St. John's students are the best in the area and are preferred over interns from other local library school programs.

The results of the Fall 2003 survey corroborate the qualitative information received as the result of informal evaluation. Over 90 percent of students and alumni indicated agreement (or strong agreement) with the following statements:

- The DLIS adheres to its mission and goals statement (Table 3:8).
- The faculty instills in the DLIS a culture that emphasizes the professional commitment to service (Table 2:5).
- The DLIS fosters a culture of academic excellence (Table 3:7).

- The MLS program provides a solid foundation of skills and knowledge to help me succeed in a changing profession (Table 3:9).
- My graduate school experiences (courses, internships, projects) have been relevant to my career goals (Table 1:2).

Alumni agreement with these statements was consistently several percentage points higher than that of students, and was unanimous for the first two items.

Employer responses also provide strong evidence of the program's success in preparing students to assume professional responsibilities in the complex and changing environment of contemporary libraries and information centers. Over 90 percent agreed (or strongly agreed) with all statements relating to the following:

- Preparation for employment, including selection/evaluation of sources, evidence of a solid education in the field, efficiency and organization, and basic administrative principles;
- Understanding theories and concepts, including the research base of the profession, application of the principles of organization of information, and information transfer;
- Level of technical expertise, including integration of the theories, application, and use of technology; proficiency with computer and software applications; proactive and innovative with the uses and applications of technology; and retrieval of information from print and online sources;
- Professional community, including participation in professional organizations, being well-versed regarding professional concerns, and commitment to continuous professional development;
- Professional service, including embracing a global perspective about the field, commitment to service, particularly the underserved, a positive attitude towards individuals of other racial and ethnic backgrounds; and
- The DLIS at St. John's demonstrating leadership in education for library and information studies.

### ***Conclusion***

Sensitive to the profession's needs in a rapidly changing and increasingly global society, the DLIS offers students an educational experience that fully incorporates the field's evolving and research-informed body of knowledge, facilitates the development of the skills needed for proactive participation in the field, and reflects the institutional vision and goals of St. John's. The DLIS curriculum is rooted in a student-centered, active learning approach and is designed to encourage critical thinking and synthesis, effective use and understanding of technology, collaboration and teamwork, communication skills, leadership and advocacy, and a commitment to lifelong learning. In accordance with the Vincentian tradition, the DLIS shares the University's commitment to social justice and ethical action. A student's note at the end of the survey sums up the spirit of the DLIS: "I have had nothing but a great experience since I have been here. This program is meeting all of my expectations and more."



**Chapter**

**III**

**Faculty**

**St. John's University**  
**Division of Library and Information Science**

### ***Introduction***

The faculty of the Division of Library and Information Science are dedicated and committed to the goals of the Program, the University, and the profession. We bring to these commitments our experience as practitioners, researchers, and instructors, as well as a strong service orientation to our students and the patrons who are dependent upon assistance in the institutions in which St. John's graduates serve and will serve for years to come. The respect of both current students and alumni for the quality of the faculty is evidenced by the excellent ratings in the surveys (Appendix C) distributed during the Fall 2003 semester (referred to throughout this chapter).

With 117 students and six full-time faculty members, the student-to-advisee ratio is 19.5 to 1; when part-time faculty are included, the student-faculty ration is 8 to 1, which facilitates the personal attention that has been our hallmark. Student, alumni, and employer satisfaction with program quality is an indicator of the successful efforts of the faculty, who are directly responsible for planning and implementation; specific measures are included in the relevant sections. The open, collegial, professional environment that characterizes the Division of Library and Information Science at St. John's is a direct result of the commitment of the faculty to combining academic excellence with personal attention. Success in this area is a product of faculty implementation of a continuous process of program evaluation and revision in the context of the *Standards*, the mission of the University, and the goals of the Program.

**STANDARD III.1 (a) The school has a faculty capable of accomplishing program objectives. Full-time faculty members are qualified for appointment to the graduate faculty within the parent institution and are sufficient in number and in diversity of specialties to carry out the major share of the teaching, research, and service activities required for a program, wherever and however delivered.**

The faculty of the Division of Library and Information Science at St. John's University is capable of accomplishing program objectives due to their variety of academic and professional foci. This collective strength meets the objectives of the master's program in library and information science due to the expertise to teach both the core courses and in the areas of specialization that are the strengths of the program, namely organization of information, children's services, and school library media centers. The curriculum vitae<sup>+</sup> and narrative resumes of the full-time faculty (Appendix N) demonstrate the close relationship between the expertise of the faculty and the objectives of the program. The synergy of the faculty is evident in the strong percentages of students and alumni who agree or strongly agree with the statement (Table 2:1): "The DLIS faculty work together to achieve program goals" (91.4 and 100 percents, respectively).

St. John's University's Collective Bargaining Agreement<sup>+</sup> precludes the establishment of a distinctly designated graduate faculty, although the administration has developed criteria for faculty who teach graduate courses. All of the full-time faculty hold the doctoral degree and meet the specified criteria (Appendix R).

There are five full-time (tenured) faculty members of the Division of Library and Information Science. Dr. James Vorbach will permanently transfer from the Department of Mathematics and Computer Science into the Division of Library and Information Science in September 2004, increasing the full-time faculty to six. The Associate Director functions as a member of the faculty in that she has a full-time appointment, participates in all faculty meetings, teaches a variety of courses, conducts research, and engages in service activities for the University and the profession. For the purposes of this report, she is included in the narrative relating to full-time faculty, except where noted otherwise. The Personnel and Budget Committee of the DLIS has, over the past several years, submitted requests that an additional full-time faculty member be hired. These requests have not been approved, most recently with the rationale that the University's current hiring priority is to hire faculty members who will contribute to the undergraduate core curriculum.

Nevertheless, the full-time faculty of the Division are sufficient in number and diversity of specialties to carry out the major share of the teaching, research, and service activities for the program. Full-time faculty members teach the major share of the core, using part-time faculty only when necessary. Almost exclusively, the full-time faculty teach courses in the major specialties of the Program, such as youth services, school library media, and organization of information. Full-time faculty teach online courses and at the Oakdale campus. The list of courses taught by the full-time faculty over the past seven years is available in Appendix O.

The specializations reflected in the teaching, research and service of the full-time faculty and administration of the DLIS are as follows:

- Sherry L. Vellucci, D.L.S. (Director) specializes in the organization of information, metadata, bibliographic relationships, and organization of music resources. She is currently the principal investigator of the Library of Congress Plan for Bibliographic Control for the New Millennium (Item 3.1) and is Past President of the International Association of Music Libraries-US.
- Elizabeth B. Pollicino, Ed.D. (Associate Director) specializes in school library media centers, information sources in the social sciences and humanities, and the roles of LIS education and libraries in higher education. She serves on local and statewide school library media association boards as well as two AASL committees.
- Nancy J. Becker, Ed.D. (Associate Professor) specializes in information access, information literacy, web usability, and service learning. She served on the Best Practices in Information Literacy Project Team of ACRL and—as a result—has been appointed to the Institute for Information Literacy Executive Committee.
- Nancy L. Everhart, Ph.D. (Associate Professor) specializes in school library media centers, audiovisual media, evaluation, benchmarking, and social informatics. She is currently Region II

Director of AASL, Research Editor of *Knowledge Quest*, and Associate Editor of *School Library Media Research*.

- Marilyn J. Kaye, Ph.D. (Associate Professor) specializes in children's and young adult literature, storytelling, popular culture, and library services to children. She has published prolifically for children and young adult audiences, and has seen her works translated in 15 languages, making her works known internationally.
- Bella Hass Weinberg, D.L.S. (Professor) specializes in the organization of information, the history of indexing and abstracting, language and information, medical librarianship, and religious information sources. She is Past President of the American Society of Indexers, founding editor of *Judaica Librarianship*, and chair of a committee of the National Information Standards Organization (NISO).

**STANDARD III.1(b) Part-time faculty, when appointed, balance and complement the teaching competencies of the full-time faculty. Particularly in the teaching of specialties that are not represented in the expertise of the full-time faculty, part-time faculty enrich the quality and diversity of a program.**

Adjunct faculty are appointed for varying specialties and purposes, with the primary implementation being to cover courses that are not in the areas of expertise of the full-time faculty. The most noteworthy are the areas of archives/preservation and law librarianship. Other adjunct appointments are made to cover courses tangential to the expertise of the full-time faculty; in these cases the part-time faculty member consults with those teaching related courses in order to provide continuity within a concentration or strand of courses. Areas that fall into this category include online database searching, web design, and digital libraries. In addition, adjuncts are at times called upon to cover required courses that cycle twice in a given semester (i.e., need to be offered at two locations simultaneously). For example, Dr. Sherry Vellucci has alternated teaching *Organization of Information* at the Queens and

Oakdale campuses in consecutive semesters. However, if in a given semester student enrollment patterns require that a section be offered at both campuses, an adjunct may be employed in order that students at both locations be able to meet program requirements in a timely manner. In such cases, the adjunct uses the same text and is provided with other materials (print and electronic) used by the full-time faculty member in order to provide students with a similar preparation for the comprehensive examination. The DLIS strives to rehire high-performing part-time faculty whenever possible in order to achieve quality control and continuity over time, and is moving in the direction of standardized syllabi for the core courses.

The DLIS employs adjunct faculty from a variety of institutions and backgrounds in an effort to enrich the Program with quality and diversity. St. John's administrators and library faculty with the requisite expertise and credentials regularly teach specific courses in the areas of management, web design, archives, law librarianship, materials for young children, and information ethics. These individuals are very accessible to students by virtue of having extensive on-campus office hours and, in addition to the MLS, possess the terminal degree (doctorate or J.D.) or a second master's in an appropriate specialty. In addition, two full-time, tenured faculty members from other academic units at St. John's regularly teach courses in database management, networking, telecommunications, and computer applications during the academic year and summer sessions. As previously mentioned, one of these faculty, Dr. James Vorbach, will transfer into the Division in September 2004. Expanding the course schedule by utilizing the expertise of full-time St. John's teacher-scholars provides our students with an augmented—even interdisciplinary—perspective while maintaining academic excellence and the convenience of accessible instructors.

Professionals in the field enrich the learning experience of our students in different ways by bringing reality into the classroom. There is an immediacy and relevance to faculty-student exchange that takes place under these circumstances. As evidenced by their curriculum vitae+ provided in the Appendix, the adjunct faculty represent diverse areas of

librarianship (including public, academic, and special) as well as related areas in which research and information skills are necessary (e.g., donor relations). The location of the University's newest campus in Manhattan's financial district has made it possible to attract qualified individuals to teach the courses in business/economics sources and special libraries/information centers.

**STANDARD III.2 The school demonstrates the high priority it attaches to teaching, research, and service by its appointments and promotions; by encouragement of innovation in teaching, research, and service; and through provision of a stimulating learning and research environment.**

The DLIS an academic unit within St. John's College of Liberal Arts and Sciences, rather than a school in and of itself. Teaching, research, and service are among the criteria for both appointments and promotions within St. John's College. The college criteria for appointment, reappointment, tenure and promotion are enumerated in the University *Statutes*<sup>+</sup>. Since the Division's program was last reaccredited, we have not appointed a new full-time faculty member, but the requests for this position have all specified expertise in teaching, research, and service.

Since the last site visit, two faculty members have been promoted to the rank of Associate Professor with tenure. Their Personnel Action Forms provide evidence of teaching experience (including classroom) and evaluations, as well as service to the University and the profession. However, the greater part of the information and documentation is devoted to publications and research-in-progress, as promotion to the rank of Associate Professor would be impossible without a substantial record of research and publication. These criteria are detailed under Standard III.8.

One way in which the University has demonstrated the high priority it attaches to teaching is through the establishment of a Center for Teaching and Learning (CTL), which offers individual consultation, facilitates mentoring relationships between junior and senior faculty, and maintains an extensive library of books, periodicals, articles and videotapes. All faculty receive the CTL newsletter and are invited to the

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Center's numerous programs, many of which emphasize innovation in teaching and the use of technology. The CTL sponsors a New Faculty Colloquium consisting of a one day orientation and monthly meetings throughout the year. The CTL Fellowship Program is structured to create a learning community focused on assisting faculty in developing the technological aspects of their courses. Fellowships are for a two-year period during which faculty receive financial support to attend conferences and workshops or to purchase materials to develop their technological pedagogical skills. Fellows are required to present their final projects so that their efforts are shared among their faculty colleagues. Another support mechanism are Faculty Growth Grants, which provide support for integration of technology into instruction, exploration of pedagogical principles and their integration into the curriculum, or the development of groundbreaking courses in a department or program.

The University demonstrates the importance it attaches to research in many ways, the most public of which is the annual celebration of Research Week during April of each year. A Faculty Research Forum is scheduled for faculty to present their research to their colleagues in the context of a poster session and reception. Another event is the Book Reception, when those who have published books during the preceding year are feted; they briefly describe their books to their colleagues at a celebration in the University's Faculty Club, chaired by the Vice Provost for Research and Graduate Studies. Finally, a Grants Reception is held, organized by the Office of Grants and Sponsored Research, to publicly recognize individuals who have been successful in procuring funding over the past year. The maintenance of an Office of Grants and Sponsored Research, which reports to the Vice Provost, attests to the importance of this facet of academic life at St. John's University. DLIS faculty have been recognized each year at these three Research Week events.

The University emphasizes service learning, with an office dedicated to this initiative; two DLIS faculty members are particularly active in this regard, and one has been recognized for having published in this area by being selected as a recipient of the University's Service-Learning Award. The Office of Academic Service Learning assists faculty in selecting the

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most appropriate model to employ to incorporate service learning into their courses.

Recent renovations in the University Library, in which the Division is housed, demonstrate the importance that St. John's attaches to the provision of a stimulating learning environment. The DLIS Information Access Lab was renovated at the conclusion of the Fall 2003 semester. A graduate and honors student lounge, group study areas, and a coffee shop have been built on the main floor of the Library. Infrequently used sections of the general reference collection were relocated off-site to make room for these facilities. In addition, Information Technology has initiated a wireless laptop program that enables students to access the Internet throughout the library and other hot spots on campus. A faculty laptop program was initiated effective Fall 2003, whereby faculty could obtain a laptop for instruction, research, and service from on campus or remote locations upon completion of an orientation session.

Continuous technological innovation at St. John's also enhances the learning and research environment. Electronic resources are continuously being added, and the Instructional Services staff of the University Library train students and faculty in the use of these tools. Lists of electronic books, databases, journals, and dictionaries to which St. John's subscribes are available on the University's Web site, on the Library page. Access to the University network through St. John's Central portal facilitates remote access from off-campus via a single authentication. The emphasis placed by the DLIS and the University to teaching, research and service combines to deliver a stimulating environment for learning and research. Greater than 90 percent of students and alumni agree or strongly agree with the following statements about the learning environment (Table 2):

- Faculty and students of the DLIS are a learning community.
- There is a sense of collegiality and professionalism among the DLIS students and faculty.
- The faculty instills in the DLIS a culture that emphasizes the professional commitment to service.

- The DLIS faculty work together to achieve program goals.

**STANDARD III.3 The school has policies to recruit and retain faculty from multicultural, multiethnic, and multilingual backgrounds. Explicit and equitable faculty personnel policies and procedures are published, accessible, and implemented.**

St. John's University is strongly committed to diversity. Every job announcement that is distributed by the University contains the statement that women and minorities are encouraged to apply. While the Division has not hired a new faculty member since the last site visit, its current full-time faculty is ethnically diverse and represents different religious traditions (Catholic, Protestant, Jewish). Three of the full-time faculty members are multilingual. The full-time faculty at present consists exclusively of women, but not because of institutional policy. Dr. Philip Clark retired several years ago, and Dr. James Benson stepped down as Director of the Division after his appointment as Chief Information Officer of the University. He continues to teach for the Division, and many other men are on the part-time faculty. The DLIS is committed to hiring for diversity when the times comes that the University approves a full-time faculty vacancy.

St. John's University has explicit and equitable faculty personnel policies and procedures. The policies are published in the *Statutes*<sup>+</sup>, and some of the procedures are detailed in the *Collective Bargaining Agreement*<sup>+</sup>. Both of these documents are distributed to all faculty and will be available on site. Other personnel policies are published on the Web page of the Office of Human Resources. Within that office, the Employee Relations Compliance group is responsible for the University's diversity initiative and equal employment opportunity program. The Compliance Officer of the University ensures that the published policies are implemented fairly.

**STANDARD III.4 The qualifications of each faculty member include competence in designated teaching areas, technological awareness, effectiveness in teaching, and active participation in appropriate organizations.**

Faculty are experienced both in their respective areas of expertise and in pedagogical techniques appropriate to those areas, which results in the employment of varying methodologies for instruction. Certain classes and/or units lend themselves to the traditional lecture and discussion, while others employ small group discussion, online chats, role-playing and case studies. Courses that emphasize the more technological competencies of the profession require a more lab-oriented approach. Field trips and service learning activities are implemented as teaching and learning experiences whenever appropriate.

Technologies implemented to enhance the teaching and learning experience range from traditional transparencies and print handouts to posting of information and discussions on WebCT, webcasts, and the extensive use of the Library's electronic reserve system. Asynchronous and synchronous learning experiences via the Internet have become standard in many courses. Demonstrations of software, online searching, and other applications are presented in the classroom via electronic podium setups including video capability. Other projection hardware includes the traditional overhead projectors and a document camera.

Student and alumni satisfaction with faculty teaching, currency, and with the field and syllabi is evidenced in the greater than 90% agreement with the following statements about the academic program (Table 3):

- The DLIS full-time faculty are of high quality.
- The DLIS faculty demonstrate currency and strength in their areas of practice.
- Faculty members prepare carefully for their courses.
- Syllabi illustrate the learning objectives of the courses.
- Syllabi clearly outline course requirements (exams, papers, etc.).
- Syllabi provide information on how to contact the instructor outside of normal class hours.

**STANDARD III.5 For each full-time faculty member the qualifications include a sustained record of accomplishment in research or other appropriate scholarship.**

All full-time faculty members of the Division have a substantive research record. The narrative résumés (Appendix N) present the research agenda of each faculty member and the curriculum vitae+ highlight the research records. The narrative résumés appended to this document present the research agenda of each faculty member. Acknowledging that *Library Literature* indexes not all journals in which the faculty have been published, a search indicates that 52 journal articles (excluding reviews and conference proceedings) were listed for the period 1997–2003 (Table 5). A list of all journals in which the faculty has been published since 1997 appears in Table 6. Each faculty member possesses a primary research agenda as well as at least one ancillary area of interest. These multiple foci enrich the perspective of the faculty member and the students as well. These specializations have been previously listed under Standard III.1(a).

Faculty serve on the editorial review boards and as referees for *Cataloging and Classification Quarterly*, *Knowledge Quest*, *School Library Media Research*, *Journal of the American Society for Information Science and Technology* and the *Journal of Education for Library and Information Science*. The following books have been published since the last site visit: *Bibliographic Relationships in Music Catalogs* (Vellucci), *Can You Recommend a Good Book on Indexing? Collected Reviews on the Organization of Information* (Weinberg), *Evaluating the School Library Media Center: Analysis Techniques and Research Practices* (Everhart), *Challenges in Librarianship: Case Studies for Educators and Professionals* (Becker and Pollicino), and *Controversial Issues in School Librarianship: Divergent Perspectives* (Everhart). In addition, Dr. Kaye has authored a series of young adult novels dealing with contemporary ethical issues (e.g., cloning); the series has been translated into 15 languages.

**STANDARD III.6** The faculty hold advanced degrees from a variety of academic institutions. The faculty evidence diversity of backgrounds, ability to conduct research in the field, and specialized knowledge covering program content. In addition, they demonstrate skill in academic planning and evaluation, a substantial and pertinent body of

relevant experience, interact with faculty of other disciplines, and maintain close and continuing liaison with the field. The faculty nurture an intellectual environment that enhances the accomplishment of program objectives. These characteristics apply to faculty regardless of forms or locations of delivery of programs.

Two faculty members of the Division hold D.L.S. degrees from Columbia University's School of Library Service, and a third has the Ed.D. from Teachers College of Columbia. The fourth member of the faculty received her Ph.D. from the University of Chicago, and the fifth earned the Ph.D. from Florida State University. These faculty members hold master's degrees in library and information science from Columbia, Drexel, and Emory, indicating that there is geographic diversity in the educational backgrounds of the Division's full-time faculty. The Associate Director received her doctoral degree from the School of Education at St. John's. This, combined with the aforementioned degree from Teachers College, indicates that not all the doctoral degrees of Division faculty members are from schools of library and information studies.

The full-time faculty of the Division have diverse backgrounds in terms of their employment in different types of libraries. Each of the four major areas of the field (public, school, academic, and special) is included in the employment experiences of the full-time faculty. Further, the responsibilities and services rendered by the faculty during their periods of library employment are diverse, including children's services, cataloging, reference, electronic resources, elementary/secondary instruction, etc. Detailed information may be found in the full curriculum vitae available on site. The faculty derives the specialized knowledge required to cover program content from practical experience as well as from keeping up with the literature, participation in the activities of professional associations, and operating at the research front of their specialties (discussed under Standard III.5).

As a unit of St. John's College of Liberal Arts and Sciences, the DLIS is continuously involved in academic planning and evaluation. The annual *Strategic Plan* of the College+ is derived from the planning processes of

its constituent departments and divisions. In addition, last year (Fall 2002) the University required every academic program to undergo a rigorous Academic Program Review (Appendix E) process that entailed substantive self-assessment and preparation of a report addressing 10 criteria examined as part of an extensive internal assessment: history, development, and expectations; external demand; internal demand; quality of program inputs and processes; quality of program outcomes; size, scope, and productivity; costs and other expenses; impact, justification, and overall essentiality; and patterns of responsiveness and evidence of program commitment to environmental opportunities. The document is available on site.

The DLIS Graduate Educational Policy Committee (GEPC) is a committee of the whole of the full-time faculty. This committee approves proposals for new courses, program requirement revisions, and the academic schedule. Since the last review, substantial revisions have been made to all course descriptions to reflect new technologies and shifting paradigms of service, as well as to program requirements subsequent to the completion of the core. For example, effective Fall 2002, all students must complete an advanced course in one of the following areas: information sources and services, metadata, or indexing and abstracting. This is in response to our conviction that students should enter the field focused for service in at least one of these areas.

A major form of program evaluation and assessment is the written comprehensive examination<sup>+</sup>, completed at the end of coursework. The faculty have used this tool as an evaluation not only of student achievement but of teaching effectiveness, and in some cases implemented changes to syllabi and course requirements. Patterns of student writing, awareness of professional issues, and exam-taking strategy have been assessed and adjustments made at the individual course level to better prepare students for the exam and ultimately, the field.

The faculty of the Division interacts with St. John's faculty of other disciplines through their participation in College-level and University-

level committees, such as the Liberal Arts Faculty Council and the Graduate Council. The double degree programs of the Division entail cooperation with the Departments of Pharmaceutical Sciences (College of Pharmacy) and Government and Politics (St. John's College). The cross-listing of courses with the School of Education and the Department of Modern Foreign Languages and Literatures leads to further interaction. Professors from the units offering computer science programs regularly cover several elective courses in the area of information technology. An initiative under discussion with the Department of History would involve cooperative efforts to develop a public history and archives degree where students would enroll in appropriate courses between the two graduate programs.

Several faculty members have consulted for a variety of organizations as diverse as Indiana University (on music metadata issues), Astor Center for School Libraries, National Center for Education Statistics, and Microsoft (on product development). The expertise gained from consulting is shared with the students in pertinent courses, and provides a close and continuing liaison with the field. Faculty involvement with academic and professional organizations at the local, state, national and international levels provides an additional link to the profession. Since the last visit, the faculty has been active in the following organizations by holding offices and/or presenting at conferences:

*International*

International Association of Music Libraries  
International Association of School Librarians  
International Federation of Library Agencies

*National*

American Association of School Librarians  
American Library Association  
American Society for Information Science and Technology  
American Society of Indexers  
Association of College and Research Libraries  
Association of Library Collections and Technical Services

Association for Institutional Research  
Association for Library and Information Science Education  
Music Library Association  
Music OCLC Users Group  
Special Libraries Association

*State/Local*

Long Island School Media Association  
New York Library Association  
New York Library Association School Library Media Section  
New York Library Club  
New York Metropolitan Library Council (METRO)  
New York Technical Services Librarians

An additional bridge between the faculty and the field is in the placement of students as interns. St. John's students have been placed as interns in many diverse libraries and information centers in rural, suburban, and urban areas. While most internship placements are credit-bearing and associated with one of two courses (LIS 269A - *School Library Media Internship*, LIS 269B - *Internship*), students may elect to enter into a volunteer experience in order to learn about a type of library or service activity without the commitment of coursework and a substantial investment in time. Other students—such as those studying under the auspices of the Edmund S. Muskie Graduate Fellowship Program—are required to complete a full-time internship during the summer between their two years of study. The role of faculty in placing and advising these students throughout the internship process as well as the contact with the site supervisor provides yet another link between the Program and the field.

Since Fall 2001 a partnership between the Archdiocese of New York and the Division has funded scholarships for students working in Catholic elementary school libraries. The Archdiocese and the University each cover half tuition in order to enable students to earn the MLS degree and obtain New York State Education Department certification as school library media specialists. Library Connections schools are located in

economically disadvantaged neighborhoods and the program enables the support of a certified media specialist to enhance literacy for children greatly in need of such assistance. Faculty and students have become involved in service learning projects at these schools, as well as providing online reference assistance through RACS (Reference Assistance to Catholic Schools), a link to which is on the Division website.

The majority of the courses offered by the Division are taught in person on the University's main campus in Queens. <Full-time faculty members teach all courses that are offered in an online format; thus the characteristics enumerated in the standards apply to our courses regardless of *form*.> As for *location*, courses taught on the Oakdale campus are subject to the same academic criteria as those in Queens. Namely, they cover the content and competencies that students need to enter the field as successful professionals and faculty are subject to the same student evaluations. Students on both campuses take the identical comprehensive examination administered at the same day and time. This practice provides a measure of quality assurance in that all faculty are expected to teach (and all students are expected to master) the fundamentals of the profession no matter where courses are taken.

**STANDARD III.7 Faculty assignments relate to the needs of a program and to the competencies and interests of individual faculty members. These assignments assure that the quality of instruction is maintained throughout the year and take into account the time needed by the faculty for teaching, student counseling, research, professional development, and institutional and professional service.**

The process of developing a schedule for each semester begins with a request from the Director that each full-time faculty member list the courses she would like to teach. Some faculty suggest several possibilities, depending on the needs of the program; it is understood that certain core and concentration courses are on a fixed cycle. The Director, who is aware of the planned concentrations of the students, finalizes the schedule in consideration of their special interests and faculty expertise. The relevance of faculty assignments can be illustrated

through the following examples: the professor who teaches the basic and advanced courses in reference/information services was previously a university reference librarian; the professors who teach core and elective courses on the organization of information have extensive experience in cataloging and indexing; the two members of the full-time faculty who teach and advise students going into school media librarianship have worked in school libraries. Of course, each faculty member has secondary and tangential areas of interest/expertise and teaching assignments are made with these in mind as well.

In recent years, the need to offer courses at both the main campus in Queens and the Oakdale extension center has had an effect on the course cycle, the assignment of the full-time faculty, and the hiring of adjuncts. The challenge for the Director and the Associate Director has been to balance the needs of students and the assignments of faculty in two locations by cycling the core and concentration courses in order that they are taught by as many full-time faculty members as possible.

The Collective Bargaining Agreement+ requires full-time faculty members to be on campus three days a week, and the standard number of courses to be taught each semester is three. The University awarded research reductions abundantly in the past, but less so effective Fall 2002 under a new Agreement. Since all faculty members are expected to engage in research, reductions are now being awarded in only support of extraordinary efforts. The three days of on-campus activity constitutes an arrangement that permits faculty to spend scheduled time with students and also devote time to professional and institutional service.

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

The University has in place three methods of formal, ongoing faculty evaluation, two of which assess all faculty annually; the third is in place for those applying for reappointment, promotion, and tenure.

Faculty applying for reappointment, promotion and tenure submit a Personnel Action Form (PAF), available in Appendix H, to the initial committee (the Personnel and Budget Committee of the DLIS). The St. John's College Personnel Committee and the University Personnel Committee in turn evaluate the PAF for a decision. Every faculty member requesting a personnel action is evaluated for performance in teaching, research, and service. In order to receive tenure, the faculty member must also qualify for the rank of Associate Professor. The criteria for the ranks of Assistant and Associate Professor are follows:

*For promotion or appointment as an Assistant Professor the candidate must possess . . . the earned doctoral or professional degree or equivalent normally required for teaching in the field; give evidence of marked effectiveness as a teacher both in the classroom and in the guidance of students; demonstrate capacity for professional growth; and give promise of those qualities of professional distinction associated with faculty members who hold this or a similar title in the leading universities in the United States.*

*For promotion or appointment as an Associate Professor the candidate must possess . . . a record of significant achievement in the field or profession or as an administrator. Evidence of scholarship, research or creative activity may be manifested through scholarly publications in professionally recognized media as well as through such subsidiary evidence as direction of or significant participation in research projects and in the scholarly activities of learned societies. There shall furthermore be evidence that the candidate's alertness and intellectual energy are respected outside the immediate academic community.*

Experts from outside the University are involved in the evaluation of faculty members who are candidates for promotion and/or tenure. The candidate is required to submit a list of names of colleagues who can evaluate his or her research record. The Dean solicits letters from these

experts, who reply in confidence with an assessment of the candidate's recognition and achievements in the field. Only the personnel committees evaluating the candidate for promotion or tenure see these confidential documents. Details of the evaluation procedures are in a memorandum distributed annually by the Provost of the University to all full-time faculty (Appendix P).

All faculty are evaluated at the end of each semester by students through the implementation of a standardized form developed and processed by the Educational Testing Service (ETS) in Princeton, NJ. The instrument, the *Student Instructional Report II* (SIR II) is distributed in each class at the end of the semester by all tenured, tenure-track, and part-time faculty. The form (Appendix F) requests student feedback on 40 questions assessing faculty on nine criteria: course organization and planning; communication; faculty/student interaction; assignments, exams and grading; supplementary instructional methods; course outcomes; student effort and involvement; course difficulty, workload, and pace; and an overall evaluation. Students may also provide open-ended comments. A statistical summary of the evaluation forms is compiled by computer and sent to the faculty member and the Director. In the case of adjunct faculty, this is the primary means of evaluation. Faculty may elect to include this information in the PAF in support of applications for reappointment, promotion, and tenure.

The third method of evaluation is the Annual Faculty Activity Report (AFAR), which was implemented in 2002-03 (Appendix I). Every full-time tenured and tenure-track faculty member completes this evaluation of teaching, research and service, which is submitted to the Dean by the 15<sup>th</sup> of April. These documents include narrative sections in which the faculty member describes his or her major accomplishments in research (as evidenced by publications, presentations, and grants), teaching (courses taught, development initiatives, curricula revision activities, assessment activities, teaching-related professional activities, and student evaluations [optional]), and service (internal and external committees, task forces, and activities). The Director provides a summary and assessment of faculty activity, which is submitted to the Dean, who

evaluates the information and supporting documentation and assigns a rating (on a scale of 1–4). Faculty Recognition Awards are granted based upon these ratings.

### ***Conclusion***

The student-centered nature of the program is evident through the faculty's enthusiasm and contact with students outside the classroom. Faculty members sustain a close relationship with the students, and the students appreciate the accessibility of the faculty. In keeping with the emphasis on service, the faculty participates in service learning and other activities which take them beyond the university walls and keep them informed of the realistic and practical concerns of patrons and their needs. Finally, their specializations, research, and professional activities maintain and advance faculty awareness of and involvement in the global community.



**Chapter**

**IV**

**Students**

**St. John's University**

**Division of Library and Information Science**

### ***Introduction***

The pervading atmosphere of the Division of Library and Information Science is one of community and camaraderie in the context of sharing and discovering knowledge. It is the goal of the DLIS administration, faculty and staff to provide an environment conducive to success during both the academic program and a satisfying professional career. To this end, we aim for student-centeredness throughout the continuous processes from application through graduation.

The results of the Student and Alumni Surveys reflect the nature of the learning environment that has been the tradition of the DLIS at St. John's University. Students quickly discover the open-door policy that pervades and is particularly essential for the part-time, working population that has been our student profile for many years. The availability of e-mail and other technologies has facilitated contact between students and faculty in recent years and successfully implemented innovative mechanisms for communication on routine matters as well as active learning.

All student and academic policies are formulated in relation to the mission, goals and objectives of the LIS Program and the University. These policies include, but are not limited to the areas of recruitment and retention; admissions standards; policies and procedures; program information; student advisement and evaluation; and program assessment and development. Program goals include meeting the needs of the students and their future employers, for it is through our students that the program ultimately serves the profession.

**STANDARD IV.1** The school formulates recruitment, admission, financial aid, placement, and other academic and administrative policies for students that are consistent with the school's mission and program goals and objectives; the policies reflect the needs and values of the constituencies served by a program. The school has policies to recruit and retain a multicultural, multiethnic, and multilingual student body from a variety of backgrounds. The composition of the student body is

**such that it fosters a learning environment consistent with the school's mission and program goals and objectives.**

### ***Recruitment and Retention***

The traditional and current primary goal of the Division has been to serve the needs of the New York City metropolitan area for professionals in the library and information fields. In addition, we seek to prepare individuals from outside of the immediate region who will bring the knowledge gained through their time in the Program to their respective other areas of the United States and the world. As of Fall 2003, 117 students are enrolled in the program, the majority (82%) from the tri-state area of New York, New Jersey and Connecticut. The location of our main campus in the New York City Borough of Queens, the most diverse county in the nation in terms of languages spoken and ethnic groups represented, means that the “local” students reflect the dynamism of our multicultural society, with 52 percent of our student population reported as “White” (below the 72.9 % reported ALISE for Fall 2003, as per Table 7).

We are very pleased with our growing student population from abroad, which—at 13 students for each of the past two years—ranks 10<sup>th</sup> (a three-way tie) among ALA-accredited master’s programs (Fall 2002 ALISE Data). Among these top programs, we rank third in percentage of international students enrolled (Table 8). Over the past seven years, we have enrolled 33 international students from 16 countries (Table 9).

Personal contact has been the mainstay of the DLIS recruitment philosophy for many years. The DLIS participates in recruitment events organized by the University Office of Admissions at which prospective students are invited to meet with faculty and learn about the program. However, we find that one-on-one sessions at the mutual convenience of the prospective student and a faculty member are most effective. The DLIS staff maintains an inquiry database and a personal letter extending an invitation for a campus visit accompanies all request information. An

Open House (meet the faculty) format has been successful at the Oakdale Campus.

To make these events and contacts possible, however, we do employ a combination of traditional and technological methods to get the word out about the Program:

- Participation in local events such as SLA Career Day (sponsored by the Special Libraries Association New York Chapter) and the Long Island Library Conference
- Networking through membership activity by faculty holding office in and conducting workshops for local and state-wide organizations (New York Library Association, Long Island School Media Association.)
- Posting announcements about special programs and courses on local listservs (Suffolk County Library Association)
- Providing links to the web page on all correspondence
- Listing the program in regional directories (*Long Island Directory of Libraries and Media Centers*) and newspapers (*Suffolk Life*)
- Taking advantage of opportunities for free publicity by providing copy for stories in local papers (*Suffolk Life*)
- Offering special and advanced courses as Continuing Education Units for practicing librarians

The University provides funding through the Office of the Dean of St. John's College of Liberal Arts and Sciences for four graduate research assistantships for the Division. Students are enrolled full-time and receive full tuition remission plus a stipend. We are fortunate to have placed students in the University Libraries as assistants as well. Students have been placed in the Archives, Collections and Information Management, and Reference departments of the Main Library; they receive full tuition remission and a smaller stipend than those selected for awards in the Division. In addition, students have received partial awards for service in the Davis Library on the Manhattan Campus and the Benilde Hall Library in Oakdale; these awards cover either partial tuition remission or a stipend only. We have also placed students in

assistantship positions in the University Writing Center and in the Office of the Associate Vice President for Online Learning and Services, which manages the St. John's Central portal.

We seek to provide as much institutional financial aid as possible to our students, who are predominantly part-time. The figures on students supported by financial aid other than loans is presented in Table 10. Traditionally, the Mildred Lowe Scholarship and the Elizabeth Minutaglia Scholarship have assisted students who have demonstrated serious financial need. The Lowe Scholarship was established in 1989 and is maintained through donations from alumni and friends of the Program. The Minutaglia Scholarship is funded from an endowment established in 1973. The awarding of two more scholarships does not appear since the funds were granted during the Spring 1999 and Spring 2003 semesters and the Table reflects only Fall data.

We were very pleased to have been selected by the University to receive a source of financial aid based upon academic excellence. The Rev. Brian O'Connell, C.M. Scholarship is awarded to incoming part- or full-time students based upon academic performance in the previously-earned degree. Father O'Connell, the late Dean of St. John's College of Liberal Arts and Sciences, was very supportive of the Division of Library and Information Science. It was his concern that tuition for graduate education at a quality private institution be made more accessible to part-time students, and he selected the MLS Program from among the graduate offerings of the College to be the recipient of such funding. We have been pleased with the quality of students who have come to study in this program since the scholarship's inception in the Fall 2001 semester. The O'Connell scholars have entered the Program with an average quality point index of 3.72 (compared to an average of 3.37 overall), and have achieved a cumulative average 3.85 (versus 3.79 overall). Considering our tuition as a private institution, this scholarship has made a St. John's education possible for students who might otherwise have had to go elsewhere for their education. This data is presented in Table 11.

Individual students have indicated at the time of their initial enrollment that the O'Connell Scholarship made it possible for them to afford St. John's. This is particularly rewarding because the majority of these students are part-timers. Table 12 data indicates that since Fall 1999 the yield in accepted to enrolled students has risen (from 45% to 61%) at the same time that the applied to accepted ratio has declined (from 84% to 69%). The combination of being more selective in admissions while providing financial assistance to part-time students based upon academic achievement is yielding positive results. Enrollment has risen from the low of 88 (Fall 2001) to 117, with the total student FTE likewise increasing from 42.08 to 58 (Table 13).

Students have also been supported by external, nationally recognized sources such as the H.W. Wilson Scholarship and the Gates Scholarship. In addition, we have been pleased to have been awarded Pinetree Scholarships from the New York Community Trust to support three students (at \$10,000 each). Each recipient was selected from among applicants based upon the criteria that s/he evidence interest in a career in cataloging, indexing, preservation, or collection development. The first two Pinetree Scholars have completed their degrees and graduated in January 2004.

The Program seeks to prepare professionals for service primarily in the New York City metropolitan area, which includes the City's five boroughs and surrounding suburban areas of New Jersey, Westchester and Rockland Counties (upstate New York), and Long Island (Nassau and Suffolk Counties). Of course, with our international student population, we are preparing students for service throughout the globe. Those who remain in our diverse metropolitan area need a global perspective as well, and therefore we seek to balance the needs of our "local" constituency of libraries and information centers with the world's information needs.

"Local" needs vary over this widespread and densely populated region, particularly by type of library. For students who are preparing for service in public libraries and school library media centers, placement may be in an impoverished urban area, a wealthy suburb, or a rural community - all

of which offer different socioeconomic groups and tax bases that influence library funding, staffing and hours of service. We attract students who desire all of these types of placements and therefore emphasize commitment to equitable service for different populations in our courses, service learning opportunities, and internship placements.

Many of our students aspire to careers in special libraries, and Manhattan is the primary location for such placements. Although the need for corporate information center professionals has declined since the terrorist attacks on September 11, 2001, our recent graduates have nevertheless had success in such placements. The Program has witnessed an increase in students pursuing concentrations and coursework in archives and preservation, and connections through the University have led to placements in these areas as well.

The number of students electing to pursue careers in academic libraries is the smallest in our program, attributable to the requirement in many of these venues that applicants present an additional graduate degree in addition to the MLS. Most of the students who enter the Program with an additional graduate degree are often pursuing the MLS in anticipation of such a position upon graduation; those with the credentials who have not considered the possibility are often encouraged to take LIS 231 – *College and Research Libraries* as an elective. Internships in the University’s Main Library and the library at the Manhattan campus are valuable experiences for students who have been pursuing a concentration in a type of service (e.g., reference) but have not given thought to an academic library as a career.

The rich mix of student backgrounds and the dynamism of the opportunities available for learning and working in the New York metropolitan area provide a stimulating culture in which to prepare for a career in the library and information science profession. Students value the resultant learning environment during and after their St. John’s experience, as indicated by affirmative responses of over 90 percent by students and alumni to the following statements (Table 2):

- The composition of the DLIS student body fosters an environment conducive to learning.
- Faculty and students of the DLIS are a learning community.
- There is a sense of collegiality and professionalism among the DLIS students and faculty.
- The faculty instills in the DLIS a culture that emphasizes the professional commitment to service.
- The DLIS learning environment is consistent with the University's commitment to service.

**STANDARD IV.2 Current, accurate, and easily accessible information on the school and its program is available to students and the general public. This information includes announcements of program goals and objectives, descriptions of curricula, information on faculty, admission requirements, availability of financial aid, criteria for evaluating student performance, assistance with placement, and other policies and procedures. The school demonstrates that it has procedures to support these policies.**

### ***Program Information***

Information about various aspects of the program is made available to prospective and enrolled students through various forms of communication. Official, published channels such as the DLIS website and the University *Graduate Bulletin* (in print and online) are the most publicly available sources of information and are often consulted prior to the application process. Recruitment for the purposes of enrollment, achieving student representation reflecting our cosmopolitan area, and meeting the needs of the region for professionals are key goals of the Division. Students who inquire about the program may receive information via e-mail, surface mail, phone, and/or a campus visit. By the time they complete the application process, many prospective students have used multiple methods, and over half have taken advantage of the opportunity for a campus visit (Table 1). The campus visit is a key component of the Division's personal approach to the admissions

process, and it seems to pay off in student satisfaction, as evidenced by these comments from the Student Survey:

- One of the main reasons I chose to go to St. John's is because of the attentive, professional, and courteous behavior during my admissions process. None of the three other universities I applied to came close in comparison. That showed me that they cared about their students. That has not changed since I enrolled. The professionalism of the faculty makes me feel like I'm getting my money's worth.
- What made me decide to apply and be a part of this program was the approachability of its staff and faculty. They have helped me decide my goals and have helped out with any of my problems. The introductory courses have also helped me greatly in determining my goals and career path, and understanding the history and evolution of Library and Information Science.

The DLIS online Student Handbook (Appendix Q and at [www.stjohns.edu/librarianscience](http://www.stjohns.edu/librarianscience)) is also a point of information for students. While much of the information is contained in the University and DLIS websites, the feature of the Handbook is that it provides a central point of access. The Handbook contains information required by students such as faculty contact points, grading and examination policies, financial aid sources, and placement assistance. The online feature of this tool is valuable in that links are provided within the text to other University sources; the student is therefore immediately transported to the location providing the information. For example, Handbook references to the academic calendar link to that source on the Registrar's site; information on final exam policies links to the Office of the Dean, and when St. John's Central (the University web portal) is mentioned, the student is taken directly to the login menu.

As an academic unit in the Graduate Division of St. John's College of Liberal Arts and Sciences, policies and procedures on academic program and financial aid eligibility matters are coordinated by the DLIS

administration and faculty with the academic administrators of the college in their varying roles and responsibilities. The relationship between these two units has been a seamless and professional one for many years, one characterized by cooperation, coordination, and mutual respect. Therefore, communication about policies on admission, program requirements, graduation eligibility and other matters of concern to students is carried out in accordance with the published University, College, and Division guidelines outlined above. Questions are addressed and resolved in the context of these regulations. The student confidence in the ability of the DLIS office to provide appropriate guidance on such matters is expressed in the over 95 percent agreement by students and alumni to the following statements (Table 4):

- The DLIS administration and support staff understand the policies of St. John's University
- The DLIS administration and support staff understand the procedures of St. John's University.

**STANDARD IV.3 Standards for admission are applied consistently. Students admitted to a program have earned a bachelor's degree from an accredited institution; the policies and procedures for waiving any admission standard or academic prerequisite are stated clearly and applied consistently. Assessment of an application is based on a combined evaluation of academic, intellectual, and other qualifications as they relate to the constituencies served by a program, a program's goals and objectives, and the career objectives of the individual. Within the framework of institutional policy and programs, the admission policy for a program ensures that applicants possess sufficient interest, aptitude, and qualifications to enable (successful) completion of a program and subsequent contribution to the field.**

***Admissions Standards, Policies and Procedures***

The Director evaluates all applications for admission after preparation of the docket by the University's Office of Admissions. This preparation includes the incorporation of the application form, transcripts (including

calculation of the undergraduate grade point average), letters of recommendation, and an essay statement of professional goals into a complete dossier. The credentials of applicants who indicate a desire to seek New York State Education Department certification (school library media specialist) are also reviewed by the Associate Director, who possesses that credential. In this way, any additional coursework can be communicated to the applicant early in the process.

The Division's published criteria for admission includes a grade point average of 3.0 for undergraduate and any previous graduate coursework from accredited institutions (both overall and in the major area). The DLIS policy has been to strictly adhere to this criterion, which has been in place for over 25 years (i.e., since initial ALA accreditation). Letters of recommendation and the essay are assessed to validate the eligibility to pursue graduate study that the cumulative index indicates. It is expected that the combination of a record of academic achievement at the undergraduate level, an articulate statement of goals from the applicant, and the recommendations of others present a combination of qualifications that predict success as a student in the MLS program and the potential to contribute to the field as a practitioner.

It is recognized that there are instances where applicants who possess potential for success do not present the criteria of a 3.0 average in the dossier. These include students who may have changed majors after being unsuccessful in their first choice; those whose personal circumstances during enrollment for the baccalaureate were not conducive to satisfactory academic performance; and those for whom English may not have been their first language during that period. In these cases, the Director assesses the potential of these applicants to be awarded special (non-matriculated) status. It is expected that—in the absence of the record of academic achievement—these individuals will possess other sound evidence of potential for success in the form of exceptionally convincing recommendations, essays that evidence maturity and commitment, and other such evidence as may be appropriate (e.g., a record of increasing responsibility in the workplace, a product of their work such as a writing sample or special project, etc.). On occasion, a

student will elect to submit recent Graduate Record Examination scores as evidence of potential and maturity. When possible, an interview with the Director, Associate Director, or member of the faculty is encouraged to assess potential as well.

Special students are selected judiciously and with the expectation that they possess capability for success in the program and in the profession. They are advised in writing that they must complete a specified number of credits (usually 12, the maximum allowed) with a minimum 3.0 average. Upon initial registration in courses, each special student signs a statement indicating understanding that permission to enroll in courses does not imply matriculation in the program. At the completion of the specified coursework, which should primarily consist of the core, the student requests in writing a reevaluation of the dossier based upon graduate coursework completed. Upon admission for full matriculation, the courses completed are applied to the student's MLS program.

**STANDARD IV.4 Students construct coherent programs of study that allow individual needs, goals, and aspirations to be met within the context of program requirements established by the school. Students receive systematic, multifaceted evaluation of their achievements. Students have access to continuing opportunities for guidance, counseling, and placement assistance.**

#### ***Academic Advisement and Evaluation***

Upon admission, each new student is notified in writing that his/her academic advisor is either the Director (Queens) or Associate Director (Oakdale); the initial registration meeting is scheduled with the specified individual. Upon determination of the student's career interests, s/he may be assigned to an appropriate full-time faculty member the following semester. For example, all students interested in school library media are assigned to the two faculty with credentials in that area; students interested in organization of information, indexing and thesaurus construction, reference services, children's work, etc., are likewise assigned. Students may at any time request to have a particular

individual as an advisor, and such requests are honored. Students holding Muskie Fellowships must have their academic programs approved by the Associate Director, who coordinates the program. However, they may seek advice on academic program choices from any faculty member in their field of interest. It should also be noted that non-matriculated students remain assigned to the original advisor until such time that they are admitted to matriculated status, and that only full-time faculty may serve as advisors.

Advisement meetings may be formal or informal in nature, and short- or long-term in scope, on any given occasion. Students are required to meet with their respective advisors at least once each semester in order to review academic progress and plan their course selections for the next term and beyond. It should be noted that—while the University subscribes to web registration— a student does not receive a priority code unless the signature of the academic advisor has been obtained on the advisement form. While every effort is made to permit each student to select a program that meets his/her individual interests and career goals, the Division has established certain parameters for completion of the program. First, the introductory course (LIS 204 - *Introduction to Library and Information Science*) should be taken as one of the student's first two courses; it is offered every semester in both Queens and Oakdale to facilitate the satisfaction of this requirement. The material, concepts, and issues presented in this course establish a foundation for all other coursework. It is expected that the student then proceed to satisfy the core within the first eight classes. Exceptions may be made to accommodate the desire to complete certain specialized courses that may not cycle again during the student's course of study; this situation is particularly the case for full-time students, who may finish coursework in as few as three semesters.

Beyond the required five-course core and an additional course selected from among the areas of advanced reference, advanced organization of information/metadata, and indexing and abstracting, the student completes a concentration comprised of at least three courses. While there is some flexibility in this regard, the student and advisor plan a

coherent sequence that will result in a specialization within the program. Typical concentrations include types of services or activities (e.g., reference, organization of information, automation), types of libraries and/or information organizations (e.g., school media centers, public libraries, archives), and information formats (e.g., online databases, digitization, rare books). There are many possible combinations between and among these offerings, and students are provided a measure of latitude in course selection to accommodate their interests. The goal is for the student to experience the excitement of discovery by forming a sequence of courses that will prepare him/her for the direction in which s/he wishes to take once in the field; it is the advisor's responsibility to ensure that the student develop an understanding of both the profession's foundation and the selected concentration area within the context of program requirements.

Assessment of academic achievement takes place in multiple formats, including formative and summative evaluation. Each faculty member utilizes as many methods as possible and appropriate to the course being taught. A particular emphasis has been placed on writing skills and professional expression. Papers are required in most courses and these are expected to be in the style, format, and quality used in the workplace. Students who need assistance in the area of writing are referred to the University's Writing Center. Major writing assignments consist of research papers, annotated bibliographies and bibliographic essays worth a substantial percentage of the course grade to brief reactions to professional issues and comparison of materials' content or formats. Due to the nature of media design courses and the many technology-driven topics in the field, assignments also take the form of presentations requiring webpages or Power Point slides, and the results of online searches or bibliographic control exercises. Examinations (usually a midterm and final) are key components of the evaluation of student performance in most courses, and essay questions are a major part of most exams. In those cases where a final examination is not given, students are required to present another major project as a culminating experience in the course. Examples of student work will be available onsite.

In this way, students are assessed often and through a variety of methods, providing them with experience in creating multi-faceted forms of communication and ways to demonstrate knowledge. They have come to expect this type of rigorous assessment and comprehensive coverage of the foundations of the profession indicated by at least 90 percent student and alumni agreement with the following statements (Table 3):

- The DLIS fosters a culture of academic excellence.
- The DLIS adheres to its mission and goals statement.
- The MLS program provides a solid foundation of skills and knowledge to help me succeed in a changing profession.
- There is good communication among faculty and students regarding student needs, concerns, and suggestions.
- Class size is conducive to a supportive instructional environment.
- Feedback on my academic progress takes on multiple forms (tests, written/oral assignments, etc.).

The regular communication of expectations for student work and the opportunity for continuous dialogue on progress is aimed at valued-added achievement. The implementation of this careful, competency-appropriate assessment by the faculty provides the opportunity for evaluation of the progress and skill attainment of students as they advance through each course and the program.

**STANDARD IV.5 The school provides an environment that fosters student participation in the definition and determination of the total learning experience. Students are provided with opportunities to form student organizations and to participate in the formulation, modification, and implementation of policies affecting academic and student affairs.**

Students gather with faculty advisors (Drs. Everhart and Kaye) to discuss potential student activities. Activities range from the social (i.e., planning the end-of-semester gathering) to a used book sale with the goal of raising money for out-of-town library visits. Students have also participated in sessions related to academic matters such as the Self-

Study. Dr. Kaye serves as liaison between students and faculty, in an effort to insure that student concerns are addressed.

**STANDARD IV.6** The school applies the results of evaluation of student achievement to program development. Procedures are established for systematic evaluation of the degree to which a program's academic and administrative policies and activities regarding students are accomplishing its objectives. Within applicable institutional policies, faculty, students, staff, and others are involved in the evaluation process.

### *Program Assessment and Development*

The culminating assessment of each student's performance at the conclusion of coursework is the comprehensive examination<sup>+</sup>, which consists of essay questions on the core and concentration areas of study. Two questions must be answered from among the core areas of information science, reference, information organization, collection development, and management. The third question may be selected from either the core or the concentration. The two core questions are worth 25 percent each and the third question is valued at 50 percent; in this way the core and concentration are each worth half of the exam. Questions are constructed so as to be capable of being answered by each student regardless of concentration.

Each question is independently evaluated on a pass/fail basis by two faculty members with expertise in the area covered; when there is a tie, the question is assigned to a third reader. Students who pass all three questions pass the examination and are eligible for graduation. Those who fail one core question may retake a core area (other than the one passed) during the next scheduled administration of the exam, which is offered in November, March, and June. Students who fail more than 25 percent must retake the entire exam. In either case, the examination may be taken only twice. Failure to pass on the second attempt would result in failure to earn the degree.

The faculty considers this experience to be valuable for assessment at the individual student and program levels. It serves as a capstone experience for the student by integrating the various concepts and skills introduced during coursework and the internship. An electronic-reserve site on the Library's webpage is provided with examination policies, a slide presentation on preparation, and questions from past exams+. Students are encouraged upon initial enrollment to become familiar with the site and the philosophy behind the examination, namely that they will be required to demonstrate a comprehensive understanding of the profession in order to graduate. A workshop is offered by the faculty three times per year on each campus in order to familiarize students with exam preparation strategies and expectations for performance. The workshops are open to all students at any stage in the program and are required for those taking the exam the coming semester.

For faculty, the examination results are an important and effective indicator at the program level as well. Adjustments to the assessment methods used in individual courses have been made based upon patterns of student performance. For example, the intensified emphasis on professional-quality writing in the classroom was added to all course syllabi and assignments several years ago in response to the observation that students needed preparation in composing written essay-length materials. The simple fact that the examination exists influences academic policy in the form of a constant awareness that all students must be provided with the competencies to successfully demonstrate a comprehensive preparation for the profession. Students at the Queens and Oakdale campuses take the identical examination at the same day and time. Part-time faculty members are made aware at the time of hiring of the competencies expected of students at the end of the courses they will be assigned to teach. To this end, the DLIS is moving towards the implementation of departmental syllabi for the core courses.

An additional indicator of student performance is the assessment provided by the internship site supervisor. The many possible variations of assessments given due to having supervisors in many different settings provide a wide-ranging picture for faculty to work with regarding

the abilities our students will possess immediately upon graduation. The information gained has informed curriculum and practice that have resulted in improvements to student performance in the field. For example, based upon supervisor assessments and direct observations of student interns placed in school library media centers, there is an increased emphasis on lesson planning and pedagogical techniques in relevant classes. Each intern is required to teach a lesson at the internship site. The lesson is observed by a member of the DLIS faculty and must have been planned in cooperation with a classroom teacher's unit assignment.

The evaluation of academic and administrative policies and activities takes place on a regular basis at the Divisional, College, and University-wide levels during scheduled meetings of the DLIS faculty, Liberal Arts Faculty Council, and Graduate Council, respectively. DLIS faculty members always serve as members of the Liberal Arts and Graduate Councils, and we have had students elected to serve as representatives to these bodies as well. The Director attends meetings of the St. John's College Chairs and (with the Associate Director) is involved in matters of academic and administrative planning initiatives carried out by the College. The DLIS secretary attends periodic meetings called by the Office of the Dean of the Graduate Division of Arts and Sciences for support staff in constituent units; policies and procedures concerning the Division that have to be carried out by staff are discussed and feedback is solicited. Issues range from academically related matters such as the administration of comprehensive examinations on computer to managerial procedures such as the processing of assistantship contracts.

As an outgrowth of the program development initiatives that are generated at these various levels, the DLIS also participates in self-assessment initiatives requested by the Offices of the Dean and Provost. The most recent major effort was a comprehensive Academic Program Review (Appendix E) completed during the Fall 2002 semester. The final document covered 10 criteria examined as part of an extensive internal assessment: history, development, and expectations; external demand; internal demand; quality of program inputs and processes; quality of

program outcomes; size, scope, and productivity; costs and other expenses; impact, justification, and overall essentiality; and patterns of responsiveness and evidence of program commitment to environmental opportunities. The implementation of these and other consistent planning efforts results in systematic development and ongoing introspection that fosters a culture dedicated to continuous improvement.

### ***Conclusion***

Students in the Division enjoy a comfortable and congenial relationship with the faculty. They are aware that the program is centered on their needs and ultimate success, and they demonstrate this through their enthusiastic evaluations. Their participation in internships, service learning, and other library activities in the metropolitan area offers them a clear vision of librarianship as a service profession. The nature of the student body and the diversity of their interests support an appreciation of professional opportunities, and their own potential to contribute to a global community.



**Chapter**

**V**

**Administration  
& Finance**

**St. John's University  
Division of Library and Information Science**

### ***Introduction***

The past six years have brought several administrative changes to the Division of Library and Information Science (DLIS). In 1998 the DLIS Director (Dr. James Benson) was appointed Dean of University Libraries in addition to his duties as Director. An Associate Director administrative position was then created to assist the Director with the DLIS administrative duties. The position was filled from within the University by Dr. Elizabeth Pollicino, who moved from her position as Director of Academic Resources and Support Services in the Office of the Provost. Her extensive knowledge of the administrative functioning of the University was invaluable to the Division, as was her prior experience as a professional librarian. In Spring 2001 the University added the position of Chief Information Officer to the Dr. Benson's duties as DLIS Director and Dean of Libraries. This dramatically increased the administrative responsibilities of the Associate Director.

The impact of the World Trade Center attack at the beginning of the Fall 2001 semester was felt throughout the University and the DLIS was no exception. The emotional and psychological stress affected everyone and made both the teaching and learning processes extremely difficult. The University's network provider was lost and technology problems resulting from September 11th continued throughout the Fall semester, adding frustration to an already stressful teaching and learning environment. With so much of the Director's time occupied with technology problems the Division was left with an academic leadership void. During this period, the primary goal of the Division shifted to a contingency mode in order to function until the end of the semester and little was done to move forward with our stated goals. Dr. Benson resigned his duties as Director of the Division in December 2001 to devote more time to his other responsibilities as Chief Information Officer and Dean of Libraries. Dr. Sherry Vellucci was appointed from the faculty as Acting Director and the appointment was made permanent in June 2002. Dr. Elizabeth Pollicino continued in her position as Associate Director and provided administrative stability for the Division during this transition period.

**Administration**

**STANDARD V. a. 1. The school is an integral yet distinctive academic unit within the institution. Its autonomy is sufficient to assure that the intellectual content of its program, the selection and promotion of its faculty, and the selection of its students are determined by the school within the general guidelines of the institution.**

To better understand the placement of the Division of Library and Information Science in the University's organizational schema, a brief description of the management structure is presented here. The primary officers of the administration are:

Rev. Donald J. Harrington, *President of the University*  
Rev. Michael J. Carroll, C.M. *Executive Vice President for Student Services and Branch Campuses*  
James P. Pellow, *Executive Vice President and Treasurer*  
Julia A. Upton, R.S.M., *Provost*

The academic programs at St. John's University are organized within colleges and schools. Each college and school is headed by an academic Dean. At present the six independent colleges and schools are:

St. John's College of Liberal Arts and Sciences, Dean Jeffrey Fagen  
Peter J. Tobin College of Business, Dean Richard Highfield  
The School of Education, Dean Jerrold Ross  
College of Pharmacy and Allied Health Professions, Dean Robert Mangione  
College of Professional Studies, Dean Kathleen McDonald  
School of Law, Dean Joseph Bellacosa

The Division of Library and Information Science (DLIS) is part of the Graduate Division of St. John's College of Liberal Arts and Sciences (SJC), which is headed by Associate Dean Frank Biafora. The DLIS occupies a unique position in the academic structure of the College for it is the only academic Division within the Graduate Division of the College. All other units, with the exception of the Institute for Asian Studies, are

Departments. The Director of the Division reports directly to the Dean of St. John's College and to the Associate Dean of the Graduate Division. The Deans conduct the business of St. John's College through regular meetings of the Department Chairs, a group that includes the DLIS Director. Unlike rotating department chairs, the position of Director of the Division is an administrative appointment, with the Director reappointed annually by the President of the University. This arrangement provides autonomy for the Division in many administrative matters and allows the Director to develop long-term relationships with administrators and faculty outside the Division.

The Liberal Arts Faculty Council (LAFC) has the responsibility to review and approve all academic programs within St. John's College. The DLIS is represented on the council by two faculty members and the DLIS Director. Proposals for new graduate level courses and major changes in graduate course content are reviewed and approved by the Associate Dean of the Graduate Division and the St. John's College Department Chairs to ensure high quality content and make certain that there is no conflict with existing graduate courses, policies, or regulations.

The faculty of the Division operates as a cohesive body with considerable autonomy on all academic program decisions, including core requirements, concentrations offered, curriculum development and course scheduling. The program supports the academic freedom of its faculty members in their teaching and research. The faculty is expected to meet course objectives and to impart the expected competencies as stated in the course description and syllabus. In order to prepare all students to pass the comprehensive examination at the end of their program, standard syllabi are used for core courses, but all faculty have the freedom to choose materials and select the instructional methodologies that best meet their needs.

The *University Statutes*<sup>+</sup> mandate two standing committees within the Division: the Educational Policy Committee (EPC), which deals with academic and curricular matters and the Personnel and Budget Committee, which reviews faculty selection, retention, promotion and tenure as well as financial matters of concern. Only tenured faculty may

be members of the Personnel and Budget Committee, but given the small size of the faculty and the fact that all are tenured at this time, decisions by both committees are generally made by a committee of the whole. Any faculty member may propose additions, deletions and changes to the program, and all faculty are voting members of the EPC. Program requirements are determined by the DLIS faculty with reference to appropriate library standards and compliance with New York State regulations. For example, in 2001 the Associate Director and Dr. Nancy Everhart, both school library media faculty specialists, revised the school library media curriculum to reflect recent changes in the New York State regulations for certification. In addition, during the two year period 2001–2003, the faculty accomplished the following curriculum revisions: a) developed and approved seven new courses; b) developed and approved two new areas of concentration; c) changed program requirements to include an advanced course in either information organization or reference; and d) reviewed and updated all course descriptions for the 2002–2004 *Graduate Bulletin*. Additionally, the entire faculty recently participated in an extensive University-wide Academic Program Review (Appendix E).

The Personnel and Budget Committee consists of all tenured faculty in the Division. Committee members vote on all faculty appointment, retention, promotion and tenure decisions. New faculty appointments are approved by the Dean of St. John's College and the University Provost. The DLIS faculty is responsible for defining the academic expertise required, conducting the search and interview process, reviewing credentials, and making appointment recommendations, which are then sent to the Dean and Provost for approval. In matters of reappointment, promotion and tenure the Personnel and Budget Committee exercises its legal responsibility. It seeks faculty input on the decision, but meetings are restricted to Personnel and Budget Committee members as appropriate, and all votes are by secret ballot, in accordance with University procedures. Reappointment, promotion and tenure have a three level approval process within the University beginning with the Personnel and Budget Committee of the DLIS, and moving up to the Liberal Arts Personnel Committee of the College, with final approval resting with the University Personnel Committee.

Student admissions are conducted under the auspices of the Associate Dean, Graduate Division of Liberal Arts and Sciences in St. John's College. The College has established minimum requirements for admission, which include an undergraduate grade point average (GPA) of 3.0 or better (*Graduate Bulletin*<sup>+</sup>). Admission decisions are made by the DLIS Director and the Assistant Dean (acting on behalf of the Associate Dean, Graduate Division) to ensure consistency in applying the admissions criteria set by the College for graduate studies. The DLIS Associate Director is consulted on School Library Media applicants, since she has greater expertise in this area. All application dockets are forwarded from the Graduate Admissions Office to the DLIS Director for review and approval or denial. The Director may request waivers of the minimum requirements (e.g., in grade-point average) but the Graduate Deans exercise the right to maintain admission standards. Rarely is the request of the Director for waivers of minor deviations from the set standards denied.

The College also sets the requirements for the graduating GPA (3.0) and the requirements that all students pass a comprehensive examination that is graded by the Division's faculty. Graduate Assistants are selected by the Director and Associate Director, but the Graduate Deans allocate the number of Graduate Assistants assigned to the Division based upon the annual budget.

**STANDARD V. a. 2. The parent institution provides the resources and administrative support needed for the attainment of program objectives.**

The University provides the infrastructure that supports the DLIS, including the administrative support and resources necessary for attaining its program objectives. The DLIS is accorded the same administrative support from the University that other collegial units with graduate programs receive. As noted above, the SJC Graduate Division's personnel assist with the DLIS recruitment and admissions process. In addition, they also provide assistance with student registration (working with the registrar's office to maintain a central records system for currently enrolled students), course scheduling, and administration of the

comprehensive examination. The Graduate Division Office acts as the source of information on policies and procedures established by the Graduate Division of the College.

The DLIS has access to resources available to all collegial units. The University provides the human, technical, physical and monetary resources that enable the DLIS to function. These include funding for faculty and staff, classroom improvements, technology software and equipment maintenance and upgrades, student assistance and scholarships, and other administrative functions. These resources will be addressed in greater detail below under the Financial section of the Standard.

**STANDARD V. a. 3. The school's faculty, staff, and students have the same opportunity for representation on the institution's advisory or policy-making bodies as do those of comparable units throughout the institution.**

In addition to the DLIS internal committees, the DLIS is represented on a wide range of University advisory and policy-making committees, councils, and task forces, including the Liberal Arts Faculty Council and the University Senate. DLIS students have the opportunity to serve on University Committees and Faculty Councils. Most recently a DLIS student served as a student representative to the University Senate (2002–2003). The following table lists the most recent and ongoing appointments.

University Organization	Participant(s)	Purpose
University Senate	DLIS Director 1 additional faculty	Formulate policy relating to curriculum matters affecting more than one school or college; admission, retention and graduation of students; student activities and student discipline
University Senate Faculty	DLIS Director	Propose policy and review all

Affairs Committee		matters pertaining to faculty responsibilities, teaching loads, leaves, special programs and conflicts of interest.
Department Chairs Committee	DLIS Director	Advise Dean on all matters pertaining to the academic units of the University
Graduate Council	DLIS Director	Formulate policy relating to graduate curricular matters and regulations pertaining to the admission, retention and graduation of students in graduate programs
Graduate Council Curriculum Committee	DLIS Director	Propose policy relating to graduate curricular matters
Liberal Arts Personnel Committee	1 faculty	Consider recommendations for faculty reappointment, promotion and tenure; report recommendations to Provost
Liberal Arts Faculty Council	DLIS Director, 2 additional faculty	Formulating and maintaining the educational policies of SJC relating to curricular matters, and regulations pertaining to the admission, retention and graduation of students that concern St. John's College.
LAFC Graduate Affairs Committee	DLIS Director	Propose policy relating to graduate curricular and student matters pertaining to the college
LAFC Budget Committee	DLIS Director	Assists in preparation and review of the academic budget of the college

Provost's Task Force on Computer and Information Management	DLIS Director	Jointly review self-studies in computing-related programs and develop recommendations for greater collaboration; propose alternative program designs
University Information Ethics Committee	DLIS Director	Develop resources for ethical decision making in the graduate programs; develop programs on integrating ethics into graduate curriculum
Graduate Advisory Board	DLIS Director	Advise Graduate Dean and administration on graduate matters of marketing and enrollment
Interdepartmental Committee on Linguistics	1 Faculty member	Promote linguistic studies; serve as liaison with IT, library, and departments that teach relevant courses,
Oakdale Academic Planning Task Force	Associate Director	Assessment of Programs for Academic Future of Campus

**STANDARD V. a. 4. The school's administrative relationships with other academic units enhance the intellectual environment and support interdisciplinary interaction; further, these administrative relationships encourage participation in the life of the parent institution.**

The Director and members of the faculty and staff work closely with other academic units at St John's University. The Department Chairs Committee affords the Director an opportunity to interact with other academic units on a regular basis. This has proved to be valuable in discussing and planning interdisciplinary cooperation with the DLIS. In Addition, the Director acted as the University's Director of Digital Library Planning in 2001-2002 and served on the University's Information Technology

Advisory Council from 2000 until its dissolution in 2002. Representatives from all segments of the University (academic, administrative, technological) worked together to improve technology University-wide. Current examples of our interdisciplinary activities are listed below.

- Administratively, the Division shares responsibility for overseeing double-degree programs with the Pharmacy School and the St. John's College Department of Government and Politics.
- DLIS courses are regularly taught by faculty members in the Math and Computer Science Department and in the College for Professional Studies.
- The Director worked closely with the Assistant Dean of the Law School Library to develop a new concentration in Law Librarianship. Several of the SJU Law Librarians now teach for the DLIS.
- The DLIS cross-lists several courses each semester with the School of Education.
- As a member of the Provost's Task Force on Computers and Information Management, the DLIS Director is working with representatives from other departments in St. John's College and with representatives from the Tobin College of Business and the College of Professional Studies to investigate ways to utilize academic computing technology resources more effectively across the University
- The DLIS Director is currently working with the Chair of the History Department in St. John's College to develop a joint program in Public History and Archives.
- Represented by Dr. Bella Weinberg, the faculty collaborated with the Interdepartmental Committee on Linguistics to develop a new concentration in Computational Linguistics. Further details of this

partnership, which was proposed by the Interdepartmental Committee, are being explored at this time.

- The DLIS Director is working with the members of the Provost's Task Force on Computers and Information Management to develop an interdisciplinary undergraduate program in Information Management.
- The DLIS partners with the University Libraries in endeavors ranging from providing vendor educational sessions and teaching workshops, to developing graduate assistantship opportunities and placing DLIS interns.
- At the request of the Chief Information Officer the DLIS faculty has taught workshops for the University faculty on the use of instructional technology.
- Dr. Nancy Becker is working with the Provost's Office and the Center for Teaching and Learning to develop an assessment tool for an undergraduate literacy program.
- The DLIS Director worked with the Chair of the Math and Computer Science Department of St. John's College to effect the transfer of a full-time faculty member into the DLIS

**STANDARD V. a. 5. The executive officer of a program has title, salary, status, and authority comparable to heads of similar units in the parent institution. In addition to academic qualifications comparable to those required of the faculty, the executive officer has leadership skills, administrative ability, experience, and understanding of developments in the field and in the academic environment needed to fulfill the responsibilities of the position.**

The executive officer of the DLIS (Dr. Sherry Vellucci) holds the title of Director, an appropriate title for the head of a Division rather than a Department. The Director receives a faculty salary plus an administrative

stipend. The salary is equitable with that of other faculty members of her academic rank of Associate Professor. The administrative stipend exceeds that of the typical department chair by a modest amount, however, the total remuneration for the position of Director is considerably lower than the mean salary for LIS Deans and Directors as reported in the 2003 ALISE statistics. In terms of status, the DLIS Director's position is treated as equivalent to a Department Chair.

The DLIS Director is a tenured member of the faculty, holds the terminal degree in Library Science and meets all qualifications for the academic rank of Associate Professor in terms of teaching, publishing, and service. Her teaching experience began as an adjunct lecturer at Columbia University's School of Library Service for two years and has continued full-time at St. John's to the present. She was twice nominated for the Teaching Excellence Award by students and colleagues. She has published extensively in the area of bibliographic relationships, cataloging and metadata and won awards for her research and publications. Committed to professional service, the Director has served on several Boards of Directors in a variety of positions in professional associations, including President of the International Association of Music Libraries United States Branch and Treasurer of the Music Library Association. She currently serves on the Boards of several local library organizations and on the editorial board of a prominent cataloging journal. Her close association with instructional and digital technology at St. John's keeps her abreast of the ever-changing efforts in distance education. This active participation and leadership in various aspects of the profession keeps her apprised of the latest developments in the field both nationally and internationally.

In addition to her activities in library education, the Director has extensive experience as a working librarian and administrator. Prior to entering the teaching profession in 1992 she worked as a librarian for five years and a library director for a further nine years. These positions gave her a great deal of practical experience in several different areas of librarianship and provided valuable skills for much of the work performed as Director.

**STANDARD V. a. 6. The school's executive officer nurtures an intellectual environment that enhances the pursuit of the school's mission and program goals and the accomplishment of its program objectives; that environment also encourages faculty and student interaction with other academic units and promotes the socialization of students into the field.**

The Director is deeply committed to an academic environment that encourages academic rigor and nurtures students' personal and professional growth. This is accomplished through a strong student-centered approach to education. The faculty is encouraged to set high standards for academic rigor in the classroom and be available to students outside of class. The low student-faculty ratio (8:1) enables faculty to give individual attention to students. This is confirmed by student survey responses where 96% agreed or strongly agreed that class size is conducive to a supportive instructional environment (Table 3).

The Director serves as the academic advisor for all new students, allowing her to maintain close contact with their professional goals and achievements. Most faculty have an open-door policy and are happy to discuss academic issues and career paths with students in a less-formal environment. The DLIS listserv keeps students apprised of job opportunities on a daily basis.

The Director encourages faculty research, publication and submission of grant proposals. The Director and faculty set the standard for professional service by example and make a conscience effort to instill in students the ethical and service values of our profession. One student survey response stated that "the faculty really instills a sense of public service." The faculty strongly encourages students to develop professional networks and to participate in professional associations. The Division posts activities of local organizations on the DLIS listserv and faculty mentors encourage students to attend meetings, dinners, receptions, programs and conferences of various library groups. The monthly colloquia provide discussions of current issues in the profession and invited alumni speakers to talk about various careers in libraries and information centers.

Students are permitted to take up to six credits in areas outside the Division, often registering for courses in the Tobin School of Business or the School of Education. Selected DLIS courses are cross-listed with the School of Education. In addition, the DLIS offers two double-degree programs, one with the Pharmacy School and one with the SJC Department of Government and Politics. These interdisciplinary opportunities give DLIS students the chance to interact with students from other disciplines and broaden their educational experience. Other interdisciplinary opportunities are under discussion by the Task Force on Computing and Information Management.

The adjunct faculty contributes to the students' socialization into the field by providing knowledge of the working environment and current trends in their areas of expertise. Since adjunct faculty are local, they also broaden the students' professional network.

The DLIS maintains a close relationship with the University Libraries. Several DLIS students have Graduate Assistantship positions in the University libraries in Queens, Oakdale and Manhattan. The Executive Director of the libraries frequently serves as the internship coordinator for the DLIS providing students with contacts in the field and socialization into the profession. Several University Library faculty teach courses in the Division which benefits students by exposing them to working professionals with practical experience and knowledge of current trends.

**STANDARD V. a. 7. The school's administrative and other staff are adequate to support the executive officer and faculty in the performance of their responsibilities. The staff contributes to the fulfillment of the school's mission and program goals and objectives.**

When the DLIS Director was appointed Dean of University Libraries in 1998 the Associate Director position was added to fill the administrative void. The present Director and Associate Director work together as an administrative team to manage the daily functions of the Division. The Associate Director has primary responsibility for administration of the

DLIS program at the Oakdale Extension site and divides her time between the two campuses.

The number of support staff in the Division has remained stable, but there has been turnover in the personnel over the last six years. One staff member was recently promoted from Clerk to Secretary. The current support staff consists of two full-time employees and one part time worker. These include:

- 1 Office secretary (full time)
- 1 Office Clerk (full-time)
- 1 Office Clerk (part-time)

Given the size of the Division, this staffing is comparable or better than other academic units. The staff adequately supports the administrative and clerical functions of the Division and provides support for faculty in their teaching, research and professional association work. Staff duties range from maintaining student records and databases, to assisting with registration, budgeting, preparing adjunct faculty contracts, and planning receptions. They are the first contact point for current and prospective students. Student and alumni survey responses indicate overwhelmingly (95.7 and 100%, respectively) that the staff is helpful, friendly and understands the policies and procedures of the University (Table 4).

Students were less satisfied with the DLIS office hours of operation (8:30 am – 6:45 pm). Only 80.7% agreed that the office was open at convenient times (Table 4). It is unclear why this is the case, since the last evening class begins at 7:00 pm. and the office frequently remains open until classes begin. Dissatisfaction may be due in part to the fact that the Graduate Dean's Office closes at 4:30 most weekdays, only remaining open until 6:30 one night per week. Therefore, even though students have evening access to the DLIS office, if they must visit the Graduate Dean's Office to complete registration or for other reasons, their opportunities are limited. Since many of our students work full-time, the limited evening hours of the Dean's office does present problems.

The office staff is aided by two undergraduate College Work Study students who provide classroom support (photocopying handouts, setting-up equipment, etc.), clerical support, and help maintain the DLIS listserv. In addition, one FTE Graduate Assistant is assigned to help with administrative research and develop and maintain the DLIS website.

The DLIS information access lab has limited hours at the beginning of the semester with increased hours later in the semester as student workloads increase. During the week the lab opens at 8:30 am. when the office staff arrive. Due to the lack of resources for full-time staffing, the lab is staffed by part-time workers only during evening and weekend hours. The Division hopes to staff the lab on a full-time basis and extend the weekend hours in the future, but it is not clear at present what the source of funding might be.

Computer equipment, maintenance and upgrades are provided by the Office of Information Technology (IT). Two IT support staff are assigned to the library building where the DLIS is housed. This makes the computer trouble-shooting response time reasonably fast. The Division is fortunate that one of these workers is a graduate of the DLIS program and has a better understanding of the Division's needs than most IT staff.

**STANDARD V. a. 7 (cont'd). Within its institutional framework the school uses effective decision-making processes that are determined mutually by the executive officer and the faculty, who regularly evaluate these processes and use the results.**

The decision-making process is a joint effort among the Director, the Associate Director, and the faculty. Decisions regarding academic matters are discussed and voted on in faculty meetings. The Director and Associate Director ensure that decisions requiring action are implemented and monitor results as appropriate to report back to the faculty. Administrative decisions are usually made by the Director and Associate Director with input sought from faculty when appropriate.

***Financial***

**STANDARD V. b. 1.** The parent institution provides continuing financial support sufficient to develop and maintain library and information studies education in accordance with the general principles set forth in these Standards. The level of support provides a reasonable expectation of financial viability and is related to the number of faculty, administrative and support staff, instructional resources, and facilities needed to carry out the school's program of teaching, research, and service.

The University provides the continuing financial support necessary to maintain the DLIS program, but funds to develop the program further have not been forthcoming. One explanation for this is the University's focus on undergraduate studies, which results in resource allocation priorities directed at the undergraduate core curriculum. It is the University's undergraduate focus that drives the Division's recent development of an undergraduate curriculum.

The total operating budget<sup>+</sup> of the Division has fluctuated considerably since the last accreditation review, although this is not readily apparent at first glance. Chart 1 shows the DLIS operating budget for the past six years. The salary and fringe benefits budget has shown the greatest volatility owing to varying personnel costs because of changes in faculty and administrative staff and one retirement settlement. Chart 2 shows faculty salary expenditures. These were highest in 1997–1998 when the Division had its full complement of faculty. A drop in the faculty salary budget occurred in 1998–1999 when Dr. Benson was appointed Dean of Libraries and his salary was moved to a different department's budget, while the Director's stipend remained in the Division. At the same time, administrative staff salaries increased with the appointment of Dr. Pollicino as Associate Director. The increase the following year reflects the faculty retirement package for Dr. Clark. Later fluctuations occurred when the University changed its fiscal year from July–June to June–May and when one faculty member took a semester's leave without pay. Effectively the operating budget lost two faculty salaries (Benson and Clark) and gained one administrative salary (Pollicino).

Faculty salaries are based upon the collective bargaining agreement and merit awards. Salary increases during the last six years averaged 5% per year. Until this past year, faculty submitted applications for merit awards based on their past year's productivity. One-half of the award was added to the person's base salary and the other half was awarded as a lump sum. Under the recent bargaining agreement, merit awards are now called Faculty Recognition Awards and are determined by the Deans of the College based on the newly implemented Annual Faculty Activity Report (Appendix I). Faculty Recognition Awards are awarded as lump sum payments, no part of which is added to the faculty member's base salary.

Administrative and staff salary increases are based on their formal annual performance evaluation conducted by the DLIS Director. A major incentive for the attraction and retention of support staff is the tuition benefits provided by the University. Recently one support staff member used this benefit for her child. The monetary figure is reflected in the Fringe Benefits budget of the Division.

The operating budget, excluding salaries and benefits, has also fluctuated, although less dramatically. In each year's budget request, the Division must zero-base items such as travel. Operating expenses were typically rolled over from the previous year and reallocation of funds from one category to another required a written request to the University's budget planner along with adequate justification. Since implementing the Banner online budgeting procedures, the Director may perform these budget transfers herself online. This flexibility has resulted in budgeting that more accurately reflects actual expenses.

Online database expenses decreased in 1998-99 when the Division switched from dial-up access to Web access for OCLC. Overall, the operating budget has seen a slow but steady decline since 1999, mostly due to decreased expenses. One line in the operating budget has seen an increase. Chart 3 shows that the Travel line has increased steadily since 1999.

Requests for funds to renovate the Information Access Lab were submitted as a capital expense each year for the past three years. This capital expense was approved by the University for this year's budget and work began in December 2003 to refurbish the computer classroom and the Information Access lab. As noted earlier, the computer equipment, software and maintenance are provided by the Office of Information Technology and are not charged to the Division's budget.

One category not included in the DLIS budget is also worthy of note. Financial aid has increased dramatically over the last six years (see Chart 4). This is due to a combination of increased scholarship funds and grants. The University established the O'Connell Library Studies Merit Award for DLIS students with undergraduate grad-point-averages of 3.4 or better. The amount of these awards increases as the GPA increases. Currently the award ranges from \$470.00 to \$735.00 per three credit course. The O'Connell Merit Awards have made the DLIS more competitive for the best students in the region.

In 2001 the Division implemented a joint program with the Archdiocese of New York to help revitalize inner-city school libraries in the Archdiocese. Through this program the University provides a 50% tuition remission and the *Library Connections Program* provides scholarships to cover the remaining tuition. A total of 11 students to date have enrolled in the Master's program under the auspices of Library Connections.

A one-time scholarship grant in the amount of \$30,000 was provided by the Pine Tree Fund of the New York Community Trust. This provided a \$10,000.00 scholarship for three students interested in the library science area of technical services, including cataloging, collection development and preservation.

For the past four years the DLIS has successfully procured funds to host a total of 13 students from former Soviet states under funding from the Edmund S. Muskie and Freedom Support Act Graduate Fellowship Program of the Bureau of Educational and Cultural Affairs of the U.S. Department of State. The presence of these international students enriches the academic and cultural exchange in the classroom and in co-

curricular and extracurricular discussions among students and faculty. Our international students bring a global context to the educational program that supports the mission of the University.

**STANDARD V.B. 2. Compensation for a program's executive officer, faculty, and other staff is equitably established according to their education, experience, responsibilities, and accomplishments and is sufficient to attract, support, and retain personnel needed to attain program goals and objectives.**

The University is committed to attracting, motivating and retaining qualified employees through its compensation program. For administrators and staff this program is designed to evaluate appropriate compensation levels for jobs, encourage growth, and reward those individuals who support and fulfill the University's mission. To this end, the University offers performance-based pay increases, recognition programs, and career development opportunities. Salary ranges for staff positions are determined by the Human Resources Department based on the employee's duties and levels of responsibility. Administrative and staff salary increases are based on their annual performance evaluation conducted by the DLIS Director. A major incentive for the attraction and retention of support staff is the tuition benefits provided by the University. In addition, all staff members are encouraged to upgrade skills and develop new skills by attending a wide variety of workshops offered by the Center for Technology Education and the Human Resources Department. The Division office staff frequently takes advantage of these benefits and opportunities. The monetary figure is reflected in the Fringe Benefits budget of the Division.

The Carnegie Foundation ranks St. John's University as a Doctoral/Research University-Intensive. The DLIS faculty salaries are somewhat below the average salaries of the most recent American Association of University Professors' Annual Faculty Salary Report released in April 2003. One reason for this problem is longevity, i.e., the longer the faculty member remains at the University, the less competitive the salary becomes. The salary for new hires is competitive at the time of

hire, which eventually leads to an imbalance with more senior faculty salaries. For this reason, the Director has requested a salary review by the Compliance Officer in the Human Resources Office.

The University provides a generous benefits package to its employees. In addition to TIAA-CREF pension, medical, dental, life and disability insurance, the Human Resources Department offers several Work/Life Programs. These programs are free of charge and are designed to help employees and their loved ones cope with everyday situations. The following programs are part of the SJU Work/Life concerns benefits:

- *The Employee Assistance Program* offers employees and dependents a wide range of services including information, evaluation, crisis intervention, short-term counseling, and referrals
- *Partnership for Eldercare* offers expert help to employed caregivers and their families who must cope with the challenges involved in balancing the demands of the workplace with those associated with caring for an aged relative.
- *Tuition Exchange Program* offer competitive scholarships between Tuition Exchange member schools, a consortium of almost 500 colleges and universities.

**STANDARD V. B. 3. 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.**

Institutional funds for research projects, professional development, travel, and research leaves with pay are available to the DLIS faculty on the same basis as in other academic units of the University. Since the last reaccreditation visit the following research leaves were granted for one semester with full pay:

- Dr. Bella Weinberg, Fall 2002
- Dr. Sherry Vellucci, Spring 2000
- Dr. Nancy Everhart, Spring 2003

In addition to research leaves, faculty may apply for research reductions of one three credit course per semester. Between 1997 and Spring 2003 all faculty in the Division received research reductions. Under the new *Collective Bargaining Agreement*<sup>+</sup>, the criteria for research reductions has changed and only one faculty member received a reduction in 2003–2004.

The Center for Teaching and Learning provides several faculty grants. The Faculty Growth Grant funds faculty members to attend workshops, institutes and other learning experiences to update computer skills, keep up-to-date in their discipline, and learn new teaching methods. Dr. Sherry Vellucci received a grant in January 2000 to attend the Digital Distance Education/Continuing Education Institute at San Jose State University to develop a model for learning materials to use in distance education. The Center also offers Summer Research Grants to encourage faculty in writing grant proposals. The grant is viewed as seed money and a completed grant application is expected as a result of the grant.

As discussed above, funds are available in the DLIS budget for faculty travel to cover the costs of registration fees and transportation expenses. This budget has increased steadily over the past five years. In addition, faculty may apply to the Dean for funds to cover extraordinary travel expenses. Three DLIS faculty members have received additional funding from the Dean's budget for international travel.

DLIS students are eligible for Graduate Assistantships (GA) on the same basis as students in other academic units. The Division is assigned four Assistantships to help the DLIS faculty and administration with research projects and web design. Currently the assistantship stipend is \$6,000 for new assistants and \$6,500 for returning GAs. In addition to these four positions, DLIS students are in demand in other areas of the University because of their research and database searching skills. Three DLIS students currently work for the University Libraries and one works for the

Associate Vice President for Online Learning and Services. Previous GAs have worked in the Development Office and the Writing Center.

**STANDARD V. B. 4. The school's planning and evaluation process includes review of both its administrative policies and its fiscal policies and financial support. Within applicable institutional policies, faculty, staff, students, and others are involved in the evaluation process. Evaluation is used for ongoing appraisal to make improvements and to plan for the future.**

In a profession that is so integrated with technology, change is constant and requires focus on the future as well as the present. With the change of Directors, the Division had the opportunity to articulate a new vision for planned change and growth of the program. The Division engages in ongoing planning and evaluation as part of its routine administrative functions. The annual report of the Division examines the goals and objectives for the completed year and the progress made toward reaching those goals. Progress is measured in terms of meeting both the Division's and the University's goals. The planning process is discussed in detail in Chapter 1 "Mission, Goals, and Objectives."

The Bylaws<sup>+</sup> of the University Senate and the Faculty Council of the College of Liberal Arts and Sciences<sup>+</sup>, along with the Graduate Council<sup>+</sup>, set the administrative and educational policies and procedures that provide the operational framework for the Division. These Bylaws are reviewed and updated periodically as needed. The DLIS has faculty representatives on all of these governing bodies. The University Statutes (Article 4.02) state that "each academic department shall be responsible for the development of policy concerning the department's educational affairs and shall have the fullest measure of autonomy consistent with the maintenance of general educational policy of the University, subject to the approval of the appropriate Faculty Council and University Senate." Policies within the Division are developed by the Educational Policy Committee, a committee of the whole that allows all faculty members to have input on policy decisions. Educational policies are reviewed regularly as part of the ongoing curriculum review. Recently revised policies

involving changes in program requirements and comprehensive examination requirements are discussed in the chapter on Curriculum.

The University establishes fiscal policies, and compliance with them is monitored by the administration. As part of the annual planning process, faculty input is sought for budget requests including travel, capital projects, requests for new faculty, and some portions of the operating budget. Policies regarding the Division's internal fiscal matters are made by consensus and tend to be verbal in nature.

The planning and evaluation process provides a clear understanding of the Division's role within the University and helps us determine the future direction of the program. As a result of the process we have adjusted our goals and objectives to align better with the University's focus on ethics, service, and global perspectives. This led to the development of new courses in Information Ethics and International Librarianship, and to greater emphasis on service learning and user-focused education in the classroom. Additionally, the Division developed a "Statement on Ethics in Library and Information Science" that is posted on the DLIS Web site (Appendix J) with references to related materials, and is part of the University's "Ethics in Graduate Education" web site. External and internal environmental scanning brought about expansion of the curriculum in order to use existing resources in new ways (the Law Librarianship concentration), to provide courses that reflect the demands of the working profession (new courses in Digital Libraries, Metadata, Web Design, Information Architecture), and to incorporate greater use of technology in the teaching and learning process (WebCT courseware, webcasting, classroom technology). Also a part of the ongoing evaluation process, student feedback resulted in changes to the comprehensive examination, course offerings, and a more flexible course schedule that includes weekend classes and online learning.

### ***Conclusion***

Despite disruptions from within and without, the Division has been administered in a fashion consistent with its priorities. Considerable

autonomy in decision-making allows the Division to preserve its unusually collegial atmosphere, which works to the benefit of students. The support staff also plays a considerable role in maintaining the student-centered focus. Financial support from the University is adequate to maintain the program. Financial aid and scholarship programs have allowed the Division to admit students from diverse backgrounds, and this supports the focus on a global, pluralistic community. On-going program review insures that the students will be offered a quality education which will prepare them for successful careers.



**Chapter**

**VI**

**Facilities**

**St. John's University**  
**Division of Library and Information Science**

### ***Introduction***

The physical resources and facilities of the program are major strengths due to their convenient access for students. The Division of Library and Information Science, located in the north wing on the fourth floor of the main library building, St. Augustine Hall, is approximately 7500 square feet and is divided into areas for administrative and faculty offices, classrooms, laboratory and computer areas, a lounge, informal meeting spaces, and a library and information science library.

The close proximity of these areas offers significant advantages. Students and faculty flow seamlessly between educational and social settings meeting inside and outside the classroom. There is a sense of ownership of place for students. Consultation and communication is enhanced as students work on projects in small groups and meet with faculty.

In addition to the previously mentioned facilities, the Division incorporates resources from the Media Center and Instructional Materials Center located in the adjacent south wing, the University Library in St. Augustine Hall, the Center for Professional Development and Training located in Bent Hall, computer laboratories in Marillac and Sullivan Halls, and the Rittenberg Law Library in Belson Hall into its programs. The rich diversity of library facilities, information providers, and publishing companies in New York City provide many opportunities for field trips, internships, and individualized study for students.

The Library and Information Science program at St. John's University has evolved over the last four years whereby students have the ability to pursue coursework at either the Queens campus, a campus in Oakdale on Eastern Long Island, online, or combinations thereof. In Spring 2003 the Division also began to offer selective courses at our Manhattan campus, formerly the College of Insurance. St. John's acquired the College of Insurance, which had an excellent library collection in insurance and business, and now offers programs in business and risk management on the Manhattan campus. To date, two courses have been offered there by the Division: *Information Sources in Business and Economics* and *Special*

*Libraries and Information Centers.* At this time we do not plan to offer the entire program in Manhattan, but will concentrate on courses in the area of Special Libraries and Business. Although not currently utilized for Library and Information Science, there are opportunities to offer programs and courses at the St. John's Rome campus.

**STANDARD VI.1. A program has access to physical resources and facilities that are sufficient to the accomplishment of its objectives.**

**STANDARD VI.2. Physical facilities provide a functional learning environment for students and faculty; enhance the opportunities for research, teaching, service, consultation, and communication; and promote efficient and effective administration of the school's program, regardless of the forms or locations of delivery.**

The 7500 square foot physical facility contains a Director's office, administration office, five faculty offices, adjunct office, graduate assistant office, three classrooms, computer laboratory, lounge, and a library and information science library. All areas are handicapped accessible. Figures 1a and 1b provide diagrams of the facilities and a breakdown of the space allocations.

### ***Administrative Offices***

The Division has an administration office and a Director's office. The administration office houses three secretaries, student files, faculty mailboxes, networked printer, and copying machine. Administrative services are available to students during extended evening hours when classes occur. The Director's office, adjacent to the administration office, is large enough to accommodate faculty and small group meetings in the conference area.

### ***Faculty Offices***

Each full-time faculty member has a private office with a networked computer. This arrangement supports research productivity, preparation for teaching, and advising students. Four faculty offices are adjacent along the north wall, and one other is located near the lounge.

### ***Adjunct and Graduate Assistant Offices***

An adjunct and a graduate assistant office are located in the lounge area. The adjunct office allows for private conferences with students for adjunct faculty as well as storage of classroom teaching materials. Four graduate student research assistants share an office. The availability of a graduate assistant office facilitates research on extended research projects for faculty due to storage space and security.

### ***Classrooms***

There are three classrooms that include technology support. Room 412 hosts a teacher workstation with video/data projector. Room 411 also has a teacher workstation and video/data projector, as well as 18 networked computers for students. Room 420A has a teacher workstation and large screen monitor. It is configured for wireless connectivity. Twelve laptop computers are available within the Division for students to use in this room.

### ***Computer Laboratory***

The computer laboratory, consisting of 16 computer workstations and peripherals, was recently renovated. Although the hardware and software receive regularly scheduled upgrades, the furnishings and overall ambiance of the room needed attention. The Lab is the site of formal sessions (such as the lab section of LIS 203 - *Introduction to Information Organization*) as well as individual and group student projects and research. Schedules are varied throughout the semester to accommodate student needs, with extended access later in the semester; in this way, students are better served at peak periods.

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### ***Library and Information Science Library***

We are fortunate to maintain the only centralized library science collection in the New York metropolitan area. The collection consists of reference and circulating collections in library and information science, a children's literature collection, and current and back issues of library and information science journals. A copier and microfiche/microfilm reader-printer are available. A full-time staff member is in attendance to assist students' use of the collection.

### ***Computer Areas***

Three other computer terminals are available in the common area of the Library and Information Science Library, with two others in the DLIS lounge.

### ***Lounge***

A combined student-faculty lounge includes conversation and dining areas. The furniture can be easily reconfigured to accommodate a variety of events. The lounge is used extensively for informal meetings of students, colloquia, graduation celebrations and other social and educational occasions. The area is restricted to use by students in our Division via a combination door lock and contains a microwave, refrigerator, and water dispenser.

### ***Oakdale Campus***

The library and information science program at our Oakdale campus on Eastern Long Island is located in the Benilde Library. An administrative office, two classrooms, computer laboratory, lounge, and library area are utilized for classes that are primarily offered on Mondays, Wednesdays, and Saturdays. This facility, the former library for LaSalle Academy, was upgraded in 1999 shortly after St. John's acquired the campus and began offering library and information science courses there. One classroom, the administrative office, and lounge were painted and carpeted. ~~The building was wired for computer connectivity and a mobile teaching~~  
*St. John's University Division of Library and Information Science*

workstation obtained that consists of a computer, printer, and projector, with ten computers and workstations installed in the computer laboratory. An additional office adjacent to the circulation desk was renovated during the Fall 2003 semester in order to provide additional private space for work and student advisement when more than one faculty member is at that location.

The main reading room of the library has not yet been renovated, although the room has rich wood paneling, shelves, and furniture as attractive assets. The inherited collection was essentially disbanded in that the University's librarians determined that as a former K-12 collection it would not support the curriculum offered at Oakdale. The Provost has allocated funds to start a designated library and information science collection and the Division is working with the University Library to start the process of acquiring hard copy materials to support the program. Faculty may request materials to be loaned to Oakdale on a semester basis (such as reserves) or as shorter-term loans for specific units of instruction. In addition, students may request materials they locate on the OPAC and have them delivered to Oakdale within two days. They may borrow the circulating materials on their Stormcard (University ID), and the reference works remain in the library. Like all campuses, the library at Oakdale has full electronic access

**STANDARD VI.3. Instructional and research facilities and services for meeting the needs of students and faculty include access to library and multimedia resources and services, computer and other information technologies, accommodations for independent study, and media production facilities.**

The fall of 2003 saw the unveiling of St. John's Central, the University's new computer information system. This portal provides students and faculty access to e-mail, announcements, public and private calendars, course web pages, communication tools, registration, grades, access to the library, and other services from any location with Internet access.

Students and faculty are encouraged to utilize St. John's Central as their primary source of communication.

A component of the St. John's Central initiative is the Academic Computing Initiative (ACI) for faculty. Laptops are distributed to faculty who attend one of the ACI Workshops, which are designed to familiarize faculty with features and instructional uses of the computer. Information Technology Support Services also install a docking device in the faculty member's office and remove the desktop CPU. For faculty members who choose to keep their desktop computer, the University has arranged for a program that allows them to purchase a laptop. The advantages of the Academic Computing Initiative and St. John's Central may be summarized as follows:

***Teaching***

- Communicate with students individually or with a class using simple e-mail tools.
- Publish updated course content and schedules to a course homepage.
- Access over 15,000 online research resources including journals, reference materials and books
- Find resources fast with Ask the Librarian and e-Reserve online services.
- Upgrade to a laptop PC and access online resources from almost any location or make last-minute changes to presentation content

***Service***

- Streamline communications using committee and group homepages on St. John's Central.
- Share documents and ideas with easy-to-use email and online discussion boards in St. John's Central.
- Improve group or committee participation at all campuses with enhanced online tools.

### ***Campus Computing***

Microcomputer laboratories, library workstations, and additional computing facilities now boast more than 800 Intel Pentium workstations and over 125 mixed Macintosh computers. Two of the labs are newly upgraded and located at the Queens campus, one in Oakdale, one in Staten Island, and the fourth in Rome, Italy. All campuses are linked via high-speed communications lines. Most classrooms include computer and projection equipment to enhance the teaching/learning process.

All workstations in the laboratories are networked via 100mps switched Ethernet using MS Windows NT 4.0 networking software and a high speed 310mps ATM fiber optic backbone. This state-of-the-art network enables each microcomputer to access a wide variety of academic software, as well as electronic mail and the Internet through the World Wide Web. Hard copies are obtained from black and white and color laser printers.

A wireless LAN is being installed in phases over a two-year period. Beginning in the Fall of 2003, students have wireless access from designated common areas and cafeterias, the Library, and the Great Lawn. Currently there are both wireless and Internet port connections in classrooms, some dining halls, and various lounges including the honors commons and separate connections for students in the state-of-the-art residence halls.

The Libraries, in conjunction with Information Technology and the Senior Class Gift (Class of '02) have made laptop computers available for St. John's University students, faculty, staff, and administrators to check out for seven days at a time. The laptops can be checked out at the Reserve Desk on the first floor in the Queens Library (St. Augustine Hall). The laptops are equipped with Microsoft Office (Word, Excel, PowerPoint, Access) as well as with Internet Explorer and Netscape. Digital cameras can also be checked out from the Queens Library.

The Oakdale Campus has multiple workstations throughout the campus. Brother Miguel Hall has a computer classroom/lab with 23 workstations, which can be expanded to 45 workstations. Centennial Hall has a classroom/lab with 16 workstations. La Salle Hall has a common area with 4 workstations and printers for student needs. Information Technology works with DLIS which has a 10 workstation classroom/lab. Rolling Carts with workstations, VCR and projection systems are available to enhance teaching/learning. Network printers are available in each of these areas. All workstations are linked to the other campuses via high speed communication lines.

### ***DLIS Labs and Classrooms***

Use of the computing laboratory in Room 420B is restricted to our DLIS students. It contains 16 workstations and software offering students the capability to master image and sound capture, storage, and manipulation techniques and tools. Projectors in the classrooms make it possible for students, faculty, and guest lecturers to demonstrate online and multimedia activities for large groups. Students are encouraged to use computers and presentation software to give multimedia presentations for instructional assignments and reports.

An extensive array of software is available within the laboratories described and at numerous workstations in public and private areas throughout the Division and University. Software packages permit a wide range of capabilities for creating new information products from a variety of multimedia authoring programs, database programs for text and image databases; presentation software including image processing software, electronic document management software, bibliographic searching software, productivity software for word processing spreadsheets, databases and desktop publishing. All workstations run the Windows 2000 operating system and each machine's basic image includes *Microsoft Office XP*, *Internet Explorer 6.0*, and *Adobe Acrobat Reader 6.0*. Additionally, a wide variety of software is available to students and faculty for more specialized uses.

The faculty and administration continue to make efforts to upgrade classroom and lab software to best prepare students for careers in this increasingly technology-driven profession. We have procured access to a variety of software including *Lexis-Nexis*, the Library of Congress' *Cataloger's Desktop*, the Library of Congress' *Classification Plus* (Web Access) and several indexing and thesaurus programs, in addition to the ongoing use of databases such as *OCLC, RLIN, Factiva, Westlaw* and the *ISI Web of Science*.

**STANDARD VI.4. The staff and the services provided for a program by libraries, media centers and information technology facilities, as well as other support facilities, are sufficient for the level of use required and specialized to the degree needed. These facilities are appropriately staffed, convenient, accessible to the disabled, and available when needed, regardless of forms or locations of delivery of the school's program.**

Fortunately for our Division, we enjoy a long-term relationship with the current Chief Information Officer and Director of University Libraries, Dr. James Benson. Dr. Benson is a former Director of our Division and still serves as an adjunct instructor. This long-term relationship allows for close and frequent communications regarding the technology and resource needs of our program.

### ***University Libraries***

The St. John's University Libraries' collections—in libraries across all five campuses—contain more than 1.5 million items, including books, periodicals, microfilm, microfiche and audiovisual materials, all supportive of the undergraduate and graduate programs of the University.

In addition to traditional physical materials, computer terminals located throughout each library provide access to a wide variety of electronic resources. These include the catalogs of the St. John's Libraries; the

catalogs of more than two dozen consortium libraries; bibliographic and electronic full-text databases; and much more. These resources are available both on and off campus via the World Wide Web offering 24-7 access. In addition, cooperative arrangements with other libraries provide regional, national and international access to materials through Interlibrary Services.

St. John's University faculty may place items on eReserve by filling out and submitting (by mail or in person) a Reserves Request Form along with the materials that are to be placed on eReserve. Once a class site has been established, faculty may directly upload their reserve materials. These items are linked to courses via St. John's Central or WebCT.

### ***Instructional Materials Center***

The Instructional Materials Center (IMC) is a unique part of the University Libraries that supports and enriches the programs of the School of Education. Students in the school media track of the Division's program also utilize the IMC to examine the latest curriculum materials available in order to develop competency and familiarity. The IMC collects and disseminates specialized information for the students with the nationwide assemblage of curriculum guides, textbooks and accompanying materials, audio-visual teaching aids and hardware, three-dimensional learning tools, publisher and distributor catalogues, educational and psychological tests, computers and software.

### ***Media Center***

The Media Center provides instructional materials and equipment. The collection includes more than 2,500 video cassettes supportive of curriculum and research, as well as interactive CD-ROMS, compact discs and an extensive archival record collection. All materials are fully cataloged and accessible through the OPAC.

Located within the Media Center are individualized stations equipped with VCR/TVs, CD-ROM players, audio cassette players and turntables, as well as two preview rooms for small groups. Other available equipment includes overhead, slide and 16mm projectors, as well as computer terminals.

### ***Students with Disabilities***

The libraries, media center, instructional materials center, and computing facilities are all accessible to those with disabilities. In addition, the Office of Student Life-Disabled Student Services coordinates equal opportunities for students with disabilities. These services are designed to ensure, for all students, full participation in programs and activities offered throughout the University. The aim of these services is to improve the quality of the academic, social, and personal lives of the disabled members of our community.

**STANDARD VI.5. The school's planning and evaluation process includes review of the adequacy of access to physical resources and facilities for the delivery of a program. Within applicable Institutional policies, faculty, staff, students, and others are involved in the evaluation process.**

Physical resources and facilities are evaluated using a variety of mechanisms. Ongoing evaluations take place each semester via student course evaluations. In 2002, faculty and administration provided substantial evaluative data as part of University-wide program evaluations. Student and alumni surveys have been conducted. Respondents to the most recent 2003 survey expressed satisfaction with the Division's facilities. When asked if the DLIS facilities foster a climate conducive to learning, 94.5% of all students agreed or agreed strongly that they did (Table 2).

There are two other areas related to facilities evaluation which deserve mention. In spring of 2002, New York State Department of Education officials conducted site visits as part of a reaccreditation for education programs in New York State. Since the school media program is state

accredited, DLIS facilities were inspected and were deemed satisfactory. Additionally, Dr. Vellucci is a member of the Provost's Task Force to examine the academic offerings in computing and information management campus-wide, with the aim to make more efficient use of faculty, course offerings, and facilities. Dr. Vellucci informs DLIS faculty of the Task Force's efforts. Data from each of these evaluations have been used in the DLIS strategic planning process, monthly faculty planning sessions, and reaccreditation efforts.

### **The Future**

The DLIS faculty will continue to monitor the status of the physical resources and facilities available to the program in order to maximize the benefits for our students. We are in a unique situation in that we are within close proximity of four other accredited library schools and must compete for students. One of the attractions of our program that has been cited by alumni is the convenient, compact, and comfortable facilities. However, these facilities and resources must be consistently maintained and upgraded to remain timely and efficient.

In order to meet the growing demand for services at our Oakdale campus, it is anticipated that significant resources will be needed to offer an equitable experience for those students to that of the students on the Queens campus. Although opportunities are available to expand the LIS program to other sites in Manhattan, Staten Island, and even Rome, the faculty will have to be increased in order to take full advantage of these opportunities.

### ***Conclusion***

In keeping with the student-centered focus of the program, the physical environment has been designed for the students' convenience. Cutting edge technologies and resources are easily accessible. The proximity of classrooms, faculty offices, and program spaces contribute to a sense of

community, and allow students to work, study, and interact freely with faculty and each other.



**Chapter**

**VII**

**Conclusions**

**St. John's University**  
**Division of Library and Information Science**

### ***Poised for a Collaborative Future***

The Faculty of the Division has long recognized the interdisciplinary importance of library and information science and held the belief that there is potential for the DLIS to play a greater leadership role in information studies and information technology within the University. The Division has forged strong relationships with the Office of Information Technology and partnered with other academic units. DLIS courses are regularly taught by faculty members in the Math and Computer Science Department and in the College for Professional Studies. The Dean recently confirmed the approval for Dr. James Vorbach, a tenured member of the SJC Mathematics and Computer Science Department faculty, to transfer to the full-time faculty of the Division of Library and Information Science in Fall 2004. Dr. Vorbach has taught computer science courses for the Division for many years and would bring to the DLIS faculty the needed expertise in this area of the discipline.

As a result of the recent *Academic Program Reviews* mandated by the University there is increased interest in having departments, schools, and colleges investigate ways to utilize academic computing technology resources more effectively across the University. The creation of the Provost's Task Force on Computing and Information Management is an indication that the administration is open to new initiatives and enhanced collaboration. The five-member Task Force consists of the Vice Provost for undergraduate programs, Dr. Brian Nedwek; the DLIS Director, Dr. Sherry Vellucci; the Chair of the Mathematics and Computer Science Department, St. John's College, Dr. Charles Traina; the Chair of the Computer Information Systems Program, Tobin College of Business, Dr. Victor Lu; and the Chair of Computer Science and Telecommunications, College of Professional Studies, Dr. Richard O'Lander. The Task Force began meeting in mid-November 2003 and should report on its findings and recommendations in March 2004. The Program Reviews brought to light courses that were duplicated in different academic units, courses that overlapped and taught similar skills but with a different focus, and common needs that were unmet in all areas. One such need was for well-equipped computer laboratory production facilities for networking and

digital libraries. It is unrealistic to think that the University can fiscally support and find space for separate facilities for each academic unit; therefore, the Task Force is exploring possibilities for a shared facility that would meet everyone's needs. In terms of academic programs a variety of options are being explored for both undergraduate and graduate program collaboration including cross-listing courses, joint faculty appointments, new interdisciplinary programs, and possible restructuring.

The University has a strong commitment to undergraduate education and the administration has encouraged the Division to develop undergraduate courses in information studies for St. John's College. Although the faculty have completed the design of one undergraduate minor in Children's Literature, and are developing a second undergraduate minor in Information Management Studies, they are reluctant to pursue implementation of these programs due to concerns about the adequate size of the faculty to support undergraduate programs in addition to the current graduate offerings. Collaboration with these other departments and schools would enable us not only to develop new programs on the undergraduate level, but to develop new graduate offerings and expand our newly created concentration in Digital Libraries. Information literacy is a priority area for the undergraduate program. DLIS faculty member Dr. Nancy Becker is currently working with the Vice Provost, Dr. Brian Nedwek, and the Director of the Center for Teaching and Learning, Dr. Maura Flannery, on a Title III grant application to strengthen scientific inquiry and deeper integration of technology in the teaching and learning process.

It is clear that the administration views the Division as a key player in both information management and information literacy throughout the University. Recognizing our leadership potential, the Provost of the University included the Division of Library and Information Science in her initiative to reorganize and reallocate resources in this important area of study at St. John's. Today the DLIS continues to look toward the future as it plans curricular changes and seeks new alliances to ensure the continued health of the Division. Although it is too early to predict the

final outcome, the DLIS is poised for a collaborative future that could position us for a greater role in the life of the University.