SIMMONS
School of Library and Information Science

Self-Study Submitted to the
Committee on Accreditation of the
American Library Association

Master of Science, Library and Information Science

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August 7, 2017

Required Information

Unit organized and maintained by the institution for the purpose of graduate education in library and information studies:
School of Library and Information Science

Degree program being presented for accreditation by the COA:
Master of Science, Library and Information Science

Interim Dean of the newly launched "Green College" and Director of the School of Library and Information Science:
Eileen G. Abels

MS (LIS) Program Director:
Amy Pattee

Parent Institution:
Simmons College

Chief Executive Officer, Simmons College:
Helen G. Drinan, President

Chief Academic Officer, Simmons College:
Katie Conboy, Provost and Senior Vice President

Regional Accrediting Agency:
Commission for Institutions of Higher Education of the New England Association of Schools and Colleges (Simmons College reaccredited April, 2011)

The title and version of the *Standards* addressed in the Self-Study:
Standards for Accreditation of Master's Programs in Library and Information Studies, 2015

The electronic version of this document contains embedded and active links to external websites and to documents comprising the appendices listed on the following pages as well as documentary evidence stored in numbered electronic folders in a virtual drive (Google Drive). Each appendix is labeled with a letter (e.g., "Appendix A"); documentary evidence is labeled with a number indicating its location in a folder and, where applicable, in a subfolder, as well as with a document number (e.g., "6.4.2. Year End Report 2015–2016" represents a document #2, housed in subfolder #4 of folder #6).

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Glossary of Terms

The following terms are used to describe key components and elements of the MS (LIS) degree program and to refer to frequently cited pieces of evidence.

Academic redesign: Beginning in summer 2016, Simmons began the process of redesigning its administrative and academic units to highlight the college's historic and emerging strengths, streamline services, and ensure financial stability. As a result of the redesign, Simmons is being reorganized into four colleges, each of which will house schools or divisions that support Simmons's undergraduate program and administer its graduate programs.

Action item record and spreadsheet: Spreadsheet describing action items, their genesis, data supporting action, and resolution, organized by date.

Alumni survey: Annual survey of SLIS alumni conducted on a rolling basis to collect their opinions regarding SLIS degree programs, the programs' success at achieving program learning outcomes, and the program's effectiveness at preparing alumni for professional work.

ASAC: The acronym for the All Simmons Assessment Committee, a committee comprised of faculty and staff from across Simmons who support and lead assessment efforts.

AY: Academic year, which runs from July 1 through June 30.

CHI: The acronym for Cultural Heritage Informatics, a degree concentration that focuses on the preservation, description, and access of cultural heritage materials in a variety of forms.

Concentration: A program of study under the auspices of the MS (LIS) degree program that is characterized by a specific curriculum. Students who choose to concentrate their studies must complete the LIS core courses required of all MS students as well as a sequence of courses required to earn the degree concentration. Completion of the requirements of a concentration is indicated on a student's transcript. SLIS currently offers four degree concentrations: Archives Management, School Library Teacher, Cultural Heritage Informatics, and Information Science and Technology.

Data gathering tools spreadsheet: Spreadsheet describing the data gathering tools (surveys, town halls, and community meetings) used to collect data on a regular or purposeful basis.

DYO: The acronym for "design your own," used to describe a student's ability to customize their MS (LIS) degree program to reflect their own professional interests and goals.

Enrollment data: Record of student enrollment in LIS courses and sections of courses by semester.

Exit survey: Survey of graduating students conducted at the end of each semester; intended to collect graduating student opinions regarding SLIS degree programs, the programs' success at achieving program learning outcomes, and the programs' effectiveness in preparing students for professional work.

Green College: The working name of the new college (one of four constituted under the 2017 academic redesign) of which SLIS is a member (effective July 1, 2017).

IS&T: The acronym for Information Science and Technology, a degree concentration that focuses on information technology skills and knowledge and prepares students to communicate about, work with, and create with technological tools.

KSA survey: 2017 survey of area employers, professionals, and alumni created by SLIS and undertaken to determine the knowledge, skills, and abilities needed by information professionals in a changing professional landscape.

Mission and vision survey: Survey of faculty, staff, current students, and alumni to generate feedback in support of the revision of the SLIS mission and vision statements or to reaffirm existing mission and vision.

Moodle: The open-source learning management system supported by Simmons and used to host course materials and resources for online and face-to-face courses offered in SLIS.

Motions spreadsheet: Spreadsheet describing motions made at faculty meetings, voting results, and, where appropriate, actions to take to address a motion; also includes a worksheet describing changes made to the curriculum (e.g., introducing new courses, removing old courses from the catalog).

Online program: Although SLIS has offered students the opportunity to complete the requirements of the MS (LIS) Archives Management concentration online since 2012, in fall 2016, SLIS expanded its online program to allow students the opportunity to complete degree requirements for the general (DYO) MS (LIS) program and the Information Science and Technology concentration.

PARR: The acronym for the Panel on Adjunct Review and Recommendation, a committee of SLIS faculty charged with interviewing, recommending, and reviewing adjunct faculty.

PDIAC: The acronym for the President's Diversity and Inclusion Advisory Council, a cross-College group of faculty, staff, and students who work to advance the diversity and inclusion aims of Simmons.

PLO (program learning outcomes) map: Current map of the LIS curriculum that links each course to the program learning outcome(s) it addresses and describes the level at which each course addresses identified outcomes.

PLO survey: Survey of SLIS faculty, staff, current students, and alumni intended to generate feedback in support of the revision of the LIS program learning outcomes or to reaffirm existing LIS program learning outcomes.

RTA: The acronym for the Committee on Rank, Tenure, and Appointments, a committee comprised of three tenured faculty members (one of whom must be a full professor) who coordinate and contribute to faculty evaluation, review, and promotion.

School: Refers to the School of Library and Information Science.

Simmons: Refers to Simmons College.

SLIS: The acronym for the School of Library and Information Science, the academic unit that houses the MS and PhD programs in library and information science, the MA and MFA programs in children's literature, and the Department of Computer Science.

SLIS retreat documentation: Agendas, minutes, and documentation created for and emerging from SLIS annual retreats, which offer faculty, adjuncts, staff, and students the opportunity to participate in program planning and evaluation.

SLIS Town Hall meeting minutes: Minutes of SLIS Town Hall events, which offer students a forum to discuss SLIS degree programs and services with the dean.

SLIS West: The South Hadley, Massachusetts, satellite location of SLIS, where students may earn the MS (LIS) on a part-time basis by completing courses offered on Thursday evenings and all day Saturdays on the campus of Mount Holyoke College.

SLTP: The acronym for the School Library Teacher Program, a degree concentration that prepares MS (LIS) students for work in public school libraries and recommends students for initial Massachusetts state licensure.

SLTP student survey: Survey of current School Library Teacher Program students and alumni to gather student and alumni opinions about the concentration to inform curricular revision.

SLTP consultant report: Report authored by Danny Callison, a consultant retained by SLIS to offer suggestions regarding the revision of the School Library Teacher Program.

Tables

Appendices

The Context for the Self-Study:
Simmons College School of Library and Information Science

Simmons College is a four-year, private, non-sectarian institution. Founded in 1899 to prepare women to acquire an independent livelihood through college professional education, Simmons continues as a women's college at the undergraduate level. Simmons College also offers coeducational graduate degrees in library science, social work, management, nursing and health sciences, education, and in several of the liberal arts. Simmons is made up of approximately 1,700 undergraduate students and more than 4,000 graduate students from 36 states and 53 countries. The student body is self-reported 24% African American, Latina, Asian, Native American, and multi-racial, and 3% are international students. Of the college's 215 full-time faculty, 70% are women.

The mission of Simmons is "to provide transformative learning that links passion with lifelong learning." This mission is supported by core values including that Simmons is "at its best when it puts students first, we prepare students for life's work, we cross boundaries to create opportunities, and we make a collective investment in community."

In February 2017 the Board of Trustees voted to apply to the state of Massachusetts for permission to change the name of the college to Simmons University (see 49.08. Provost Conboy Redesign Update 3-24-17).

Since Simmons opened in 1902, the college has educated students in library and information science and it awarded its first degrees (twelve Bachelor of Library Science degrees and twelve graduate degrees in library science) in library science in 1904. Simmons established a Master of Science (MSc) in library science in 1949 and a Doctor of Arts (DA) program in 1979; a PhD program in library and information science was established in 2005 and the DA program was phased out.

In 2001, what was then known as the Graduate School of Library and Information Science established GSLIS West (now known as SLIS West) in South Hadley, Massachusetts to offer library and information science education to students in Western Massachusetts. Primarily a part-time program, students at SLIS West take classes in the evenings and on the weekends in classrooms on the campus of Mount Holyoke College, have library borrowing privileges at both Mount Holyoke and Simmons, and have access to a computer lab in the SLIS West offices.

In the fall of 2016, SLIS launched its fully online MS (LIS) degree program. While SLIS had experimented with offering blended and online courses in the past—SLIS established the online Archives Management concentration in 2012—SLIS began admitting online students to its MS (LIS) degree program in fall 2016.

Chapter 1:
Standard I: Systematic Planning

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

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

School of Library and Information Science (SLIS)
Mission and Vision Statement

The current SLIS vision statement and mission statement (developed in fall 2014) read as follows:

Vision Statement: The Simmons School of Library and Information Science imagines an interconnected world with a diverse and engaged citizenry empowered by information, cultural heritage, and technology; in which the information disciplines and creativity improve lives; and where literature, knowledge, and collective wisdom are preserved and celebrated.

Mission Statement: As a single school offering degrees in the three areas of library and information science, children's literature, and computer science, the Simmons School of Library and Information Science prepares students for inspired service, advocacy, and leadership in library and information science, archives, computer science, and children's and young adult literature.

These vision and mission statements were developed after a 2013 college-wide reorganization that combined the graduate programs in children's literature (MA and MFA) and the undergraduate Department of Computer Science with the Graduate School of Library and Information Science (see 49.03. Guidance and Record of Reorganization 6-4-13). Following the reorganization, GSLIS hosted webinars with alumni and adjunct faculty; surveyed its constituencies, including current students; and consulted with faculty and staff to determine a new name for the school. As a result, in fall 2014, SLIS dropped "Graduate" from its name, becoming the School of Library and Information Science (SLIS) to reflect the addition of the new degree programs and undergraduate department. Faculty and staff, with input from students, alumni, and employers, created vision and mission statements that provide a unified message that also reflects the unique aspects of each degree program. The draft vision and mission statements were circulated to stakeholders for review in fall of 2014, received positive feedback, and were adopted at the November 2014 faculty meeting (see 39. Mission and Vision Development and Reaffirmation for survey results). These vision and mission statements were reaffirmed at the November 2015 faculty meeting and again at the August 2016 faculty retreat.

Academic Redesign and New Mission

In November 2015, with the Simmons strategic plan coming to a close, and at the request of the Board of Trustees, President Helen G. Drinan and Provost Katie Conboy prioritized one of the new strategy's initiatives: to plan a new model for the academic organization. This reorganization is elaborated in Chapter 5. Briefly, the redesign is intended to achieve a structure that would enable Simmons to innovate to meet current and future educational demands; provide an attractive learning community for students, faculty, and staff; and deliver a financially sustainable academic organization. After the presentation of multiple models, extensive community input, and detailed financial analysis of final models, a new structure was affirmed by the Board on October 21, 2016 (see 49.1. Academic Organization 2013–2018). Simmons plans to restructure the academic organization into four colleges, each of which will house schools or divisions that support Simmons's undergraduate program and administer its graduate programs.

Implementation began on July 1, 2017, with the establishment of a "first launch" college that includes the School of Library and Information Science, housing the MS (LIS) and PhD (LIS) programs, a division of business and management programs, and the division of computer science, mathematics, and statistics. The faculty organized within this new college is working with administration and an external consultant to identify a name for the college. Pending establishment of a new name for the college, the working name of the academic unit in which the MS (LIS) degree program is housed is "Green College." A mission and vision working group, comprising constituents from the 3 units of the new college, is developing a mission and vision statement reflective of the new unit and inclusive of the various programs (see 49.04. New College Mission and Vision Notes and Drafts). Once a mission and vision are established at the college level, SLIS faculty will examine and revise the current SLIS mission statement as necessary, both to keep up to date and to reflect the goals of the new college.

Program Learning Outcome (PLO) Development

SLIS currently has seven program learning outcomes that describe the knowledge, skills, and behaviors that all MS (LIS) students can expect to gain through the program:
1. Apply professional standards, tools, and best practices in the information field and across specialized areas.
2. Communicate effectively to different audiences through use of oral, written, and visual formats across multiple media.
3. Develop appropriate technology strategies across a range of information settings.
4. Critically analyze and apply research.
5. Evaluate and create information services and/or systems to reflect and respond to the needs of diverse communities and stakeholders.
6. Demonstrate individual and collaborative leadership ability.
7. Be guided by professional ethics and values.

Previously, SLIS had three PLOs (adopted May 11, 2011):
1. Graduates demonstrate critical thinking in their practice of library, archival and information science

2. Graduates communicate clearly and effectively in a range of formats to a variety of audiences
3. Graduates demonstrate leadership capability in practice and service and in diverse communities

These were extremely broad, did not reflect the nature of the field, and did not map well to COA curriculum standards. Beginning in spring 2014, the SLIS Assessment Committee coordinated a series of workshops, facilitated by the Simmons Center for Excellence in Teaching (CET), intended to identify clear and measurable outcomes that were directly relevant to COA standards and also to reflect the strengths and focus of the program. SLIS faculty and staff actively engaged in exercises and discussions to outline a set of broad goals which were then focused and refined into the seven PLOs (see 47.3. PLO Revision Documentation for notes and materials from these workshops).

The Assessment Committee shared a draft version of the seven PLOs with students, alumni, faculty, and employers, asking for their input, including whether they believed the PLOs reflected the skills and qualities needed in the field, and whether they had any suggestions for revisions or changes. The survey feedback was overwhelmingly positive, with over 75% of respondents agreeing or strongly agreeing that each outcome was important (see 47.3.9. PLO Survey Data) and respondent commentary contributed to the revision of the wording of the outcomes (see 47.3.8. PLO Revision Rationale).

The SLIS faculty approved the current MS LIS program learning outcomes at the September 10, 2014 faculty meeting.

The Assessment Committee continued to work with the CET and the SLIS faculty to develop an assessment plan, described in more detail below (under *Program Learning Outcome Assessment*). SLIS assesses two or three PLOs per year, so that all seven PLOs will be assessed within a three-year cycle. Assessment began in spring 2015, and the three-year cycle will conclude in spring 2018. Once the full three-year cycle has been completed, the Assessment Committee will examine the data holistically and use the results to guide the SLIS faculty in revisiting the PLOs, leading to revision or re-approval.

Continuous Review and Revision of Mission, Vision, Goals, Objectives and Learning Outcomes

SLIS regularly gathers data to inform its review of its mission, vision, goals, objectives, and learning outcomes, and records and monitors both the sources of data (see Appendix A. Data Gathering Tools Spreadsheet) and action items and initiatives that these data inspire (see Appendix B. Action Item Record and Spreadsheet). As noted in Appendix A and below, SLIS engages in regular and purposeful data collection.

Examples of Regular Data Gathering

The following data gathering tools are administered regularly to inform continuous assessment (see the "Regular Data Gathering" sheet in Appendix A. Data Gathering Tools Spreadsheet):
- *Alumni survey:* annual survey of SLIS alumni conducted on a rolling basis to collect alumni opinions regarding SLIS degree programs, the programs' success at achieving program learning outcomes, and the programs' effectiveness in preparing alumni for professional work.

- ***Exit survey:*** survey of graduating students conducted at the end of each semester to collect graduating student opinions regarding SLIS degree programs, the programs' success at achieving program learning outcomes, and the programs' effectiveness in preparing students for professional work.
- ***Orientation survey:*** survey of incoming students attending SLIS orientation activities, intended to measure student satisfaction with the face-to-face orientation program and, more recently, with the virtual orientation.
- ***GSA student and faculty survey:*** survey of graduate student assistants (GSAs) and the faculty with whom they work, administered at the end of each semester to gauge faculty and student satisfaction with the GSA experience.

Examples of Purposeful Data Gathering

In addition to its regular data gathering activities, SLIS also engages in purposeful and one-time data gathering activities meant to inform the development of new initiatives or measure the success of new or one-time programming. The following are examples of such purposeful data gathering initiatives (see the "Purposeful Data Gathering" sheet in Appendix A. Data Gathering Tools Spreadsheet):

- ***Name change survey:*** survey of SLIS alumni, current students, and faculty undertaken in 2014 to inform the re-naming of the School following the 2013 reorganization of Simmons academic units.
- ***SLIS West proposed schedule change survey:*** survey of current SLIS West students administered in 2015 to determine whether the Saturday schedule of class periods should be altered.

Examples of Action Items and Initiatives Inspired by Data

As noted above, the Action Item Record and Spreadsheet (Appendix B) details action items suggested by data gathering, anecdote, or other events (e.g., staffing changes), notes the data gathered to inform the steps to take to address these action items, and describes the resolution of the action item. The following are examples of recent action items and initiatives undertaken by SLIS:

- ***Review and revision of School Library Teacher Program:*** In 2014, following the departure of the director of the School Library Teacher Program and in response to a report assessing the program authored by an outside consultant, as well as to state requirements related to teacher (and school library teacher) education, the curriculum of the School Library Teacher Program was revised and a new director of the School Library Teacher Program was appointed.
- ***Retain Advisor in Residence position:*** In 2015, in response to data gathered via the alumni survey, exit survey, SLIS West assessment survey, and discussion at the 2015 SLIS retreat, SLIS established the position of Advisor in Residence, meant to be filled by a notable professional who would advise students regarding career preparation. The first Advisor in Residence, Amy Ryan, former President of the Boston Public Library, has been serving SLIS in this capacity since 2015.

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

SLIS Assessment Committee

Assessment activities in SLIS, including assessment of MS (LIS) PLOs, are coordinated by the SLIS Assessment Committee. This committee meets regularly throughout the academic year to plan and implement assessment activities, gather and analyze data from those activities, and prepare reports and recommendations for faculty. The committee is also responsible for preparing yearly assessment reports for the All Simmons Assessment Committee (ASAC). The chair of the SLIS Assessment Committee sits on ASAC (see 6. Assessment Committee for agendas, minutes, and committee reports).

Program Learning Outcome Assessment

PLO Curriculum Mapping

Upon approval and implementation of the new MS (LIS) PLOs, the Assessment Committee developed a plan to assess these outcomes. Beginning in the fall of 2014, and working with the CET, the faculty developed a curriculum map (Appendix C. PLO Curriculum Map and Assessment Schedule) that tracks how the MS (LIS) core courses address the PLOs, and identifies course-embedded assignments that could be used to assess the PLOs. Since core courses are the only courses that all MS (LIS) students take, assignments from these courses are used to assess achievement of learning outcomes.

The 2014 PLO curriculum mapping activity informed the plan for direct assessment of the PLOs, which began in 2015 (see "PLO Assessment Process and Schedule," below). In 2017, inspired by changes to the core curriculum as well as by the results of the 2014 mapping, which revealed that two PLOs were not being addressed by the LIS core courses (see "Action Items Resulting from 2014 PLO Curriculum Mapping," below and Appendix C. PLO Curriculum Map and Assessment Schedule), the faculty revisited the curriculum mapping project to revise the 2014 map of the core courses and develop a curriculum map of the elective courses (see 47.1. PLO Mapping Documentation and 47.2. PLO Maps for more on this mapping activity).

Action Items Resulting from 2014 PLO Curriculum Mapping

SLIS is in the process of taking several steps to address the gap in core courses addressing PLOs #4 and #6. First, a group of faculty developed a new course, LIS 532O (Planning and Evaluation), which aligns directly with these two outcomes, and which will include assignments mapped to these outcomes (see Appendix D. Planning and Evaluation Course Proposal). Once the course is piloted in spring 2018, it will be reviewed and considered for inclusion in the core curriculum. As noted above, the faculty is currently working to map all classes, including all concentration requirements and electives, to the PLOs (see 47.2. PLO Maps for in-progress maps of the core and elective courses). This new, expanded map, explained in more detail in Chapter 2, Standards II.1 and II.2, will enable us to determine which courses outside the core address our PLOs. Once we have a clear picture of how the PLOs are addressed throughout the

whole curriculum, we can ensure that PLOs #4 and #6 are included. The map will be completed during the fall 2017 semester, and will undergo an in-depth review.

PLO Assessment Process and Schedule

Direct Assessment

The Assessment Committee identified two outcomes each year to be assessed starting in May 2015, and has worked with the faculty in designated required courses to collect relevant assignments designed to address a particular PLO associated with the course. Those assignments are anonymized and a random sample is selected to be assessed. Faculty and staff involved in this assessment begin with a norming exercise to familiarize themselves with the rubric developed for the assignment and to improve scoring consistency. Each assignment is assessed by two reviewers, and any discrepancies in scores are resolved. The Assessment Committee aggregates the data and shares it with the faculty, with recommendations as needed (see Appendix E. PLO Assessment Reports 2015–2017).

2015 (AY 2014/2015) assessment of PLO #3 and PLO #7

Results of the 2015 review indicate that the majority of students are achieving PLOs #3 and #7, evidenced by their meeting or exceeding expectations on the assignments. However, the reviewers felt that the LIS 407 assignment prompt could be revised to better align with PLO #7, and the LIS 488 rubric could be made more robust to aid reviewers in scoring. These recommendations were shared with faculty at a faculty meeting, and the new prompts and rubrics will be reviewed when these PLOs are next assessed.

2016 (AY 2015/2016) assessment of PLO #1 and #2

The 2016 review relied on reflection assignments from the Capstone Internship course; these assignments were supposed to align with PLOs #1 and #2. By the time of the PLO review, however, the faculty had voted to repeal the capstone requirement (see Chapter 2, Standard II.5). The review was carried out anyway to conform to the original schedule and provide a baseline for PLOs #1 and #2. It was confirmed that the assignments from the course did not meet the needs of these two PLOs. As a result, the Assessment Committee recommended that new course-embedded assignments be identified for these PLOs. In discussion with the faculty, the committee chose a metadata interpretation assignment from the required LIS 415 course to address PLO #1. The committee will use the expanded curriculum map to identify courses and assignments that address PLO #2.

2017 (AY 2016/2017) assessment of PLO #1 and #5

In 2017, SLIS evaluated PLOs #1 and #5, using student assignments produced in two required core courses. PLO #1 was reviewed against a metadata interpretation assignment used in LIS 415 (Information Organization); this assignment requires students to apply knowledge and understanding of professional standards related to organization of information. The review showed that the mean for this assignment was a 2.4, or "meets expectations." The median and mode were also 2, or "meets expectations," suggesting that students are meeting this PLO. PLO #5 was reviewed against an assignment in LIS 407

(Information Sources and Services) in which students create LibGuides with annotated resources selected and organized for a specific audience. The mean was 1.83, while the mode was 1, and the median was 2. Reviewers noted several issues with this assignment that seemed to contribute to the lower scores, including poorly defined topics and audiences, a mismatch between topic or audience and selected resources, and weak annotations. Based on these observations, the reviewers worked with the Assessment Committee to develop recommendations which were shared with all instructors using this assignment (See Appendix E. PLO Assessment Reports 2015–2017).

Indirect Assessment

SLIS also engages in indirect assessment of the PLOs through the regularly administered alumni and exit surveys as well as surveys of internship supervisors. Each of these surveys includes a set of questions on how well respondents believe the SLIS program supported development of the PLOs (see Appendix O. Survey Responses – PLOs, 2014–2017).

Data from these surveys are regularly shared with the full faculty. For example, at the January 2016 assessment retreat, a data summary sheet was shared showing that 64.5% of graduates surveyed in 2015 agreed or strongly agreed that SLIS contributed to their development of written communication skills and 69.4% agreed or strongly agreed that SLIS contributed to their development of oral communication skills. Of students who had taken the exit survey, 76.3% agreed or strongly agreed that the "the program prepared you to communicate effectively to different audiences through use of oral, written, and visual formats across multiple media" (see 53.6.05. January 2016 Retreat Data). Data from the internship supervisor survey (see 33.1. Internship Supervisor Evaluation Data) indicates that the majority of internship supervisors rate SLIS students as excellent or above average in each of the PLO areas.

SLIS also submits yearly reports which summarize the activities detailed here to the All Simmons Assessment Committee (ASAC) (see 6.1. ASAC Assessment Reports).

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

As noted above (Standard I.1.1), the Action Item Record and Spreadsheet (Appendix B) details action items suggested by data gathering, anecdote, or other events (e.g., staffing changes), data gathered to inform the steps to take to address these action items, and the resolution of the action item. This document offers a comprehensive look at specific program improvements undertaken in response to analysis of assessment data since the spreadsheet was initiated in 2013. In addition to those actions described above (see Standard I.1.1, "Examples of Action Items and Initiatives Inspired by Data" and Standard I.1.2, "Action Items Resulting from 2014 PLO Curriculum Mapping"), below are several examples of program improvements based on analysis of assessment data.

- ***Develop Diversity and Inclusion Task Force:*** In a series of group meetings with the Dean over AY 2015/2016, some students raised concerns about feeling disconnected. In response, in 2016 SLIS initiated a Diversity and Inclusion Task Force (described in more detail below) as well as two new student groups: Spectra, a group whose purpose is to bring together individuals with an

interest in LGBTQ issues; and Students of Color at Simmons SLIS, whose purpose is to build and sustain a supportive community that contributes to the academic development, social growth, and well-being of graduate students of color. After two years, this Task Force will no longer be a SLIS-specific group. Instead, SLIS representatives, including a faculty member, a staff member, and a student, will be actively engaged with the Simmons Diversity and Inclusion Action Council (DIAC). The 2017 Annual Report of the task force (see 20.4. SLIS Task Force on D&I Final Report) summarized the 2016–2017 work of the task force and the work members of this group with continue with DIAC.

- *Revise Archives Management concentration curriculum:* To be in compliance with new SAA guidelines and to provide students more flexibility in their program, the Archives Management concentration was revised in fall 2015 (see 4.1. Archives Concentration Revision Proposal; for more information about this revision, see Chapter 2).
- *Remove LIS 401 from the core curriculum:* In response to comments from students in course evaluations and exit surveys, as well as a graduate student retention survey, LIS 401 (Foundations of Library and Information Science) was removed from the core curriculum, and designated an elective course (for more information about this curricular change, see Chapter 2).

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

As detailed in Standard I.1.1 above, SLIS has a Mission, Vision, and set of Program Learning Outcomes, available on the public web site.

SLIS Mission and Vision: Communication and Feedback

The mission and vision were both voted in at the November 12, 2014, faculty meeting, and reaffirmed at the November 18, 2015, faculty meeting and at the SLIS retreat on August 25, 2016. The program learning outcomes were approved by vote of the faculty on September 10, 2014. SLIS gathers input on the mission and vision through an annual survey of constituents. As detailed in Standard I.1.2 above, since the PLOs were voted in, the SLIS Assessment Committee has been working to assess the PLOs using course-embedded assessments. Constituents will be surveyed on the PLOs on a triennial basis, as it takes three years to assess all seven.

SLIS Strategic Framework

SLIS crafted a new strategic framework at the August 2016 retreat. The strategic framework was approved by vote of the faculty at the faculty meeting on December 14, 2016.

The SLIS mission and vision align well with Simmons mission and vision. Both emphasize student-centeredness, leadership, social justice, and social responsibility (articulated as "advocacy" in the SLIS mission statement and "improvement of the human condition" in the Simmons vision statement). Both also have a strong focus on preparing students for successful careers in whatever form those careers take.

Simmons Strategic Plan

Simmons is currently updating its strategic plan, titled "Redesigning Simmons: The Strategy for 2022." The plan (see 59.1. Simmons Strategy for 2022 – Redesigning Simmons) highlights six objectives:
1. Highlight and build signature Simmons strengths in a sustainable structure;
2. Improve 4- and 6-year undergraduate graduation rates and graduate student on-time completion rates; increase student satisfaction;
3. Foster a diverse, welcoming, and inclusive community;
4. Support the instructional core effectively and efficiently;
5. Build a 21st-century learning and living environment; and,
6. Improve financial stability and flexibility.

SLIS Strategic Framework: Aligned with Simmons Strategic Plan

The SLIS strategic framework aligns with priority areas and initiatives established at the institutional level with Simmons' current strategic plan, "Strategy 2015", and is expected to also align well with "Redesigning Simmons". One objective under the "Redesigning Simmons" initiative states an intention to "continue launch of flexible online programs to attract new graduate student populations: Nursing, Social Work, Library and Information Science… " As detailed in Chapter 5, Standard V.9 of this report, SLIS, in conjunction with Simmons Online, launched a fully online program in the fall of 2016. Since that time, SLIS has continued to work with Simmons Online to expand its offerings, increase consistency, and ensure quality across courses, and also to offer training and support to faculty for online teaching. The SLIS Online degree program has seen steady growth since its launch.

The Simmons College strategy also includes a strategic objective to "increase faculty and student local and global community engagement." Chapter 2, Standard II.3 of this report describes the SLIS study abroad program, which offers SLIS students the opportunity to study at Yonsei University in South Korea, and which brings faculty from Yonsei to teach at Simmons SLIS. As noted in Chapter 3, Standard III.6, SLIS faculty are engaged in international collaborations which include research studies with colleagues in Australia, New Zealand, France, Turkey, and China, among others (see 24.3. Faculty Collaborations Survey Responses for raw data generated in response to a 2017 survey of the faculty undertaken to gauge the extent of faculty collaboration).

Simmons College strategic objective 3 emphasizes diversity and inclusion, evidenced at the institutional level by the assignment of diversity as a responsibility of a senior vice-president, the appointment of an Assistant Vice-President for Diversity and Inclusion, and the establishment of mandatory diversity training for college administrators, faculty, and staff (see Appendix Y. Provost's Memo – Required Diversity Training 10-17-16). Simmons undergraduate and graduate student groups have organized walk-outs and other events as forums for their concerns. In spring of 2017, the Students of Color Inclusion

Council organized a campus-wide community meeting at which they presented the administration with ten demands for a more inclusive campus (see 64.4. The Simmons Voice Article on Ten Demands 11-18-15 for a list of the ten student demands). President Helen Drinan sends regular updates and communications regarding college action in this area, including progress on the ten demands.

The SLIS strategic framework also includes diversity and inclusion as a strategic initiative; specific actions include the creation of a Diversity and Inclusion Task Force, the creation of a diversity and inclusion dean's fellow, and revision of the student course evaluation form to include questions on diversity, inclusion, and course climate. The Diversity and Inclusion Task Force was launched in spring 2016 to respond to SLIS student concerns related to diversity, racism, and microaggressions on campus (see Chapter 3, Standard III.10, for a discussion of the events that led to SLIS's Development of the Diversity and Inclusion Task Force). The Task Force held a series of listening sessions and launched an anonymous online form to gather feedback from the community; this feedback was used to inform recommendations to the school (see 20.1. Diversity and Inclusion Task Force Minutes for reports of the results of these listening sessions). Concurrently, the Simmons administration was moving forward with diversity initiatives at the institutional level, including implementing mandatory training for all faculty in spring 2017, and establishing a bias response protocol. By the end of the spring 2017 semester, the SLIS Diversity and Inclusion Task Force determined that work at the college level had progressed enough that there was no need for a separate Task Force and the SLIS Diversity and Inclusion Task Force was disbanded. The diversity and inclusion dean's fellow continues to work with SLIS faculty, staff, and students.

Simmons does not currently have a set of institutional learning outcomes. The Simmons PLAN (purpose, leadership, action) guides undergraduate learning and identifies areas of essential capability that align closely with SLIS program learning outcomes. For example, the PLAN's first essential capability is communication, which aligns with SLIS PLO #2, "communicate effectively to different audiences through use of oral, written, and visual formats across multiple media." Critical thinking and creative problem solving could be mapped to PLOs #3 ("develop appropriate technology strategies across a range of information settings"), and #5 ("evaluate and create information services and/or systems to reflect and respond to the needs of diverse communities and stakeholders"). Data analysis and interpretation aligns with PLO #4 ("critically analyze and apply research"), and ethical leadership aligns with PLOs #6 ("demonstrate individual and collaborative leadership ability") and #7 ("be guided by professional ethics and values"). Navigation of cultural differences is addressed in the diverse communities and ethics in PLOs #5 and #7, while integrative learning could be mapped to PLO #1 ("apply professional standards, tools, and best practices in the information field and across specialized areas"), which asks students to integrate their learning throughout the program and implement it in practice.

I.2 Clearly defined student learning outcomes are a critical part of the program's goals. These outcomes describe what students are expected to know and be able to do by the time of graduation. They enable a faculty to arrive at a common understanding of the expectations for student learning and to achieve consistency across the curriculum. Student learning outcomes reflect the entirety of the learning experience to which students have been exposed. Student learning outcomes address:

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

I.2.2 The philosophy, principles, and ethics of the field;
I.2.3 Appropriate principles of specialization identified in applicable policy statements and documents of relevant professional organizations;
I.2.4 The importance of research to the advancement of the field's knowledge base;
I.2.5 The symbiotic relationship of library and information studies with other fields;
I.2.6 The role of library and information services in a diverse global society, including the role of serving the needs of underserved groups;
I.2.7 The role of library and information services in a rapidly changing technological society;
I.2.8 The needs of the constituencies that the program seeks to serve.

SLIS has a clearly defined set of program learning outcomes available on our web site and included in (in full text or by link) in all syllabi. As detailed in Standard I.1.2 above, once drafted, the PLOs were shared with constituents and feedback was gathered through a series of surveys. The initial language was revised based on constituent feedback and the PLOs were approved by vote of the faculty on September 10, 2014.

Table I.1 aligns SLIS's PLOs with ALA Standard I.2 and highlights courses that address the PLO and the standard (see Table II.7, Standard II.2, for a related description of how the LIS core courses and PLOs reflect Standards II.2.1–II.2.5).

Table I.1. Relationship of MS (LIS) Program Learning Outcomes to ALA Standard I.2 and Selected LIS Courses

SLIS PLO	ALA Standard	Sample Courses Addressing PLOs
Apply professional standards, tools, and best practices in the information field and across specialized areas	1.2.1, 1.2.3	LIS 407*, LIS 415*, LIS 488*, LIS 438
Communicate effectively to different audiences through use of oral, written, and visual formats across multiple media	1.2.6	LIS 407*, LIS 408, LIS 488*
Develop appropriate technology strategies across a range of information settings.	1.2.7	LIS 407*, LIS 488*, LIS 467, LIS 460
Critically analyze and apply research	1.2.4 ,1.2.5 ,1.2.8	LIS 403, LIS 532O
Evaluate and create information services and/or systems to reflect and respond to the needs of diverse communities and stakeholders.	1.2.6, 1.2.8	LIS 407*, LIS 415*, LIS 488*, LIS 410, LIS 476, LIS 477
Demonstrate individual and collaborative leadership ability		LIS 404, LIS 442, LIS 406, LIS 462

Be guided by professional ethics and values	1.2.2	LIS 401, LIS 407*, LIS 410, LIS 493

*Indicates core course

While Table I.1 highlights select courses that relate to the PLOs, the SLIS PLO map (see 47.2. PLO Maps) offers a fuller picture of how SLIS courses relate back to the PLOs. Course syllabi (see 17. Course Syllabi), which indicate the PLOs addressed in each course, offer an additional illustration of the relationship between individual courses and the PLOs.

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

SLIS's commitment to teaching and service within the curriculum is evidenced in PLOs #1 ("apply professional standards, tools, and best practices in the information field and across specialized areas") and #5 ("evaluate and create information services and/or systems to reflect and respond to the needs of diverse communities and stakeholders").

Some courses in the curriculum address teaching and service directly. This section highlights several of these courses. Appendix F. LIS Courses that Address Standard I.3 offers a full list of courses that address this standard:

- *LIS 476 (formerly 532E) (Archival and Cultural Heritage Outreach and Advocacy)* teaches the principles of outreach including service and programming to users, especially underserved groups. Students create online exhibits and develop two primary source instructions sessions that they present to the class.
- *LIS 408 (User Instruction)* covers basic principles of pedagogy, instructional planning and presentation, and assessment with a focus on the ACRL information literacy framework. Students develop and present a 15-minute live instruction session and a 5-minute online tutorial.
- *LIS 407 (Information Sources and Services)*, a core course required of all students, *LIS 532N (Advanced Information Sources and Services)*, and *LIS 451 (Academic Libraries)* all include attention to teaching, including reviews of ACRL's information literacy framework and assignments related to instruction.

SLIS occasionally coordinates an alternative spring break in which students and faculty members participate in a service learning project with an LIS focus. Past projects have included organizing and processing libraries for the Charlestown Boys & Girls Club and the Farragut School in Boston (see 1. Alternative Spring Break). Some courses, such as the special topics course LIS 505J (Radical Librarianship), include a service learning project. Service to the community and outreach to underserved populations is emphasized in courses such as LIS 422 (Literacy to Underserved Populations), LIS 410 (Information Services for Diverse Users), and LIS 476 (Archives and Cultural Heritage Advocacy and Outreach).

I.4 Within the context of these Standards each program is judged on the extent to which it attains its objectives. In accord with the mission of the program, clearly defined, publicly stated, and regularly reviewed program goals and objectives form the essential frame of reference for meaningful external and internal evaluation.

> **I.4.1 The evaluation of program goals and objectives involves those served: students, faculty, employers, alumni, and other constituents.**

SLIS seeks input and feedback from a wide range of constituents and through a variety of methods to inform decision-making. The Data Gathering Tools Spreadsheet (Appendix A) lists all regular and purposeful data gathering, detailing the method used and the audience reached. Table I.2 highlights a few of these data gathering initiatives. The relevant data for each is available in the Evidence Folder.

Table I.2. Sample Data-Gathering Initiatives

Survey	Audience	Purpose	Administration
Mission and Vision Survey (see 39. Mission and Vision Development and Reaffirmation)	● Alumni ● Employers ● Faculty ● Staff ● Students	Feedback on mission and vision revision	November 2014
PLO Survey (see 47.3.9. PLO Survey Data)	● Alumni ● Employers ● Faculty ● Staff ● Students	Feedback on revised PLOs	July 2014
Alumni Survey (see 3. Alumni Surveys)	● Alumni	Indirect assessment of PLOs; satisfaction with SLIS; employment status	Annual (2016–present)
Exit Survey (see 22. Exit Survey)	● Graduating students	Indirect assessment of PLOs; satisfaction with advising; employment status	Triannual (2016–present)
Internship Supervisor Survey (see 33. Internship Supervisor Surveys)	● Internship supervisors	Student performance feedback; indirect assessment of PLO achievement	Triannual (2015–present)

Data from these sources are tracked and used in decision-making, as outlined in the Action Item Record and Spreadsheet (Appendix B).

I.5 The program has explicit, documented evidence of its ongoing decision-making processes and the data to substantiate the evaluation of the program's success in achieving its mission, goals and objectives.

and

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

Data-driven Evaluation of Programmatic Success

SLIS uses data to inform decision-making and to substantiate evaluation of the program, as documented in the Data Gathering Tools Spreadsheet (Appendix A) and the Action Item Record and Spreadsheet (Appendix B). As detailed in Standard I.1.3 above, the Data Gathering Tools Spreadsheet (Appendix A) records the frequency, purpose, and audience of both regular and purposeful data-gathering undertaken at SLIS. The Action Item Record and Spreadsheet (Appendix B) tracks decision-making based on the data gathered.

Data from various feedback-gathering tools are summarized in survey and data-gathering reports, and have been shared with faculty at faculty meetings and assessment retreats to demonstrate the success or efficacy of programmatic initiatives. SLIS also submits yearly assessment reports which outline assessment activities for the year to the assistant provost for assessment and accreditation planning (see 6.1. ASAC Assessment Reports).

As detailed in Standard I.1.2 above, SLIS assesses two of its PLOs each year. The combined reports (see Appendix E. PLO Assessment Reports 2015–2017) generated from those assessments include recommended actions—for example, the prompt for the LIS 407 ethics assignment was revised after the assessment of PLO #7 to better reflect the outcomes of the assignment and the overall PLO.

Program Planning and Improvement: Informed by Evaluation

The Data Gathering Tools Spreadsheet (Appendix A) and the Action Item Record and Spreadsheet (Appendix B) demonstrate how results of evaluation are systematically used to improve the program and plan for the future. As detailed in Standard I.1.3 above, data gathered through the various tools outlined in the Data Gathering Tools Spreadsheet (Appendix A) are summarized in reports, shared with stakeholders, analyzed, and used to inform decisions. Actions taken based on these data and analyses are recorded in the Action Item Record and Spreadsheet (Appendix B), linking specific action steps to the data or instigating information or event. These data have been shared with faculty at faculty meetings and assessment retreats to inspire program planning and improvement.

Examples of actions taken based on data are outlined above in Standard 1.1.3. Further description of how the program makes use of data—including data collected expressly for program assessment purposes—to inform the evaluation of its curriculum may be found in Chapter 2.

Chapter 2:
Standard II: Curriculum

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

and

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

The LIS curriculum is guided by vision and mission statements adopted for the School of Library and Information Science, voted by the faculty on November 12, 2014, and reaffirmed by the faculty at subsequent faculty meetings and retreats (November 18, 2015; August 25, 2016):

> *Vision statement:* The Simmons College School of Library and Information Science imagines an interconnected world with a diverse and engaged citizenry empowered by information, cultural heritage, and technology; in which the information disciplines and creativity improve lives; and where literature, knowledge, and collective wisdom are preserved and celebrated.

> *Mission statement:* As a single school offering degrees in the three areas of library and information science, children's literature, and computer science, the Simmons School of Library and Information Science prepares students for inspired service, advocacy, and leadership in library and information science, archives, computer science, and children's and young adult literature.

Under the auspices of the mission and vision, the MS (LIS) curriculum is informed by PLOs expressly developed for the MS (LIS) program and affirmed by the LIS faculty by vote on September 10, 2014. These PLOs (see below) speak to the requirements of Standard II.2 (see Table II.1).

> **Program learning outcomes** (retrieved from SLIS website):
> 1. Apply professional standards, tools, and best practices in the information field and across specialized areas.
> 2. Communicate effectively to different audiences through use of oral, written, and visual formats across multiple media.
> 3. Develop appropriate technology strategies across a range of information settings.

4. Critically analyze and apply research.
5. Evaluate and create information services and/or systems to reflect and respond to the needs of diverse communities and stakeholders.
6. Demonstrate individual and collaborative leadership ability.
7. Be guided by professional ethics and values.

Students achieve the program's learning outcomes through required and elective coursework. Students may focus their studies by selecting a concentration, using program tracks to select courses, or working with an advisor to design their own program of study. All students in the MS (LIS) degree program complete three required core courses within their first twelve credit hours (4 courses) of study. These courses lay the foundation for the study of library and information science and introduce students to services and practices fundamental to library and information science. The following are required core courses (see 17.1. Core Classes for syllabi for these courses).

LIS 407 (Information Sources and Services)
This course focuses on topics related to services, information sources and information seeking processes as manifested in a variety of information centers. Introduces information concepts and services, including: question-negotiation (the reference interview), customer service, ethics, evaluating the collection, management, user service philosophy, service in different institutional settings and for diverse populations, and the assessment of services. Students learn about the creation, packaging, access and presentation of information in different types of sources and formats.

LIS 415 (Information Organization)
The phenomena, activities, and issues surrounding the organization of information in service of users and user communities. Topics include resource types and formats, information service institutions, markup, descriptive metadata, content standards, subject analysis and classification, and the information life cycle. Readings, discussions, examinations, and oral and written exercises.

LIS 488 (Technology for Information Professionals)
(For all students other than those in the School Library Teacher Program (SLTP) concentration.) This course provides the conceptual foundation and context of computing, Internet and related technologies as used in information-intensive professions. With an emphasis both on concepts (along with an emphasis on terminology that appears in the professional literature) and skills (interactive demos and/or hands-on sessions), the course encourages students in trying out and learning new pieces of technology. The course provides an overview of topics such as how computers work (hardware, software, history of IT); networking; internet, related technologies and the future of WWW; content management systems; RDBMS and XML; ethics; security; information search and retrieval; the impact and implications of technological change on libraries, archives and other information centers; technology today and tomorrow; and other related topics. Along with providing the general technology foundation needed before taking other technology courses offered at SLIS, this course also introduces some of these other courses.

LIS 460 (Technology and the School Library Teacher)
(For students in the SLTP, in place of LIS 488.)
This course will prepare the school library teacher to successfully integrate new and emerging technologies into the school library program, technology lab, and classroom. Technologies studied will be appropriate for integration into all areas of the school's curriculum. Web-based and mobile resources and tools are used extensively throughout the course and are directly tied to current topics in successful school library management and practice. Hands-on learning and discussion of issues that could arise as a part of technology integration with pre-K–12 students are foundational elements of the course. The role the school library teacher plays in the professional development of teachers in his/her school as a resource person, leader in technology instruction, facilitator, collaborator, and instructor will be discussed throughout the course. Meets Technology Requirement for students in the School Library Teacher Program.

In 2016, the SLIS faculty began to map all of the courses in its curriculum to the PLOs (see 47.1. PLO Mapping Documentation and 47.2. PLO Maps). This project represented a continuation of the 2014 core curriculum mapping project (see Chapter 1, Standard I.1.2, for more information and Appendix C. PLO Curriculum Map and Assessment Schedule). The three required core courses address the PLOs at multiple levels:
- LIS 407 emphasizes PLO #2, introduces PLO #3 and reinforces PLOs #1, #5, and #7;
- LIS 415 introduces PLO #2 and emphasizes PLOs #1 and #5; and
- LIS 488 introduces PLOs #2 and #5 and reinforces PLOs #1 and #3.

The required core courses also introduce all LIS students to the "information resources and the services and technologies to facilitate their management and use" mentioned in Standard II.2. Table II.1 demonstrates the relationship between the LIS core courses, the MS (LIS) PLOs, and these courses' address of the elements of curricular concern articulated in Standard II.2.

Table II.1. Relationship of MS (LIS) Program Learning Outcomes to ALA Standard II.2 and MS (LIS) Required Courses

LIS Core Course	Elements of Standard II.2	SLIS MS (LIS) PLO
LIS 407 (Information Sources and Services)	● Identification ● Selection ● Evaluation ● Dissemination ● Use and users ● Communication	PLO #1: Apply professional standards, tools, and best practices in the information field and across specialized areas. PLO #2: Communicate effectively to different audiences through use of oral, written, and visual formats across multiple media. PLO #5: Evaluate and create information services and/or systems to reflect and respond to the needs of diverse communities and stakeholders. PLO #7: Be guided by professional ethics and values.

LIS 415 (Information Organization)	● Organization and description ● Storage and retrieval ● Management of . . . ● Communication ● Evaluation	PLO #1: Apply professional standards, tools, and best practices in the information field and across specialized areas. PLO #2: Communicate effectively to different audiences through use of oral, written, and visual formats across multiple media. PLO #5: Evaluate and create information services and/or systems to reflect and respond to the needs of diverse communities and stakeholders.
LIS 488 (Technology for Information Professionals)	● Dissemination ● Communication ● Use and users ● Evaluation	PLO #1: Apply professional standards, tools, and best practices in the information field and across specialized areas. PLO #2: Communicate effectively to different audiences through use of oral, written, and visual formats across multiple media. PLO #3: Develop appropriate technology strategies across a range of information settings. PLO #5: Evaluate and create information services and/or systems to reflect and respond to the needs of diverse communities and stakeholders.
LIS 460 (Technology and the School Library Teacher)	● Dissemination ● Communication ● Use and users ● Evaluation	PLO #1: Apply professional standards, tools, and best practices in the information field and across specialized areas. PLO #2: Communicate effectively to different audiences through use of oral, written, and visual formats across multiple media. PLO #3: Develop appropriate technology strategies across a range of information settings. PLO #5: Evaluate and create information services and/or systems to reflect and respond to the needs of diverse communities and stakeholders.

The curriculum map identified a gap with regard to PLOs #4 and #6, which are not being adequately addressed by the core courses. As described in more detail in Chapter 1, Standards I.1.2 and I.1.3 and in

Table II.9, the faculty has developed and approved a new course to address these outcomes: LIS 532O (Planning and Evaluation), planned for a spring 2018 pilot.

For more information about the PLOs and their relationship to the core and elective curriculum, see 47.2 PLO Maps.

Concentrations

The following degree concentrations are offered as curricular options:

- School Library Teacher Program (established 1971)
- Archives Management (established 1982)
- Information Science and Technology (established 2014)
- Cultural Heritage Informatics (established 2014)

The courses required of students following concentrations address information resources, services, and technologies in these specific settings and contexts. For example, the Archives Management and Cultural Heritage concentrations address preservation and curation in archives and cultural heritage institutions; the Information Science and Technology concentration emphasizes information and computer technologies; and the School Library Teacher Program addresses the school library setting (as well as preparing students for licensure). Completion of a concentration is indicated on a student's transcript.

Syllabi for all courses required for students participating in a degree concentration can be found in 17. Course Syllabi and a description of relationship of these courses to the PLOs can be found in 47.2. PLO Maps.

Program Tracks

Students who choose to design their own programs of study work with their faculty advisors and find direction in the program tracks, guides for course selection and professional development in specific areas of the field. Each track includes a list of key courses representing essential knowledge in the area as well as elective course recommendations for developing more specialized knowledge. The program tracks reflect Standard II.2, specifically:

- Information organization focuses on information organization and description
- Management and leadership addresses management of human and information resources
- Preservation management centers on preservation and curation
- The user services track and the youth services track both emphasize use and users, the latter directed to children and young adults

Curriculum Revision

The LIS curriculum is revised regularly and, since the program's 2010 reaccreditation, the core curriculum has undergone revisions to reflect the changing demands of the LIS discipline, changes in the

composition and preparation of the student body, evidence of PLO achievement, and data collected from stakeholders. The requirements associated with two degree concentrations—Archives Management and the School Library Teacher Program—have been revised, and two additional concentrations—Information Science and Technology and Cultural Heritage Informatics—have been created. The development of these two new concentrations has prompted the faculty to review its concentration curricula, procedures, and terminology; this review is currently underway.

Core Curriculum Revision

Since 2010, the core curriculum has undergone significant revision, most notably in 2013 (see 13.1. 2013 Core Curriculum Revision) and 2016 (see 13.2. 2016 Core Curriculum Revision). As indicated in Table II.2, these revision efforts were informed by data, including surveys of competitor program curricula and credit hour price structures, course evaluations, exit and alumni survey data, and student feedback gathered at SLIS Town Hall meetings. Standard II.5 of this chapter details SLIS's use of data to inform its most recent revisions to the core curriculum (see, e.g., Standard II.5, "Student Course Evaluation and Mid-Course Evaluation Data" for discussion of the 2016 elimination of LIS 401 from the core curriculum and Standard II.5, "Survey Data," for discussion of the 2016 elimination of the capstone and the capstone prerequisites from the core curriculum).

Table II.2. Changes to the Core Curriculum, 2010–2017

Date	Core Curriculum (courses required of all students)	Rationale and Data Supporting Decision Making and Revision
2010–2013	36 credit hours, including: ● LIS 403 (Evaluation of Information) ● LIS 404 (Principles of Management) ● LIS 407 (Information Sources and Services) ● LIS 415 (Information Organization) ● LIS 488 (Technology for Information Professionals)	● N/A
2013–2014 (39 credit hours); 2013–2016 (core curriculum)	39 credit hours, including: ● LIS 401 (Foundations of Library and Information Science) ● LIS 407 (Information Sources and Services) ● LIS 415 (Information Organization) ● One technology course (LIS 488, LIS 489, LIS 467, or LIS 460) ● Capstone Experience ● LIS 501 (Internship in Library and Information Science; prerequisite: LIS 404)	● Survey of LIS competitor schools revealed that 39 credits were not uncommon (see 13.1.5. Credit Hour Change Motion) ● To provide an opportunity for students to reflect on their learning and prepare for entry to the professional world (see 13.1.2. Capstone Proposal Motion)

	OR ● LIS 502 (Archives Field Study; perquisite: LIS 442) OR ● LIS 500 (Independent Research; prerequisite: LIS 403)	
November 2013, implemented spring 2014	Reduction of required credits from 39 to 36 (by vote of faculty, November 2013; see 13.1.1.2. Credit Hour Vote and 13.1.1.1. Credit Hour Vote Count 12-1-13)	● Extra 3 credits increased cost of degree, making SLIS the second highest priced LIS school (see 13.1.1.5. GSLIS Competitor Analysis October 2013) ● Applications for the spring 2014 semester were significantly lower than the previous spring semester (see 13.1.1.6. Spring Applications Comparison 2013–2014) ● 39 credit requirement challenged students' ability to complete the program in two years (see 13.1.1.4. Dean Abels to Provost Regarding Credit Hour Change 11-13-13)
March 2016, implemented fall 2016	36 credit hours, including: ● LIS 407 (Information Sources and Services) ● LIS 415 (Information Organization) ● One technology course (LIS 488, LIS 489, LIS 467, or LIS 460)	● Removal of LIS 401 from list of core requirements (see 13.2.3. LIS 401 Documentation) ○ LIS 401 course evaluations (see 13.2.3.2. Selected Comments From Student Evaluations 2014–2015 and 13.2.3.1. Fall 2015 LIS 401 Midpoint Check-In Comments) ○ Alumni Survey data (see 3.5. 2015 Alumni Survey Report and 3.6. 2016 Alumni Survey Report) ○ Exit Survey data (see 22.06. August 2015 Exit Survey Results, 22.08. January 2016 Exit Survey, 22.09. May 2016 Exit Survey, and 22.10. August 2016 Exit Survey) ○ LIS Town Hall meeting data (see 54.4. Spring 2015 Town Hall Student Reponses) ○ Clay Graduate Student Experience Survey responses (see 10. Clay Graduate Student Experience Survey), ● Removal of capstone requirement (see 13.2.1. Capstone Discussion Documents)

April 2016, implemented fall 2016	Revise "one technology course" requirement to require either LIS 488 or LIS 460 (for SLTP students), rather than a choice from a suite of technology courses (see 13.2.4.2. LIS Technology Core Recommendations 2016 and 13.4.2.1. April 2016 Technology Core Requirement Motion)	● Assessment of technology courses from which students could choose to fulfill technology core course requirements revealed inconsistency in learning outcomes for each course (see 13.2.4.5. Rationale Regarding the Technology Course Requirement 2016)
September 2016–present	36 credit hours, including: ● LIS 407 (Information Sources and Services) ● LIS 415 (Information Organization) ● LIS 488 (Technology for Information Professionals, revised in content) or, for SLTP students, LIS 460 (Technology and the School Library Teacher)	

SLIS continues to attend to its core curriculum and, in spring 2017, administered a survey to area employers, professionals, and alumni to assess the knowledge, skills, and abilities needed by information professionals to succeed in the changing field (see 34. KSA Survey). The results of this survey, as well as a panel discussion hosted by SLIS at its May 2017 MS (LIS) retreat, will be used in the assessment of the current core curriculum (for more information about the survey, see Standard II.5, "2017 KSA Survey Data," below).

Existing Concentration Curriculum Revision

Archives Management Concentration Revision

Following an Archives Town Hall meeting (see 5.1. 2016 Archives Town Hall Meeting Notes) during which student concerns regarding lack of elective choice in the Archives Management concentration were addressed, and reflecting updated (2016) Society of American Archivists Guidelines for a Graduate Program in Archival Study, the Archives Management curriculum was revised to provide students course options to fulfill the concentration's core course requirements (see Table II.3).

Table II.3. Changes to the Archives Management Concentration Curriculum

Archives Management Required Courses (in addition to the LIS core curriculum), pre-Fall 2016	Archives Management Required Courses (in addition to the LIS core curriculum), Fall 2016 and thereafter
● LIS 438 (Introduction to Archival Methods and Services) ● LIS 440 (Archival Access and Use) ● LIS 442 (Establishing Archives and Management Programs) ● LIS 456 (Managing Records in an Electronic Environment) ● One of the following courses in preservation: 　○ LIS 439 (Preservation Management for Libraries and Archives) 　○ LIS 448 (Digital Stewardship)	● LIS 438 (Introduction to Archival Methods and Services) ● LIS 440 (Archival Access and Use) ● LIS 442 (Establishing Archives and Management Programs) ● One of the following courses addressing one of the following core archival functions: 　○ LIS 456 (Managing Records in an Electronic Environment) 　○ LIS 476 (Archives and Cultural Heritage Outreach) 　○ LIS 441 (Appraisal of Archives and Manuscripts) 　○ LIS 433 (Oral History) ● One of the following courses in preservation: 　○ LIS 439 (Preservation Management for Libraries and Archives) 　○ LIS 448 (Digital Stewardship)

More detailed information about this revision to the Archives Management curriculum may be found later in this chapter (see Standard II.5, "Archives Town Hall Data," below), and in 4. Archives Concentration Revision.

School Library Teacher Program Revision

Following the summer 2014 departure of two faculty members responsible for courses in the School Library Teacher Program, the LIS faculty invited an outside consultant to survey the local and national school library landscape, review the SLTP curriculum, and offer recommendations for the continuation of the degree program. The consultant, Dr. Daniel Callison, interviewed SLIS tenure-stream and adjunct faculty, students, alumni, and representatives from the Massachusetts Department of Elementary and Secondary Education; surveyed MS (LIS) students; and developed recommendations that inspired the revision of the SLTP curriculum. The new SLTP curriculum was introduced in fall 2015, with changes noted in Table II.4.

Table II.4. Changes to the School Library Teacher Program Concentration Curriculum

SLTP Required Courses (in addition to the LIS core curriculum), pre-Fall 2015	SLTP Required Courses (in addition to the LIS core curriculum), Fall 2015 and thereafter
● LIS 406 (Management of School Library Programs)	● LIS 406 (Management and Evaluation of School Library Programs)

● LIS 426 (Curriculum and the School Library Teacher) ● LIS 431 (Instructional Strategies for the School Library Teacher) ● LIS 460 (Technology and the School Library Teacher) instead of LIS 488 ● LIS 481 (Library Collections and Materials for Children) ● LIS 483 (Library Collections and Materials for Young Adults) ● LIS 498 (Practicum, K–8) ● LIS 499 (Practicum, 9–12) 　○ LIS 495 (Practicum Equivalent Experience) instead of LIS 498 and LIS 499, for students who are currently teachers of record in MA public school libraries	● LIS 460 (Technology and the School Library Teacher) instead of LIS 488 ● LIS 459 (School Library Teacher Pre-Practicum Field Experience) ● LIS 461 (Curriculum and Instructional Strategies for the School Library Teacher) ● LIS 481 (Library Collections and Materials for Children) ● LIS 483 (Library Collections and Materials for Young Adults) ● LIS 498 (Practicum, K–8) ● LIS 499 (Practicum, 9–12) 　○ LIS 495 (Practicum Equivalent Experience) instead of LIS 498 and LIS 499, for students who are currently teachers of record in MA public school libraries

More detailed information about this revision and the data that supported the changes that were made to the SLTP curriculum may be found later in this chapter (see Standard II.5, "SLTP Consultant Report," below) and 55. SLTP Revision.

New Concentration Development and Revision

Information Science and Technology Concentration Development

Following a market analysis, recognition of a need for greater technology skills among librarians entering certain segments of the LIS field (e.g., library systems and web development), and discussion with faculty, students, alumni, and employers, the SLIS faculty voted in May 2013 to approve the formation of an ad-hoc committee to explore an Information Science and Technology (IS&T) concentration. In December, 2013, the SLIS faculty voted to enact the concentration; a soft launch of the concentration took place in fall 2014.

More detailed information about this degree concentration and the data supporting its creation may be found in 32. IS&T Concentration.

Information Science and Technology Concentration Revision

In April 2016, the faculty teaching in the IS&T curriculum proposed a revision to the concentration curriculum that reflected the changes made to the LIS core curriculum and that provided students concentrating their studies in IS&T with greater flexibility in their choice of electives. This revision was proposed and adopted at the April 20, 2016 faculty meeting (see 51. SLIS Faculty Meeting Minutes). More detailed information regarding this revision may be found in Table II.5 and in 32. IS&T Concentration.

Table II.5. Changes to the Information Science and Technology Concentration Curriculum

IS&T Required Courses (in addition to the LIS core curriculum), Fall 2014 – Spring 2016	IS&T Required Courses (in addition to the LIS core curriculum), Fall 2016, and thereafter

● LIS 484 (Theories of Information Science and Technology)
● LIS 458 (Database Management)
● LIS 469 (XML)
● Choice of one of the following:
  ○ LIS 485 (Introduction to Programming)
  ○ LIS 531Z (Data Interoperability)
● Two of the following elective courses:
  ○ LIS 642 (Applied Statistics)
  ○ CS 227/427 (Computer Networks)
  ○ CS 327/527 (Computer Security)
  ○ LIS 477 (Digital Asset Management for Libraries, Archives, and Museums)
  ○ LIS 487 (Data Interoperability)
  ○ LIS 462 (Digital Libraries)
  ○ MAT 210/410 (Discrete Math)
  ○ LIS 466 (Information Retrieval)
  ○ LIS 473 (Information Visualization)
  ○ LIS 465 (Knowledge Management)
  ○ LIS 463 (Library Automation Systems)
  ○ LIS 445 (Metadata)
  ○ LIS 475 (Organizational/Information Ethics)
  ○ LIS 532G (Scientific Research Data Management)
  ○ LIS 421 (Social Informatics)
  ○ LIS 486 (Systems Analysis)
  ○ LIS 455 (Usability and User Experience Research)
  ○ LIS 470 (Visual Communication)
  ○ LIS 467 (Web Development and Information Architecture)
  ○ CS 321/521 (Web Services and Programming)
	● LIS 484 (Theories of Information Science and Technology)
	● LIS 458 (Database Management)
	● LIS 485 (Introduction to Programming)
	● Two of the following elective courses:
	  ○ LIS 421 (Social Informatics)
	  ○ LIS 455 (Usability and User Experience Research)
	  ○ LIS 462 (Digital Libraries)
	  ○ LIS 465 (Knowledge Management)
	  ○ LIS 466 (Information Retrieval)
	  ○ LIS 467 (Web Development and Information Architecture)
	  ○ LIS 487 (Data Interoperability, revised)
	  ○ LIS 473 (Information Visualization)
	  ○ LIS 486 (Systems Analysis)

Information Science and Technology Program Freeze

In June 2017, the dean of SLIS froze admission to the IS&T concentration beginning in the spring 2018 semester and continuing until spring 2019 (see 32.1. Dean Abels IS&T Concentration Update 6-4-17). This decision was motivated by a review of the elective curriculum of the concentration that revealed a need to update some course content, by emerging discussion among the faculty teaching in the IS&T curriculum suggesting further revision to the concentration requirements might be necessary, and an observed trend, confirmed in the KSA Survey (see 34. KSA Survey) to integrate, rather than isolate,

information technology knowledge, theory, and skills throughout the MS (LIS) curriculum. Students currently focusing their studies in IS&T will be able to complete the concentration requirements.

Information Science and Technology course review

Review of the elective choices for IS&T students resulted in a reassessment of two courses in the LIS curriculum: LIS 469 (XML) and LIS 531Z (Data Interoperability). As these courses addressed similar topics--data interoperability in general (LIS 531Z) and a specific metadata standard (LIS 469)--the faculty argued for their combination, particularly given the scaffolding provided by the new LIS 485 (Introduction to Programming). In November 2016 the faculty proposed a revised course, LIS 487 (Data Interoperability), to reflect more contemporary and forward-looking technology practices (see 32.4. November 2016 Data Interoperability Revised Course Proposal).

Review of LIS 467 (Web Development and Information Architecture) student evaluations and the course syllabus indicated a need to update the content of this course as well. The LIS faculty are discussing the direction this course should take and plan to begin revision of this course in fall 2017.

Cultural Heritage Informatics (CHI) Concentration Development

In 2009, SLIS received an IMLS and an NHPRC grant (see Appendix G. External Grants Awarded to Full-Time Faculty 2012–2017) to explore building capacity in the area of cultural heritage informatics. The goals of the two grants included:

1. Enhance the curriculum (no CHI courses were then offered),
2. Collaborate with the arts faculty (CHI was team-taught in the early years),
3. Partner with area cultural heritage institutions to, in part, develop library, archive, and museum (LAM) case studies
4. Develop a digital curriculum lab (DCL).

MS (LIS) faculty approved the establishment of a Cultural Heritage Informatics concentration focusing on current practices and future directions of museums, libraries, archives, and museums in March 2014 (see 51. SLIS Faculty Meeting Minutes). A soft launch of the concentration took place in fall 2014.

Reflecting how new technologies have transformed the reach (and outreach) of cultural heritage institutions, the CHI curriculum has four thematic threads: communities, technologies, learning, and outreach. Through projects and internships in LAMs, SLIS students gain hands-on experience while drawing on their problem-solving skills.

Cultural Heritage Informatics (CHI) Curriculum Revision

One year following the launch of the CHI concentration, the faculty teaching in the domain and overseeing the concentration proposed revising the concentration for greater flexibility in elective course selection and an increased opportunity for students to engage in interdisciplinary work. This revision was

proposed to the LIS faculty and adopted by vote in February 2015 (see 51. SLIS Faculty Meeting Minutes).

More detailed information about this degree concentration and the data supporting its creation and revision may be found in Table II.6 and in 8. CHI Concentration.

Table II.6. Changes to the Cultural Heritage Informatics Concentration Curriculum

CHI Required Courses (in addition to the LIS core curriculum), Fall 2014 - Fall 2015	CHI Required Courses (in addition to the LIS core curriculum), Fall 2015 and thereafter

● LIS 432 (Concepts in Cultural Heritage Informatics)
● LIS 438 (Introduction to Archival Methods and Services)
● LIS 448 (Digital Stewardship)
● LIS 477 (Digital Asset Management in Libraries, Archives and Museums)
● One of the following courses in preservation:
  ○ LIS 439 (Preservation Management for Libraries and Archives)
  ○ LIS 444 (Archiving and Preserving Digital Media)
● Two of the following elective courses:
  ○ LIS 445 (Metadata)
  ○ LIS 449 (Rare Book and Special Collections Librarianship)
  ○ LIS 425 (History of the Book)
  ○ LIS 462 (Digital Libraries)
  ○ LIS 447 (Collection Maintenance)
  ○ LIS 446 (Art Documentation)
  ○ LIS 471 (Photographic Archives and Visual Information)
  ○ ART 347 (Art of the Gardner Museum) to be offered at 500 level
	● LIS 432 (Concepts in Cultural Heritage Informatics)
	● LIS 438 (Introduction to Archival Methods and Services)
	● LIS 448 (Digital Stewardship)
	● LIS 477 (Digital Asset Management in Libraries, Archives and Museums)
	● Three of the following elective courses:
	  ○ LIS 439 (Preservation Management for Libraries and Archives)
	  ○ LIS 445 (Metadata)
	  ○ LIS 444 (Archiving and Preserving Digital Media)
	  ○ LIS 449 (Rare Book and Special Collections Librarianship)
	  ○ LIS 425 (History of the Book)
	  ○ LIS 462 (Digital Libraries)
	  ○ LIS 447 (Collection Maintenance)
	  ○ LIS 446 (Art Documentation)
	  ○ LIS 471 (Photographic Archives and Visual Information)
	  ○ ART 347 (Art of the Gardner Museum) to be offered at 500 level

Holistic Review of Program Concentrations

These revisions to all of the concentration curricula prompted an administrative review of MS (LIS) concentration requirements, which drew attention to inconsistencies. The MS (LIS) faculty agreed on the need to operationalize a definition of "concentration" to assist in evaluating and revising existing concentrations and ensure that new concentrations are developed and implemented equitably. The faculty has also begun discussion of the term "specialization" to replace the term, "track." (see 12. Concentration and Specialization Documentation). The faculty will continue this discussion at its August 2017 retreat and into the fall 2017 semester.

Cultural Heritage Informatics and Archives Concentration Merger

Review of the Archives and CHI concentrations suggested that students could complete the requirements of both simultaneously and drew attention to the comparatively high number (27) of required (or required elective) credits to complete the CHI concentration (see 12.1. April 2017 Concentration Tracks and Specializations Planning). These observations, in concert with discussions among the faculty related to professional convergence of the interests of archivists and cultural heritage professionals, led to consideration, in spring 2017, of merging the two concentrations. Discussion is underway regarding how to revise and merge these curricula. In fall 2017, faculty will consult students, alumni, and other relevant stakeholders about the possible merger.

The curriculum:
    II.2.1 Fosters development of library and information professionals who will assume a leadership role in providing services and collections appropriate for the communities that are served;
    II.2.2 Emphasizes an evolving body of knowledge that reflects the findings of basic and applied research from relevant fields;
    II.2.3 Integrates technology and the theories that underpin its design, application, and use;
    II.2.4 Responds to the needs of a diverse and global society, including the needs of underserved groups;
    II.2.5 Provides direction for future development of a rapidly changing field;
    II.2.6 Promotes commitment to continuous professional development and lifelong learning, including the skills and competencies that are needed for the practitioner of the future.
    II.2.7 promotes commitment to continuous professional growth.

Standards II.2.1–II.2.5 are reflected in the MS (LIS) degree PLOs (see Table II.7). The principles associated with Standards II.2.6 and II.2.7 are reflected in the school's co- and extra-curricular initiatives and in programming for current students and alumni, as indicated in Table II.8.

Table II.7. Relationship of MS (LIS) Program Learning Outcomes to ALA Standards II.2.1–II.2.5

ALA Standards II.2.1 – II.2.5	MS (LIS) Program Learning Outcomes
II.2.1 Fosters development of library and information professionals who will assume a leadership role in providing services and collections appropriate for the communities that are served;	PLO #6: Demonstrate individual and collaborative leadership ability. PLO #1: Apply professional standards, tools, and best practices in the information field and across specialized areas.
II.2.2 Emphasizes an evolving body of knowledge that reflects the findings of basic and applied research from relevant fields;	PLO #1: Apply professional standards, tools, and best practices in the information field and across specialized areas.

	PLO #4: Critically analyze and apply research.
II.2.3 Integrates technology and the theories that underpin its design, application, and use;	PLO #3: Develop appropriate technology strategies across a range of information settings.
II.2.4 Responds to the needs of a diverse and global society, including the needs of underserved groups;	PLO #5: Evaluate and create information services and/or systems to reflect and respond to the needs of diverse communities and stakeholders.
II.2.5 Provides direction for future development of a rapidly changing field;	PLO #7: Be guided by professional ethics and values.

For more information about the PLOs and their relationship to the core and elective curriculum, see 47.2 PLO Maps.

Table II.8. Relationship of MS (LIS) Co- and Extracurricular Initiatives to ALA Standards II.2.6–II.2.7

SLIS Co- and Extracurricular Initiatives	ALA Standard II.2.6 Promotes commitment to continuous professional development and lifelong learning, including the skills and competencies that are needed for the practitioner of the future.	ALA Standard II.2.7 Promotes commitment to continuous professional growth.
GSLIS/SLIS After Dark: annual alumni event, which honors GSLIS/SLIS alumni and provides networking opportunities for current students and alumni.	X	X
MS (LIS) Mentoring Program: provides current students with opportunity to work with and alumni mentor who provides professional development and advice and networking support.	X	X
LIS Advisor in Residence: a volunteer professional offers career advice to current students.	X	X
SLIS InfoLink Blog: highlights the accomplishments of current students and SLIS alumni.	X	X
LISSA Funds for Professional Development:	X	X

funding opportunity for current students who may apply for up to $300.00 of funding to defray the cost of professional association membership and workshop or professional conference attendance.		

Special Topics Courses

SLIS regularly offers special topics courses to address emerging knowledge, practices, and technologies. These courses, listed in the course catalog as LIS 530s, are one-time just-in-time offerings that introduce knowledge, practices, and technologies that may be later incorporated into the LIS permanent curriculum. A record of LIS 530s courses may be found in Appendix H. Special Topics Courses 2010–2017.

New Course Proposals

Knowledge, practices, and technologies introduced in special topics courses (LIS 530s courses) may be formalized in new courses proposed for incorporation into the curriculum. Proposals for new courses include a description of the contents of the course, the PLOs addressed by the proposed course, and a rationale that describes the course's relevance to professional development and the LIS curriculum. New course proposals considered by the SLIS faculty since 2010 may be found in 40. New Course Proposals.

Technology Orientation Requirement/Virtual Orientation

To prepare MS (LIS) students for the ever changing professional technological landscape, students in the MS (LIS) degree program were, until fall 2016, required to complete the TOR (Technology Orientation Requirement) by the end of their first semester. A zero-credit online course, the TOR introduced students to technology tools (e.g., course management software, wikis, blogs), library resources, and HTML through tutorials, self-paced quizzes, and activities. The work of an ad-hoc committee of faculty, with input from SLIS faculty teaching in the area of technology and a review of other LIS schools' technology orientations, resulted in a recommendation to eliminate the TOR and to create a list of technology competencies students should be familiar with upon matriculation. The competencies, accompanied by links to tutorials, were incorporated into the new SLIS Virtual Orientation in fall 2016. Documentation supporting the elimination of the TOR and the implementation of the technology competencies may be found in 62. Technology Competencies Documentation and TOR.

LIS Courses Addressing Technology Skills and Topics

All MS (LIS) students are required to complete at least one technology course—LIS 488 (Technology for Information Professionals) or LIS 460 (Technology and the School Library Teacher, for students in the SLTP)—however, the curriculum offers numerous opportunities to develop technology skills and knowledge through coursework. While the courses associated with the Information Science and Technology Curriculum represent the most obvious opportunities for students to enhance their technology acumen, other elective courses introduce students to specialized technological tools and applications, such

as VoiceThread, Omeka, and LibGuides. A table describing specific technology tools addressed in individual courses may be found in Appendix I. Technologies Addressed in LIS Courses.

LIS Courses Addressing Diverse, Global, and Underserved Populations

Among the courses demonstrating SLIS's commitment to addressing library and information services to diverse, global, and underserved populations are:
- LIS 410 (Information Services for Diverse Users)
- LIS 422 (Literacy and Services to Underserved Populations)
- LIS 490 (International and Comparative Librarianship)
- LIS 476 (Archives and Cultural Heritage Advocacy and Outreach)

 Two special topics courses have also directly covered these areas:
- LIS 505E (Race and Racism)
- LIS 505J (Radical Librarianship)

A full list of LIS courses that address diverse, global, and underserved populations may be found in Appendix J. LIS Courses that Address Standard II.2.4. Course descriptions and syllabi may be found in 17. Course Syllabi.

II.3 The curriculum provides the opportunity for students to construct coherent programs of study that allow individual needs, goals, and aspirations to be met within the context of program requirements established by the school and that will foster the attainment of student learning outcomes. The curriculum includes as appropriate cooperative degree programs, interdisciplinary coursework and research, experiential opportunities, and other similar activities. Course content and sequence relationships within the curriculum are evident.

Coherent Programs of Study

As noted in Standard II.1 and Standard II.2 (see "Concentrations" and "Program Tracks"), as well as in Standard IV.4 (see "Constructing Coherent Plans of Study"), SLIS provides numerous opportunities for students construct coherent programs of study. MS (LIS) students may choose to focus their studies by participating in curricula associated with degree concentrations or by selecting courses recommended in degree program "tracks," or may design their own programs, selecting courses that reflect their professional interests. All students are assigned faculty advisors who help students shape their course choices and consult a projected two-year schedule of course offerings to plan their program of study.

Additionally, students have the opportunity to participate in cooperative degree programs, interdisciplinary work, and experiential education; they may choose to participate in one of two dual degree programs, study abroad through SLIS's exchange program with Yonsei University in Korea, complete courses offered by other LIS schools through SLIS's participation in the Web-based Information Science Education (WISE) Consortium, and participate in formal internships (or, for SLTP students, practica) for credit in libraries, archives, and other information institutions.

Dual Degree Programs

Two interdisciplinary dual degree programs allow students to earn the MS (LIS) degree and an MA in history or an MA in children's literature. Students interested in a dual degree apply to both programs and may be accepted by one or both. Students who have matriculated in the MS (LIS) program may also apply for entry to either dual degree program; they are encouraged to do so during the first 12 credit hours of their MS (LIS) program. Students in both dual degree programs complete the MS (LIS) core course requirements as well as a specialized program of study focusing on Archives Management and History or Children's Literature and Library Services to Children.

Study Abroad

Since 2008, SLIS and Yonsei University's library and information science program in South Korea have offered joint LIS courses during the summer. These courses are taught by SLIS and Yonsei University faculty at the partner school in alternating years. The two institutions alternate between visiting and hosting exchange students. Interested students may participate in a longer exchange program that allows them to earn a degree from Simmons and Yonsei.

Further information about this program, including the memo of understanding, may be found in 37.4. Memorandum of Understanding with Yonsei 2014.

WISE Courses

Since 2005, SLIS has participated in the WISE Consortium as a full member. SLIS selects courses that complement the Simmons curriculum from a list of WISE online courses and offers SLIS students seats as space is available. In exchange, SLIS makes a limited number of seats in online courses taught at Simmons available to other members of the consortium.

Further information about this program, including a list of WISE courses taken by SLIS students and SLIS courses offered to students of WISE institutions, may be found in Appendix K. WISE Participation 2010–2017.

Internships and Practica

Students have a number of opportunities to participate in internships or practica as part of their program.

MS (LIS) Internships

All students in the MS (LIS) program are eligible to participate in a for-credit internship under the auspices of LIS 501 (Internship in Library and Information Science). Students may register for this course following completion of 18 hours of coursework, including the LIS core requirements. Students in LIS 501 complete 150 hours of work as instructed by their internship supervisor and complete assignments to encourage professional development and reflection throughout the semester. Further information about

LIS 501, including instructions for students (see 31.1.2. LIS 501 Student Information Letter) and internship supervisors (see 31.1.1. Internship Handbook) may be found in 31.1. LIS 501 Internship.

<div align="center">Archives Management Concentration Internships</div>

Students in the Archives Management concentration have two opportunities to participate in internships: LIS 438 and LIS 502.

LIS 438 (Introduction to Archival Methods and Services)

LIS 438, an introductory archives course required for students in the Archives Management concentration (and also open to all students) includes a 60-hour internship in an archive or manuscript repository. Participating students are assigned to work sites they locate with the help of faculty members. All LIS 438 internships give students hands-on experience in archival processing.

Information about the LIS 438 internship may be found in the LIS 438 course syllabus in 17.2. Elective Classes.

LIS 502 (Archives Field Study)

LIS 502 is an elective for students who have completed LIS 438, LIS 440, and LIS 442 in the Archives Management concentration. Students participate in a 130-hour internship while completing online coursework to encourage reflective practice. Faculty members aid students in finding work sites in which to complete the internship.

Information about the LIS 502 internship course, including a call for internship site volunteers that outlines the criteria for acceptable internship sites and activities (see 31.2.1. LIS 502 Call for Projects Summer 2016) and instructions for students (see 31.2.2. LIS 502 Student Letter Summer 2017) may be found in 31.2. LIS 502 Archives Internship.

<div align="center">School Library Teacher Program Pre-Practicum Fieldwork and Practica</div>

The Massachusetts Department of Elementary and Secondary Education (MA DESE) sets forth standards and procedures for institutions approved to provide education to prepare teachers, educational specialists, and school library media specialists for licensure. These standards include instructions for providing opportunities for pre-practicum fieldwork and practicum experiences to earn state licensure. The SLTP adheres to the MA DESE Guidelines.

Pre-Practicum Fieldwork

Students in the SLTP complete 75 clock hours of pre-practicum fieldwork during the early part of their program of study. Pre-practicum fieldwork involves observation under the supervision of a licensed school library teacher as well as the completion of assignments and reports meant to direct student

observation. SLTP students have the opportunity to earn 75 pre-practicum fieldwork hours in conjunction with coursework:

- LIS 406 (Management and Evaluation of School Library Programs): students conduct 15 hours of fieldwork to complete a course assignment.
- LIS 459 (School Library Teacher Pre-Practicum Fieldwork): introduces students to the work of the school library teacher through 30 hours of fieldwork.
- LIS 481 (Library Collections and Materials for Children): students conduct 15 hours of fieldwork to complete a course assignment.
- LIS 483 (Library Collections and Materials for Young Adults): students conduct 15 hours of fieldwork to complete a course assignment.

School Library Teacher Practica

Students in the SLTP complete two 150-hour practica in two courses (LIS 498 (Practicum, K-8) and LIS 499 (Practicum, 7-12) in the final semesters of their degree program. One practicum may take place in an elementary or middle school and one may take place in a middle or high school (if a student completes one practicum in a middle school, the second practicum must be completed in an elementary or high school). According to the *School Library Teacher Practicum Guide, Fall 2016 and Spring 2017*, linked to the SLTP wiki:

> During the time that the practicum student is assigned to a school library, the expectation is that the practicum student will participate in the full spectrum of professional activities. The student will begin by "shadowing" the supervising practitioner and then gradually take on responsibility for the library program. Activities the practicum candidate may be involved with include, but are not limited to, creating lesson plans, teaching library classes, interacting with students and teachers, completing library and teaching related projects, using technology, observing lessons taught by the supervising practitioner and by other teachers in the school to which the practicum candidate has been assigned, attending faculty meetings and professional development opportunities, observing special education team evaluation meetings, participating in the parent conference process, attending showcase/project fairs (science, geography, etc.), and other PreK-12 student activities (p. 9).

SLTP students who are already serving as a "teacher of record" in a school library may complete a practicum equivalent experience under the auspices of a third course, LIS 495 (Practicum Equivalent Experience, pre-K–12), during which the student earns 300 hours of practicum equivalent experience.

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

Curricula Reflecting Professional Standards and Competencies

The Archives Management concentration reflects the SAA's Guidelines for a Graduate Program in Archival Studies. The SLTP curriculum reflects Massachusetts' regulations for educational licensure and the MA DESE Guidelines for Program Approval. Further descriptions of these curricula and their reflection of professional standards and guidelines may be found in Appendix L. Archives Concentration Curriculum and the SAA Guidelines and Appendix M. SLTP Curriculum and the MA DESE Standards.

Courses Reflecting Professional Standards and Competencies

Many of the MS (LIS) core and elective courses require students to read and familiarize themselves with professional standards and competencies or use these standards and competencies to structure and evaluate student assignments. For example, LIS 407 (Information Sources and Services) references the RUSA Guidelines for Behavioral Performance of Reference and Information Service Providers, the Professional Competencies for Reference and User Services Librarians developed by RUSA, ACRL's Framework for Information Literacy for Higher Education, the Code of Ethics of the American Library Association, and the SAA Core Values Statement and Code of Ethics. Further information about the relationship of professional standards and competencies to course content may be found in Appendix N. LIS Courses Reflecting Professional Standards and Guidelines.

II.5 Procedures for the continual evaluation of the curriculum are established with input not only from faculty but also representatives from those served. The curriculum is continually evaluated with input not only from faculty, but also representatives from those served including students, employers, alumni, and other constituents. Curricular evaluation is used for ongoing appraisal and to make improvements. Evaluation of the curriculum includes assessment of students' achievements.

The MS (LIS) curriculum is the responsibility of the MS (LIS) faculty and is evaluated and reviewed by the LIS faculty as a whole and by working groups of faculty whose teaching and research informs degree concentrations. It is overseen by a school-wide Curriculum Committee, whose membership includes faculty, staff, and students, that reports to the SLIS faculty. This structure will continue in the new academic organization.

Curriculum Committee

Currently, the SLIS Curriculum Committee is comprised of faculty from the three sets of degree programs in the School of Library and Information Science. According to the committee charge, the Curriculum Committee "oversees the evolution of the curriculum based on ongoing systematic planning process. Recommends curriculum revisions and additions to the faculty for both the graduate and undergraduate curriculum. Monitors portfolio and capstone. Works closely with the Assessment Committee to gather

and evaluate student learning outcomes at the course level." The Curriculum Committee meets monthly and includes the SLIS assistant dean for student and alumni affairs, the SLIS director of curriculum, the SLIS program and data coordinator, and two student representatives from the Library and Information Science Student Association (LISSA).

Curriculum Evaluation: Informed by Data

SLIS collects data regularly to inform curriculum evaluation and revision. Sources of data include the results of annual PLO assessment; alumni and exit surveys conducted by the SLIS Assessment Committee; course evaluations; survey data; LIS Town Hall meeting minutes; and reports generated by consultants. These data are described in the Data Gathering Tools Spreadsheet (Appendix A), which documents both regular and special purpose data gathering). Review of these data prompts the creation of action items for investigation and resolution and these action items are described and documented in a shared spreadsheet resource known as the Action Item Record and Spreadsheet (Appendix B).

SLIS Assessment Committee Data

As established in Chapter 1, the data gathering activities of the SLIS Assessment Committee inform or instigate curriculum evaluation and change. Annual direct and indirect assessment of the program learning outcomes ensures that the curriculum provides students with the opportunity to achieve the SLIS program learning outcomes. Data collected via alumni and exit surveys conducted regularly by the SLIS Assessment Committee further informs curriculum evaluation and revision.

Program Learning Outcome Assessment

Since AY 2014/2015, the Assessment Committee has conducted direct assessment of PLOs by evaluating student learning products for evidence of student achievement of the PLOs (see Appendix C. PLO Curriculum Map and Assessment Schedule, for a summary and schedule of PLO direct assessment).

Reports of these assessments (see Appendix E. PLO Assessment Reports 2015–2017) indicate that PLO #3 and PLO #7 (assessed AY 2014/2015) are effectively addressed in core courses; and that PLO #1 and PLO #2 (assessed AY 2015/2016) were effectively achieved in the then-required internship courses (LIS 501 and LIS 502). Because, as of fall 2016, the internship course is no longer required, PLO #1 was re-assessed in the spring of 2017 to determine how it is being achieved in LIS 415, a core course required of all students. PLO #5 was assessed in spring 2017 as well (see Appendix E. PLO Assessment Reports 2015–2017). Results of this assessment demonstrated that PLO #1 was effectively introduced in LIS 415 and that teaching and learning related to an assignment in LIS 407 meant to reflect PLO #5 could be improved (see Chapter 1, Standard I.1.2, for a more detailed discussion of PLO assessment).

Alumni and exit survey results aligned with the outcomes of direct assessment (see Appendix O. Survey Responses – PLOs 2014–2017). The majority of students responding to surveys conducted from 2015 to 2017 agree that the LIS curriculum provided them with the opportunity to achieve the PLOs. While greater than 50% agreed that the LIS curriculum provided them with the opportunity to achieve all of the PLOs, student agreement with these conclusions was lower in response to questions regarding PLO #3

(max agreement = 78.2%; min. agreement = 62.9%), PLO #4 (max agreement = 81.6%; min. agreement = 60.0%), and PLO #5 (max. agreement = 76.6%; min. agreement = 59.1%).

To address these results—that students might not be consistently or effectively exposed to the PLOs—the faculty took the action steps described in Table II.9. For more information regarding assessment of the PLOs, see Chapter 1, Standard I.1.2.

Table II.9. Action Steps Taken to Ensure Program Learning Outcomes Achievement

PLO	Action Step
PLO #3: Develop appropriate technology strategies across a range of information settings.	Faculty teaching LIS 488 (the core course related to technology) updated the course syllabus with a focus on skill building and, as the faculty developed this course for teaching in the online environment during the spring 2016 semester, worked to harmonize the syllabi used for this course to ensure the consistent achievement of course and program learning outcomes.
PLO #4: Critically analyze and apply research. *and* PLO #5: Evaluate and create information services and/or systems to reflect and respond to the needs of diverse communities and stakeholders.	After LIS 403 (Evaluation of Library and Information Services) was removed from the core curriculum, the LIS faculty has considered how the analysis and application of research might be embedded within the current core and elective curriculum. At the May 16, 2016 faculty meeting, the SLIS faculty voted to accept the proposal for a new course, LIS 532O (Planning and Evaluation) (see Appendix D. Planning and Evaluation Course Proposal). This course is intended to introduce evidence based planning and evaluation to the curriculum. The syllabus is being finalized and the course is scheduled to be taught in AY 2017/2018.
PLO #5: Evaluate and create information services and/or systems to reflect and respond to the needs of diverse communities and stakeholders.	In summer 2017, LIS 407 instructors received a memo highlighting areas of concern with regards to a LibGuide assignment and were provided with best practices and resources to ensure that the assignment allowed students to achieve the PLO it reflects (see Appendix E. PLO Assessment Reports 2015–2017).

Student Course Evaluation and Mid-Course Evaluation Data

The MS (LIS) faculty are attentive to their course evaluations and, in her review, the dean is alert to trends in student responses that might suggest a need for curriculum or course review and revision.

Simmons College School of Library and Information Science Self-Study | August 2017

Most recently, data gathered through course evaluations led to the MS (LIS) faculty's reconsideration of LIS 401 (Foundations of Library and Information Science), a course required of all students following the 2013 revision of the core curriculum. MS (LIS) faculty teaching LIS 401 and the dean noted some critical trends in the qualitative student responses collected via course evaluations (see 13.2.3.2. LIS 401 Selected Comments from Student Evaluations 2014–2015). While some students found the introductory course valuable, others complained of a lack of rigor. Because student concern with rigor had been echoed in other evaluative data (e.g., the alumni and exit surveys, LIS Town Hall meeting minutes, the Clay Graduate Student Experience Survey [see below]), the student comments on the course evaluations led the faculty teaching LIS 401 to revise the syllabus. The semester following the revision (fall 2015), half of the faculty teaching LIS 401 used the revised syllabus and half used the original syllabus. The faculty asked students to complete a mid-semester course evaluation (see 13.2.3.1. LIS 401 Fall 2015 Midpoint Check-In Comments) and, following student completion of the end of year course evaluation, the faculty used these data to determine whether LIS 401 required significant overhaul. Inconsistent and lackluster student response to both the original and the revised course, when considered in concert with the resource demands LIS 401 was placing on the MS (LIS) faculty (see 13.2.3.3. March 2016 LIS Discussion from Curriculum Committee and 66. LIS Course Enrollment Data 2011–2017) led the SLIS faculty to vote on March 16, 2016, to remove LIS 401 from the core curriculum, maintaining the course as an elective for students new to the library and information science professions.

<div align="center">Survey Data</div>

2014 Clay Graduate Student Experience Survey

In addition to the alumni and exit surveys described earlier, SLIS students also participate in occasional surveys generated by Simmons College. One such survey, the 2014 Graduate Student Experience Survey (see 10. Clay Graduate Student Experience Survey), provided the program with feedback that inspired the revision of its core curriculum.

Qualitative responses to that Graduate Student Experience Survey indicated some concern and dissatisfaction with the capstone requirement. Students had to complete LIS 501 or LIS 502 (setting-specific internship courses)—each of which had a distinct prerequisite course—or complete an independent study (LIS 500), which required a different pre-requisite. Student responses to the survey indicated confusion regarding the capstone, as well as concern that the internship course was unfeasible for students who worked full-time.

An ad-hoc Capstone Committee was formed in 2015 to address the survey results, as well as anecdotal evidence that students had concerns about the capstone, (see 13.2.1.1. Capstone Committee Charge 2015). The committee produced a summary document (see 13.2.1.2. March 2016 Capstone Motions and Discussion) to inform faculty discussion and, following such discussion at the March 2, 2016, Curriculum Committee meeting, the SLIS faculty adopted the Capstone Committee's recommendations and at the March 16, 2016, faculty meeting, voted to eliminate the capstone requirement from the core curriculum.

2017 KSA Survey Data

In spring 2017, SLIS developed and administered a survey to area employers, professionals, and alumni to gather input on the knowledge, skills and abilities (KSA) most important to professionals entering the field. This survey was administered as part of a larger curriculum review project, and the responses to this survey were considered at the May, 2017, MS (LIS) faculty retreat review of the core curriculum. SLIS invited employers to the retreat and hosted a panel discussion to supplement the "skills and knowledge" information gathered via the survey. The MS (LIS) faculty considered this new data and debated how and whether the current LIS core curriculum was reflecting what it understood were the essential knowledge, skills, and abilities necessary for professionals to succeed in the LIS field. The faculty agreed to brainstorm during summer 2017 and submit ideas and models for a revised core curriculum for initial discussion at the August, 2017, MS (LIS) faculty retreat. See 53.7.4. May 2017 MS LIS Retreat Agenda and Notes, for elaboration of the retreat agenda, 53.7.1. KSA Survey Executive Summary, for an overview of the survey responses, 53.7.2. KSA Survey Responses, for the complete survey responses, and 53.7.3. May 2017 Core Curriculum Guidelines, for brief instructions to faculty members wishing to propose core curriculum revision ideas at the August, 2017 retreat.

SLIS Town Hall Data

Since 2015, SLIS has hosted a Town Hall meeting in the fall and spring semesters, during which all SLIS students are invited to share their experiences with and concerns about SLIS and Simmons and provide suggestions for further program development or revision (see 54. SLIS Town Hall Meetings for notes from each meeting). SLIS has made changes to its programs and services in response to student concerns voiced at Town Hall meetings (see Standard 4) and the MS (LIS) degree program has taken the students' voices into consideration when planning for or making changes to the curriculum. For example, when considered with the other data, the students' concerns about LIS 401 as a core course helped inform core curriculum revision.

Archives Town Hall Data

Since January, 2016, student members of the Student Chapter of the Society of American Archivists (SCOSAA) have organized an annual Archives Town Hall meeting for Archives Management concentration students and faculty. Students are encouraged to share their experiences with and concerns about the Archives Management concentration and provide suggestions for concentration development and curriculum revision (see 5. Archives Town Hall Meetings for notes from the 2016 and 2017 Archives Town Hall meetings).

Student comments during the Archives Town Hall meetings have, at times, echoed other data (e.g., course evaluation data) and student comments made in other forums (e.g., SLIS Town Hall data) and have contributed to decision-making around curricular revision. For example, student concerns shared at the 2016 Archives Town Hall meeting regarding LIS 401 and its status as a core course contributed to the faculty's decision to remove LIS 401 from the core curriculum.

Enduring Archives Management student concerns regarding the LIS 438 internship requirement and the pre-2016 requirement that Archives Management students complete LIS 502 (Archives Field Study) have contributed to changes in the concentration. First, in response to student comments and following the 2016 core curriculum revision, Archives Management students were no longer required to complete LIS 502 to satisfy the requirements of the concentration. Second, in response to student concerns regarding the LIS 438 internship, faculty members teaching courses in the Archives Management concentration applied for and received money from the Dole Fund for Innovation for construction of physical and virtual internship labs. The internship lab will open to students in fall 2017 and is expected to allow students more flexible options for completing the archival processing hours required for LIS 438.

SLTP Consultant Report

Following the departure of the director of the School Library Teacher Program (SLTP) and a faculty member who taught in this concentration, SLIS hired an external consultant to evaluate the SLTP. During the summer of 2014, Dr. Daniel Callison (professor emeritus at Indiana University's School of Informatics and Computing) surveyed the local school library teacher field; gathered information from current students, alumni, and employers; and, drawing from these data, made recommendations to SLIS and the MS (LIS) program regarding the viability of the SLTP.

Dr. Callison's report (see 55. SLTP Revision) indicated that the SLTP remained an important resource for the local professional community as well as for current and potential MS (LIS) students. Dr. Callison's recommendations inspired a revision of the SLTP curriculum, a project undertaken during AY 2014/2015 by an ad hoc committee of faculty working in consultation with Dr. Callison. In April 2015, the ad hoc committee proposed a revised SLTP curriculum (see 55.1. April 2015 SLTP Program Revision Proposal) to the Curriculum Committee and, later, to the faculty. The faculty approved the new SLTP curriculum at the April 22, 2015 faculty meeting and the new curriculum was instituted in fall of 2015.

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

and

II.7 The program demonstrates how the results of the evaluation of the curriculum are systematically used to improve the program and to plan for the future.

As described in Chapter 1, SLIS documents its data collection and its programmatic responses to the data it collects in the form of two spreadsheets: the Data Gathering Tools Spreadsheet (Appendix A) and the Action Item Record and Spreadsheet (Appendix B). The action items noted in the Action Item Record and Spreadsheet may be addressed at an administrative level or discussed and voted upon at Curriculum Committee and SLIS faculty meetings. The minutes of the Curriculum Committee (see 19.1. Curriculum Committee Minutes) and SLIS faculty meetings (see 51. SLIS Faculty Meeting Minutes) offer further evidence of the decision-making processes of the MS (LIS) faculty with regards to the curriculum.

As noted above (Standard II.5, "Student Course Evaluation and Mid-Course Evaluation Data"), review of student course evaluations, as well as data from the alumni and exit surveys, LIS Town Hall meeting minutes, and the Graduate Experience Survey, have indicated that rigor is a concern not only in the former core course LIS 401, but across the LIS curriculum (see, e.g., 53.5.02. Assessment Retreat Data Summary for data presented for consideration at the August 2015 retreat). The SLIS faculty began a discussion about rigor at its August 2015 retreat and added a question addressing rigor to the evaluation form implemented in 2016 (see 15.1. 2016 Course Evaluation Form). The dean has encouraged faculty members to attend to the results of the new course evaluation item number 8 ("The course was rigorous [was intellectually challenging and/or encouraged me to think deeply about content]") in their individual course evaluations and has spoken with faculty whose course evaluations included consistent low scores related to rigor. The LIS faculty has made rigor a priority, and the Curriculum and Assessment Committees plan to spearhead discussion around this issue beginning in the fall 2017 semester.

Chapter 3:
Standard III: Faculty

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

Faculty Population

Targeted hiring to address faculty resignations and retirements has allowed the population of the LIS full-time faculty to remain stable since 2010. According to the 2010 Self-Study, the unit, then called the Graduate School of Library and Information Science, had 20 full-time tenured or tenure-track faculty, two visiting faculty, and two proportional faculty. In fall 2017, SLIS will have 17 tenured or tenure-track faculty (not including the dean), five full-time contract faculty, and one proportional contract faculty member. Searches are underway to fill the two assistant professor tenure-track lines that were vacated at the end of June 2017. In addition, a search is underway for the director of SLIS at the full professor level (see Chapter 5, Standard V.1 and Appendix RR. Division Director Position Announcement and Draft Position Description). Of the 17 tenured or tenure track faculty, three are full professors, nine are associate professors, and five are assistant professors. SLIS anticipates the retirement of a senior faculty member in December 2017.

Since the last COA visit in 2010, six of the current tenure track faculty members were hired: Laura Saunders (2011), Kyong Eun Oh and Peter Botticelli (2013), Amber Stubbs and Janet Ceja (2015), and Colin Rhinesmith (2016). Five full-time contract faculty members were also hired: Donna Webber (2011), Rebecka Sheffield (2016), Eric Poulin (spring 2017), and Rebecca Davis and Rachel Williams (2017). Also since the last COA visit, fourteen faculty members have retired or left Simmons for personal reasons; four of those faculty members were hired within the last seven years. Simmons had one visiting professor from 2010–2013. Appendix P. Full-Time Faculty Employment Timeline 1968 – 2017 lists current and past full-time faculty, including proportional faculty, emeriti faculty, and faculty who have been employed in the LIS program at Simmons since 1968. Curricula vitae for for current (2017) full-time and proportional faculty may be found in 25. Faculty CV as well as on the Faculty and Research page of the SLIS website.

Some members of the SLIS full-time faculty teach in more than one degree program or curriculum. One tenured computer science faculty member, who teaches primarily in the undergraduate computer science program, also teaches technology-related courses in the MS (LIS) curriculum. Another tenured faculty member teaches in both the MS (LIS) and the children's literature degree programs.

Full-Time Faculty Teaching Responsibilities

Appendix Q. Full-Time Faculty – Education Expertise and Teaching 2017 shows the diverse degrees and areas of expertise represented by the current full-time (tenure stream and contract) faculty, and the courses that each full-time member teaches in Boston, in South Hadley at SLIS West, and online on a regular basis. The full-time faculty teach the major share of LIS core and elective courses. Full-time faculty taught 57% of course sections in 2011–2012, 57% in 2012–2013, 62% in 2013–2014, 64% in 2014–2015, and 60% in 2015–2016. (see also: 66. LIS Course Enrollment Data 2011–2017).

As indicated in Appendix R. LIS Courses Taught by Full-Time and Adjunct Faculty 2011–2017, while the proportion of full-time faculty teaching summer courses has fallen below 50%, the annual average proportion of courses taught by full-time faculty has historically exceeded 50%. Full-time faculty have taught the majority of core courses during the fall and spring semesters, and the majority of online and elective courses.

Full-Time Faculty Teaching at SLIS West

Enrollment of SLIS West students in courses taught by full-time faculty has increased since 2012 (see Table III.1). New policies have given incentives to full-time faculty to teach in South Hadley (e.g., reimbursing travel costs). Several full-time faculty have experimented with a blended course structure to allow a single section of a course to be taught in blended format at the two campuses and, as the number of online course offerings taught by full-time faculty has increased, a growing number of SLIS West students—many of whom take advantage of online course offerings—have enjoyed an opportunity to take classes with full-time faculty members. The 2017 hiring of a full-time faculty member at SLIS West will contribute to a continuing increase in the proportion of courses taught by full-time faculty at that location.

Table III.1. Percentage of SLIS West Students Enrolled in Classes with Full-time Faculty, 2012–2017

Academic Year	SLIS West Students Enrolled in Classes with Full-time Faculty
2012–2013	27%
2013–2014	33%
2014–2015	50%
2015–2016	52%
2016–2017	54%

Full-Time Faculty Service Responsibilities

SLIS faculty serve on a variety of committees for the School and for Simmons (see 11. Committee Membership). Faculty members are appointed by the dean to some committees and elected by the faculty to others. Committees include faculty, staff, and students as appropriate. While the number, type, and constitution of committees following Simmons academic reorganization will be determined by the SLIS faculty in fall 2017, SLIS has already constituted Admissions, Assessment, and Curriculum committees for AY 2017/2018.

Adjunct Faculty Population and Teaching Responsibilities

A list of adjunct faculty who have taught in the MS (LIS) program over the past 7 years may be found in Appendix S. Adjunct Faculty – Expertise and Teaching 2011 – 2017, along with their start dates, the course(s) for which they are responsible, and their related work experience. As can be seen in this spreadsheet, SLIS adjuncts are well qualified to teach in their areas of expertise. While some of the adjunct faculty teach core courses when additional sections are needed, adjunct faculty primarily bring their expertise to teach electives not covered by full-time faculty, including, for example, LIS 464 (The Medieval Manuscript from Charlemagne to Gutenberg), LIS 447 (Collection Maintenance), LIS 532G (Scientific Research Data Management), and LIS 474 (Competitive Intelligence). Adjunct faculty profiles are included on the SLIS website on the Faculty and Research page. The information included on the website has been provided by the adjuncts.

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

Faculty Appointments and Promotions

Section 2.4 of the *Faculty Policy Manual* (see 27.2. Faculty Policy Manual 2015) describes College policies pertaining to promotion and tenure. The SLIS *Implementation Guidelines* (see 27.5. SLIS Implementation Guidelines 2016) which were binding through June 30, 2017, particularize and establish procedures for the policies described in the *Faculty Policy Manual*. Sections 2.4.A and 2.4.C of the SLIS *Implementation Guidelines* demonstrate the priority SLIS associates with teaching, research, and service, noting the weight the faculty place on demonstrated excellence in teaching, research and scholarly activity, and service to the School and the College. Table III.2 identifies faculty members who have been promoted since 2010.

Table III.2. Faculty Promotion, 2010–2017

Faculty Member	Promotion to Rank	Year of Promotion
Bastian	Promoted to full professor	2010
Pattee	Promoted to associate professor with tenure	2010
Joudrey	Promoted to associate professor with tenure	2011
Hussey	Promoted to associate professor with tenure	2014
Kimball	Promoted to associate professor with tenure	2014
Agarwal	Promoted to associate professor with tenure	2015
Wisser	Promoted to associate professor with tenure	2016
Saunders	Promoted to associate professor with tenure	2017

Support for Excellence in Teaching, Research, and Service

To ensure faculty success, a mentoring plan (see 26.2. Mentoring Program) was approved by the faculty in May 2012, revised in September 2013, and fully implemented during AY 2013/2014 by the associate dean for academic affairs, who assigned senior faculty mentors to junior faculty (see 26.1. Junior Faculty Mentors). Between fall 2014 and spring 2017, the associate dean for research oversaw the mentoring process. Beginning in fall 2017, the associate dean of the college and the division director will oversee faculty mentoring. Prior to 2013–2014, SLIS had an informal mentoring process. Evidence of the success of the mentoring program can be found in the successful promotion of assistant professors to associate professors. However, given the comparably lower number of associate professor bids for promotion, SLIS needs to follow up on the mentoring of associate professors begun by the associate dean for research.

Support for and Promotion of Faculty Research

The associate dean for research worked with the faculty to create research groups that highlight faculty research areas. The groups, described on the SLIS website, include Community Informatics @SLIS, Human Information Behavior, Simmons Institute for Critical Information Literacy and Instruction, Simmons Language Lab, and Simmons Metadata Inquiry Lab. In 2015, the associate dean for research also began a series of faculty workshops to guide and support research. The workshops included "Setting your Scholarship Agenda" (September 2015 and 2016), "Effectively Using an RA" (September 2015, September 2016), "Finding Funding" (November 2015), "Using SPIN to Find Funding" (January, March, April 2016), and "Finding the Right Journal" (September 2016).

Internal (SLIS) Funding Opportunities

SLIS provides two competitive funding opportunities for faculty: the Mara Dole Innovation Fund and the Emily Hollowell Research Fund. In 2015, these funds provided support for two tenure track faculty to do summer research. In 2016, ten awards were made for a total of $16,455. In 2017, seven awards were made for a total of $15,000. A list of Dole and Hollowell grants with project titles and award amounts from 2015–2017 can be found in Appendix T. Dole and Hollowell Funding Awarded to Faculty 2015–2017.

> *Mara Dole Innovation Fund:* The Dole Innovation Fund provides for innovative faculty scholarship projects. In the spirit of the bequest, projects must be innovative, collaborative and interdisciplinary where appropriate. Ideally, these projects would be ongoing although they could also be pilots that lead to external funding and/or greater collaborations. Awards are made on a semi-annual basis, and the maximum award is $5,000.

> *Emily Hollowell Research Fund:* Emily Hollowell Research grants support scholarly endeavors carried out by full-time members of the School of Library and Information Science faculty. Proposals will be evaluated primarily with respect to the intrinsic significance and potential applicability of the results. Proposals which have significant promise of publication will be given priority. Awards are made on a semi-annual basis, and the maximum award is $2,000.

Internal (Simmons-wide) Funding Opportunities

Simmons also provides support for scholarship through the President's Fund for Faculty Excellence and the Fund for Research. With priority given to tenure stream faculty, the President' Fund for Faculty Excellence is meant to "stimulate innovative and interdisciplinary scholarship" and provides awards of up to $10,000. Established in 1966 with a generous alumnae gift, the Fund for Research offers grants of up to $2500.00 to pursue scholarly research for professional development and institutional research contributing to the educational function of Simmons. "Research" is interpreted broadly, to embrace both analytical and creative efforts. Table III.3 lists the SLIS faculty members who have received these awards since 2010.

Table III.3. Simmons College Research Grants Awarded to Faculty, 2010–2016

Year	Faculty Member	Fund	Amount
2010–2011	Naresh Agarwal	President's Fund for Faculty Excellence	$9,000.00
	Tywanna Whorley	President's Fund for Faculty Excellence	$5,334.00
	Mary Wilkins Jordan	Simmons College Fund for Research	$2,300.00
2011–2012	Amy Pattee	Simmons College Fund for Research	$1,825.00

	Jeannette Bastian	Simmons College Fund for Research	$2,500.00
	Rong Tang	Simmons College Fund for Research	$1,807.00
2012–2013	Gerald Benoit	President's Fund for Faculty Excellence	$7,299.00
2013–2014	Mary Wilkins Jordan	President's Fund for Faculty Excellence	$10,000.00
2015–2016	Nanette Veilleux	President's Fund for Faculty Excellence	$10,000.00

Support for Excellence in Teaching

Simmons College supports faculty excellence in teaching in several ways. The Center for Excellence in Teaching, established in 2012, offers consultation services for individual faculty, hosts programs and events for faculty interested in learning about teaching techniques and innovations, and supports a year-long professional development program for faculty known as the Faculty Learning Community.

Support for Online Instruction

To address the needs of faculty members teaching online, in 2013 Simmons Online developed a Faculty Fellows Program to prepare faculty who wish to develop online courses or teach in the online environment. All LIS faculty, full-time and part-time, must complete the four week online Faculty Fellows Program before being approved to teach online. Simmons Online has also created an online information hub featuring extensive resources curated to support online teaching and learning. See Appendix U. Online Faculty Fellows Graduates 2013–2016 for a list of LIS faculty who have completed the Faculty Fellows Program.

Support for Excellence in Service

Simmons and SLIS encourage faculty service to the school and college and consider faculty service to the institution, profession, and academy a key component of faculty review. While the *Faculty Policy Manual* establishes "contributions to service related to the mission of the college" (2.4.C.3) as a criterion for tenure and promotion (see 27.2. Faculty Policy Manual 2015), the SLIS *Implementation Guidelines* "expand[] on service expectations by also expecting faculty to contribute to the enrichment and development of the information professions" (2.4.C.3) (see 27.5. SLIS Implementation Guidelines 2016).

Establishing a Stimulating Research and Learning Environment

SLIS hosts a public lecture series each year that draws attention to faculty research and often involves guest speakers. Faculty, staff and students from the Simmons community are invited to attend these regularly scheduled lectures. Appendix V. Public Lecture Series 2011–2017 contains the schedule of speakers from spring 2011 through spring 2017.

Since 2011, SLIS has hosted an Allen Smith visiting scholar each year. The Allen Smith Visiting Scholars Program was established following the death of Dr. Allen Smith, a beloved faculty member at SLIS for 31 years. Smith taught primarily in the areas of reference, humanities, and oral history; visiting scholars whose interests reflect Smith's own are chosen each year. Table III.4 lists the Smith scholars between 2011 and 2017. A description of events held at Simmons for each scholar can be found in Appendix W. Allen Smith Scholars 2011–2017.

Table III.4. Allen Smith Scholars, 2011–2017

Date	Scholars
2011	Andrew Flinn, senior lecturer and director of the archives and records management program in the Department of Information Studies at University College London. Topic: Oral history and cultural heritage
2012	Marie Radford (Rutgers University), Lynn Connaway (OCLC), Courtney Greene (Indiana University Bloomington Libraries), Jeffrey T. Schnapp (Berkman Center for Internet and Society, Harvard University), and Joe Janes (University of Washington). Topic: Future of reference
2013	John Unsworth, Vice Provost for Library and Technology Services and Chief Information Officer at Brandeis University. Topic: Digital humanities
2014	Jeff Friedman, dancer and choreographer on faculty in the Dance Department at Mason Gross School of the Arts, Rutgers University. Founder of the Legacy Oral History Project. Topic: Oral history
2015	Paul Sturges, Professor Emeritus, Loughborough University, and Professor Extraordinary, University of Pretoria. Topic: Interdisciplinary work
2016	Wayne Wiegand, author, *Part of Our Lives: A People's History of the American Public*. *Part of Our Lives;* F. William Summers, Professor of Library and Information Studies and Professor of American Studies at Florida State University from 2003 until his retirement in 2010. Topic: Public libraries
2017	Jack Gantos, Newbery Award winning author of books for children and young adults. Topic: Children's literature and writing

SLIS welcomes visiting scholars on an ad hoc basis. The associate dean for research and the operations manager developed a procedure for accepting visiting scholars to ensure that the interaction is productive for the visiting scholar and SLIS. Table III.5 lists the scholars who have visited SLIS and the SLIS faculty member with whom they worked. A description of the process of welcoming a visiting scholar and a sample letter that is sent to the scholar may be found in 65. Visiting Faculty.

Table III.5. Visiting Scholars, 2012–2017

Visiting Scholar	SLIS Faculty	Dates	Collaboration/Research Topic/Activities
Lefteris Becerra *Universidad Autónoma de Baja California Sur*	Janet Ceja	March 2017	How audiovisual archives can leverage digital technology and the appropriate legal frameworks to contribute to the sustainable development of regional culture in Mexico.
Lotus Goldberg *Brandeis University*	Amber Stubbs	Spring 2016	Natural language processing.
Enmei Song *Wuhan University*	Chaoqun Ni	Spring 2016	Scholarly communication on social media, and data analysis and visualization techniques.
Laila Naif Marouf *Kuwait University*	Naresh Agarwal	Fall 2013	Knowledge management
Xueyan Song *Jilin University*	Jeannette Bastian	October 2012–October 2013	Archive users and archival service.

Faculty and Staff Awards Evincing a Productive and Supportive Environment

Table III.6 lists teaching, service, and research awards received by SLIS faculty. Appendix X. Faculty-Student Scholarship 2011–2016 lists faculty and student collaborations both as co-authors and with faculty as supervisors of student work that has been published or presented.

Table III.6. Faculty and Staff Awards, 2010–2017

Faculty or Staff Member	Award Received
Agarwal	2012: Association for Information Science and Technology James M. Cretsos Leadership Award
Bastian	2017: New England Archivists' Distinguished Service Award
Cloonan	2016: Society of American Archivists Preservation Publication Award for Preserving Our Heritage 2010: Service Award, Association for Library and Information Science Education 2010: Paul Banks and Carolyn Harris Preservation Award, Association for Library Collections and Technical Services, American Library Association

Knowles	2017: Beta Phi Mu Award
Lambert	2016: Ezra Jack Keats New Writer picture book award for *A Crow of His Own*
Matarazzo	2015: Special Libraries Association Hall of Fame 2016: Special Libraries Association John Cotton Dana Award
Mercier	2015: Haas Artist in Residence, Wheaton College, Norton, MA.
Rhinesmith	2016: Faculty Associate, Berkman Klein Center for Internet and Society, Harvard University

Saunders	2016: Contributed Chapter to Ilene F. Rockman Instruction Publication of the Year:
	    Saunders, L. (2015). Witnessing the world: Journalism, skepticism, and information literacy. In H. Jagman, & T. Swanson (Eds.), *Not Just Where to Click: Teaching Students How to Think about Information*. Chicago, IL: ACRL.
	
	2014: ACRL Member of the Week.
	
	2014: Reference Service Press Award received for:
	    Saunders, L. & Wilkins-Jordan, M. (2013). Significantly different? Reference services competencies in public and academic libraries. *RUSQ, 52* (3), 216-223.
	
	2014: Association of College and Research Libraries, New England Chapter Best Paper Award received for:
	    Saunders, L., Kurbanoglu, S., Wilkins-Jordan, M., Boustany, J., Chawner, B., Filas, M., Hebrang Grgic, I., Haddrow, G., Helvoort, J., Kakouri, M., Landoy, A., Minch, K., Oliver, G., Polydoratou, P., Repanovici, A., Sanchez Vanderkast, E. J., Todorova, T., Virkus, S., Wolodko, A., Zidkovic, D. (2013). Culture and competencies: A multi-country examination of reference service competencies. *Libri: International Journal of Library and Information Services, 63* (1), 33-46.
	
	2011: Elsevier recognition for a top-cited paper 2007–2011 for:
	    Hernon, P., Hopper, R., Leach, M., Saunders, L., & Zhang, J. (2007). E-book use by students: Undergraduates in economics, literature, and nursing. *The Journal of Academic Librarianship, 33* (1), 3-13.

Schwartz	2016: Provost's Award for Excellence in Teaching

III.3 The program has policies to recruit and retain faculty from diverse backgrounds. Explicit and equitable faculty personnel policies and procedures are published and implemented.

Faculty personnel policies and procedures are established in the Simmons College *Faculty Policy Manual* (FPM). The FPM establishes general policies and procedures for College faculty; individual schools develop implementation guidelines (IG) establishing policies that "supplement particular areas of the Manual that require School-specific implementation" (2015, p. 3), including policies regarding teaching load, faculty reviews, and the academic calendar.

Simmons aims to hire a diverse faculty and establishes the importance of diversity in its faculty job postings (see 27.4. Sample Faculty Job Posting). To reach a diverse pool candidates, SLIS posts to the following hiring websites in addition to the field-related sites: AsiansinHigherEd.com, BlacksinHigherEd.com, HispanicsinHigherEd.com, LGBTinHigherEd.com, VeteransinHigherEd.com.

SLIS has attracted a faculty of diverse backgrounds. Table III.7 shows the self-identified diversity of the faculty in response to a 2017 communication asking faculty to voluntarily disclose demographic information for documentation purposes (see 24.5. Self-Reported Faculty Demographics for a summary of responses)

Table III.7. Self-reported Faculty Demographics, 2016–2017[1]

Sex/Gender/Sexual Identity	
Male	7
Female	18
LGBTQIA+	3
Disability Status	
Faculty member with a disability	3
Non-white Ethnicity	
Hispanic/Latinx	2
Asian	4
Native American	1
Two or more ethnicities	4

[1] Table III.7 reports the results of a spring 2017 faculty survey which allowed for anonymous responses. Subsequently, this table reports the responses of 25 faculty members employed at SLIS in spring 2017 and does not reflect the current (AY 2017/2018) constitution of the SLIS faculty.

Age	
Under 40	6
40 – 49	8
50 – 59	4
60 or greater	7

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

The LIS faculty are knowledgeable and competent teachers whose research and scholarship inform their practice in the classroom. Appendix Q. Full-Time Faculty – Education Expertise and Teaching 2017 lists each faculty member's degrees, their areas of expertise, and the courses each typically teaches. These qualifications are further elaborated in faculty curricula vitae (see 25. Faculty CV) as well as on the Faculty and Research page of the SLIS website.

The Center for Excellence in Teaching offers a range of opportunities for faculty to increase their competencies in teaching, as noted above (Standard III.2, "Support for Excellence in Teaching"). In October 2016, Provost Conboy informed the faculty about required diversity and inclusion training to be conducted during the academic year. (see Appendix Y. Provost's Message – Required Diversity Training 10-17-16) All 23 of the full-time LIS faculty completed the training in AY 2016/2017. (see Appendix Z. Diversity Training Seminar Attendees 2016–2017)

SLIS faculty are active members in a variety of professional and scholarly associations including:
- American Alliance of Museums
- American Library Association
- Association of College and Research Libraries
- Association for Information Science and Technology
- Association for Library and Information Science Education
- Association of Moving Image Archivists
- Association of Tribal Archives, Libraries and Museums
- Boston Athenaeum
- Massachusetts Library Association
- New England Archivists
- New England Library Association
- REFORMA
- Society of American Archivists
- Special Libraries Association
- Society for American Baseball Research

- Society for the History of Authorship, Reading, and Publishing
- Society for the History of Children and Youth
- Western Massachusetts Health Information Consortium
- Western Massachusetts Library Advocates
- Western Massachusetts Regional Library System

Appendix AA. Full-Time Faculty Professional Affiliations provides further detail regarding faculty association membership and affiliation, including examples of committee participation and indicating the roles faculty members have assumed in these associations. Table III.8 describes some of the leadership roles SLIS faculty have assumed in professional and scholarly associations between 2010 and 2017. Additional leadership roles assumed by individual faculty can be found in their CVs (see 25. Faculty CV) or on the Faculty and Research page of SLIS website.

Table III.8. Selected Faculty Leadership Roles in Professional Organizations

Organization	Leadership Role	Faculty Member	Years of Service
ALISE	President	Abels	2013
	Past President		2014
	Director of External Relations	Tang	2017–2020
ASIS&T	ASIS&T Directors	Agarwal	2012–2014
Beta Phi Mu	Vice President	Abels	2013
	President		2014
	Past President		2015
	Board of Directors	Saunders	2016–2017
Dublin Core Metadata Initiative	Governing Board	Joudrey	2013
	Governing Board	Oh	2014–present
Massachusetts Library Association	President	Poulin	2016
	Past President		2017
Society of American Archivists	Vice Chair of the SAA Sub-committee on Graduate Education	Bastian	2017–2020

SLIS also holds [institutional memberships](#) that support the range of faculty interests, including:
- American Library Association
- Association of Library and Information Science Education
- Boston Athenaeum
- Dublin Core Metadata Initiative
- Freedom to Read Foundation
- International Federation of Library Associations and Institutions
- iSchools
- Massachusetts Library Association
- National Center for Women and Information Technology Web-based Information Science Education.

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

SLIS faculty are active scholars and researchers and participate in professional and scholarly panels and poster sessions, and author and edit journal articles, book chapters, and books. [Appendix BB. Full-Time Faculty Scholarship 2011–2017](#) details this scholarly productivity, describing the research and scholarly output of full-time (tenure-stream and contract) faculty members from AY 2010/2011 through AY 2016/2017.

Table III.9 shows the total number of citations, between 2011 to 2016, to articles written by SLIS faculty.[2] Citations are one indicator of the faculty's scholarship impact on the knowledge base of the field. Exemplary faculty publications will be made available on site.

Table III.9. SLIS Faculty Article Citations, 2011–2016

Citing Year	2011	2012	2013	2014	2015	2016
Total # Cites	98	118	149	178	209	220

SLIS faculty are thought leaders in the field, as evidenced by their positions as editors of influential journals. Professor Candy Schwartz edits the journal *Library and Information Science Research*; Professor and Dean Emerita Michele Cloonan edits the journal *Preservation, Digital Technology and Culture*; and Professor Kathy Wisser edits the *Journal of Archival Organization*.

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[2] Searched on SCOPUS by Author, then use "view cited by…" function. Search conducted on March 10-March 11, 2017. Individual faculty members' citation counts for years of 2011, 2012, 2013, 2014, 2015, 2016 were collected. The table reflects the total citation counts to all SLIS faculty members' publications. Search performed March 10, 2017.

The success of several SLIS faculty members in achieving external grant funding is further evidence of the recognition of the relevance of SLIS faculty research. From 2012–2017, SLIS faculty members received grant funding from IMLS, Mellon, OCLC-ALISE, and the National Historical Publications and Records Commission. Details regarding grant funding can be found in Appendix G. External Grants Awarded to Full-Time Faculty 2012–2017.

The faculty annual review process helps to ensure that faculty sustain a record of publication. All full-time faculty submit an annual report of activities in teaching, scholarship, and service along with self-reflection by June 30th. The current forms used to structure this annual report may be found in 23. Faculty Annual Review Forms. Sometime before September 15th, each faculty member meets with the dean to discuss their annual report and goals for the next year.

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

The SLIS faculty hold advanced degrees from a range of institutions of higher education, including Brandeis University, National University of Singapore, Rutgers University, Syracuse University, UCLA, University of Illinois, University of Michigan, University of Missouri, University of Pittsburgh, and University of Tennessee. A complete list of the current (2017) faculty, their advanced degrees, and the institutions granting these degrees as well as the relationships between faculty research areas and program content may be found in Appendix Q. Full-Time Faculty – Education Expertise and Teaching 2017.

SLIS faculty collaborate with colleagues within Simmons as well as at other institutions and produce research in the field of library and information science as well as in the disciplines of history, children's literature, computer science, and economics, among others. Collaborating institutions and initiatives include the AV Competency Framework Working Group, Brandeis University, Curry College, Library of Congress, Michigan State University, Nankai University, Oklahoma State University, Oxford University, Partners Healthcare, Suny Albany, Universidad Autonoma de Baja California, University of Pittsburgh, and Wuhan University. Personal collaborations have included colleagues Australia, China, France, New Zealand, and the United Kingdom. See 24.3. Faculty Collaborations Survey Responses for a full list of faculty collaborations identified by faculty members who completed a faculty collaboration survey in 2017 (see 24.4. Faculty Collaborations Survey for the survey instrument).

The faculty participate in planning and assessment activities through committee work, participation in faculty retreats, and assessment workshops. Most recently, the SLIS faculty have participated in assessment workshops to develop and measure the program learning outcomes (see 47.3. PLO Revision Documentation for materials created to guide efforts during these workshops). All-School (SLIS) assessment retreats were held in January 2011, August 2011, August 2013, August 2014, August 2015, January 2016, and August 2016. In May 2017, an MS (LIS) faculty retreat was held. No retreats were

held in 2012 when SLIS was under interim leadership. Documentation for the retreats, including agendas, notes, and data compiled to inform discussion, can be found in 53. SLIS School Wide Retreats. The Assessment Committee reports regularly at the monthly SLIS faculty meetings (see 51. SLIS Faculty Meeting Minutes) as well as at MS (LIS) faculty meetings (see 35. MS LIS Faculty Meetings)

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

Faculty Workload

Teaching

Section 2.2.A of the *Faculty Policy Manual* (see 27.2. Faculty Policy Manual 2015) defines the standard teaching load for full-time faculty as six courses per year (three courses in the fall and three courses in the spring). The *Faculty Policy Manual* (2.2.A) allows that "the workload of contract faculty members may be apportioned differently over the three areas (teaching; research, scholarship, and creative works; and service)" (2015, p. 24); the typical teaching load for a full-time contract faculty member is seven courses per year (see 27.3. Provost's Letter – Contract Faculty Workload 7-31-14).

Junior faculty in the tenure stream are provided with six course release vouchers that they may use for course reduction during their pre-tenure period. They must use two of the six vouchers during their first year of tenure track appointment to reduce their teaching load to two courses per semester. Thereafter, they may use up to three course release vouchers in a single semester to reduce their teaching load so that they may devote time to research and scholarly activity. For more information, see 27.2. Faculty Policy Manual 2015. Appendix CC. Full-Time Faculty Course Releases 2010–2017 shows the number of course releases given to faculty from 2010–2017.

Faculty Teaching Assignments

SLIS faculty members' teaching assignments are detailed in Appendix Q. Full-Time Faculty – Education Expertise and Teaching 2017, which links faculty teaching to areas of expertise. The ability of faculty to teach advanced courses in their areas of expertise has been limited due to high enrollments (see 66. LIS Course Enrollment Data 2011–2017) and the demands of the core curriculum. This has been alleviated to some extent with the addition of new faculty members, the systematic maintenance of a pool of adjunct faculty, and a reduction in the number of courses in the core.

Online Course Development

SLIS faculty members participate in the development of online courses to support the growing MS (LIS) online program. Faculty participating in the development of online courses do so in addition to their regular work and receive a stipend rather than a course release.

Advising

The SLIS faculty are assigned student advisees at the beginning of each semester and work with these new students to select their first courses and structure their degree programs. The SLIS faculty provide support to their advisees through the duration of their programs by recommending courses, fielding questions, and providing professional guidance and advice.

Service

To alleviate service demands on top of a heavy teaching load, SLIS has reduced the number of internal committees and the workload associated with certain committees. For example, to reduce the work associated with faculty oversight of adjunct faculty members, the Panel on Adjunct Review and Recommendation (PARR) Committee adjusted the adjunct faculty review process to allow for less frequent evaluation of those adjunct faculty members who, based on course evaluations, are performing well in the classroom. The requirement as to the number of PARR members who conduct classroom reviews in these cases was reduced to one, accompanied by a subject expert. Additionally, PARR streamlined the adjunct faculty interview and approval process (see 46. PARR for documentation describing the review process). More information regarding these changes to the adjunct faculty approval and review process can be found in 11.02. PARR Proposed Changes. Similarly, to de-concentrate the labor associated with the review of tenure stream faculty, the Committee on Rank, Tenure, and Appointments proposed changes to the tenure stream faculty review process to, in the word of the motion to that effect passed at the March 18, 2015 faculty meeting, "distribut[e]" the workload "among tenured faculty" (for more information about this motion, see 51.36. March 2015 SLIS Faculty Meeting Minutes).

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

The *Faculty Policy Manual* describes the general policies and procedures associated with the review of tenure-track (Section 2.5.A), tenured (2.5.B), and contract faculty (2.5.C) and the SLIS *Implementation Guidelines* establish a "mechanism for implementing" faculty review (2015, p. 40). The SLIS *Implementation Guidelines* establish four formal reviews for tenure-track faculty members: annual review (2.5.A.1), first year review (2.5.A.4), mid-point review (2.5.A.2), and promotion and tenure review (2.4.D). The guidelines also establish formal reviews for tenured faculty: annual review (2.5.B.1), review for promotion (2.5.B.2), and periodic developmental multi-year review (PDMYR) (2.5.B.3). Contract faculty members are, in accordance with the *Faculty Policy Manual* and SLIS *Implementation Guidelines*, subject to annual review (2.5.C) (see Appendix DD. Full-Time Faculty Review Schedule).

To ensure faculty excellence in teaching, annual, mid-point, promotion, tenure, and developmental multi-year reviews of faculty always involve consultation of student course evaluations (note that access to course evaluations will be available on-site only). These evaluation data are supplemented, in the case of first year, mid-point, promotion, tenure, and developmental multi-year review, by reports documenting

peer evaluation of teaching conducted by ad hoc committees of tenured faculty established by the Committee on Rank, Tenure, and Appointments. Faculty members consider this course evaluation data, alongside peer reviews (where applicable), in their self-reflections, submitted as part of the review process.

The form currently used for annual reviews can be found in 23. Faculty Annual Review Forms.

To encourage continued success and productivity, faculty members are eligible for sabbatical following the award of tenure and promotion or after six years of full-time service (see *Faculty Policy Manual*, 2.6.B, 27.2. Faculty Policy Manual 2015). Faculty members who have completed the PDMYR and who have been considered to have "exceeded expectations" for performance are eligible for "course releases, a research stipend, or other tangible forms of recognition" (FPM, 2015, p. 45). Faculty members who have completed the PDMYR and are considered to have "met expectations," or whose performance "needs improvement," are provided with opportunities for development. The PDMYR process includes a professional development plan; this is expected to address any weaknesses identified during PDMYR (FPM, 2015).

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

The SLIS *Implementation Guidelines* (section 2.5) establish the faculty review process and articulate the school's evaluative criteria for promotion and tenure (2.4.C). The school, the dean, and the faculty (taking the form of ad hoc committees of tenured faculty members established by the Committee on Rank, Tenure, and Appointments) document the review process with the following products:

- *Annual Review Form***:** All faculty members complete and submit an annual review form to be assessed by the dean and discussed in a meeting between the faculty member and the dean.
- *Annual Review Report***:** Following submission of the annual review form and discussion with the dean, each faculty member signs a document describing the outcomes of the review that indicates participation in the review process and understanding of the review outcomes. A copy of this report is saved electronically and a print copy is sent to the office of Talent and Human Capital Strategy. (Note: these reports are not included but could be viewed on site.)
- *First Year Review Dossier***:** In accordance with the SLIS *Implementation Guidelines* (2.5.A.4), faculty members participating in first year review prepare an electronic dossier that is saved to a secure, online, password-protected repository and accessed by the committee assigned to review the faculty member.
- *Mid-Point Review Dossier***:** In accordance with the SLIS *Implementation Guidelines* (2.5.A.2), faculty members participating in mid-point review prepare a dossier that is saved to a secure, online, password-protected repository and accessed by the committee assigned to review the faculty member as well as by the dean.
- *Promotion and Tenure Dossier***:** In accordance with the SLIS *Implementation Guidelines*, faculty members participating in promotion and tenure review (2.4.F) or in review for promotion (2.5.B.2), prepare a dossier that is saved to a secure, online, password-protected repository and accessed by the committee assigned to review the faculty member as well as by the dean.

- ***RTA Reviews*:** The Committee on Rank, Tenure, and Appointments oversees first year, mid-point, promotion, and promotion and tenure reviews and oversees development of reports written by ad hoc committees of tenured faculty members assigned to assess the faculty under review. In the case of first year, mid-point, and promotion reviews, these reports are then submitted to the dean and the faculty member, who then meet to discuss the report and the dean's assessment. In the case of promotion and tenure review, electronic dossiers are made accessible to all tenured SLIS faculty. An ad hoc Promotion and Tenure (P&T) Committee then leads a discussion, and tenured faculty members cast nonbinding votes. The committee then submits a report on the faculty member's bid for tenure and promotion to RTA, who submits this report to the dean. The dean shares the P&T Committee's recommendation with the provost. Confidential copies of all of the reports are kept by the provost and the dean.

III.10 The program demonstrates how the results of the evaluation of faculty are systematically used to improve the program and to plan for the future.

Faculty reviews have resulted in changes in the curriculum, changes to the course evaluation instrument, changes in faculty course assignment, and professional development. Appendix B. Action Item Record and Spreadsheet notes changes made to various aspects of the program based on faculty evaluation and more specifically of course evaluations. Faculty reviews have also resulted in changes in teaching assignments to better highlight faculty expertise.

Course evaluations and student activity indicated a need for SLIS to attend more explicitly and directly to issues related to diversity. In summer 2014, a small group of students called attention to the phenomenon of microaggression and made the administration aware of microaggressions in the classroom. Following meetings with the students who had expressed concerns, the dean worked to address microaggressions, specifically, and other student concerns related to diversity and inclusion more broadly (see Appendix B. Action Item Record and Spreadsheet). Data from course evaluations, community meetings, and meetings of the SLIS student leaders[3] provided additional insight into this issue and, to address both microaggressions and begin a discussion about diversity and inclusion, SLIS, in cooperation with the Center for Excellence in Teaching, held a retreat in August 2015 regarding microaggressions and diversity (see 53. SLIS School Wide Retreats).

To demonstrate attention to the ways in which diversity and inclusion may be addressed in the classroom, the SLIS faculty agreed by vote at the March 2016 faculty meeting on modifications to the course evaluation form to incorporate prompts that assess the classroom environment and describe how issues related to diversity may have been addressed in the course. See 15. Course Evaluation Form Revision for a copy of the revised evaluation form and a narrative describing the revision process. The new form, which is discussed again later in this report in as much as it reflects Standard IV.6, went into effect in summer 2016.

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[3] Students serving in leadership positions in SLIS student groups, or who represent the students on certain SLIS committees.

In continued response to student concerns, the SLIS faculty have worked to ensure that issues related to diversity and inclusion are addressed consistently in the core courses and across the elective curriculum. Additionally, in 2016, a Task Force on Diversity and Inclusion (known as the "Diversity and Inclusion Task Force" or the "D&I Task Force") was established and a dean's fellow for diversity and inclusion was hired to support SLIS in its efforts to infuse diversity across the curriculum as well as in the school's efforts to cultivate an inclusive environment (see 20. Diversity and Inclusion Task Force).

Chapter 4:
Standard IV: Students

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

Student Body Composition

The mean age of the incoming SLIS student body has been relatively consistent since 2011, averaging 28 years old and ranging between averages of 25 (summer 2016) and 32 (summer 2011) (see Appendix EE. Incoming Students Demographics and Statistics 2011–2017 for year-by-year demographic data). Table IV.1 shows self-disclosed racial or ethnic and gender or sex identities of SLIS students entering the program between 2011 and 2017.

Table IV.1. Select MS (LIS) Student Demographics, 2011–2017 Averages

Self-Identified Race or Ethnicity								
	White	**Hispanic or Latinx**	**Asian**	**Black**	**More than one race**	**Native Indian**	**Native Hawaiian**	**Declined to identify**
Average Percent of Total	72%	6%	3%	2%	2%	0.08%	0.07%	21%

Self-Identified Sex or Gender			
	Female	**Male**	**Declined to identify**
Average Percent of Total	78%	16%	6%

While students come to SLIS with a wide range of educational backgrounds, a consistent majority of incoming students have earned bachelor's degrees in history or English. Between 2011 and 2017, an average of 11% of the student body have entered the MS (LIS) program with an earned MA degree, while an average of 2% have entered the program with a PhD. Between 2011 and 2017, SLIS had incoming

students from every state in the United States except North Dakota (and the District of Columbia). Most of the students come from the Northeast; the top five contributing states are Massachusetts, Connecticut, New York, New Hampshire, and California. Students who enroll in SLIS come from many different countries and include foreign nationals and US citizens living abroad. Since 2011, countries represented by SLIS students have included Argentina, Australia, Bahamas, Benin, Brazil, Canada, China, Denmark, France, Germany, Greece, Guam, Hong Kong, Ireland, Italy, Jamaica, Japan, Korea, Kuwait, Lithuania, Mexico, New Zealand, Nigeria, Poland, Sweden, Switzerland, Tonga, Turkey, and the United Kingdom.

Recruitment, Admissions, and Financial Aid

SLIS publicizes recruitment events and makes information related to admissions and financial aid available on its website.

General Recruitment Efforts

Throughout the year, representatives from the SLIS Admission Office travel to graduate school fairs (including Idealist.org graduate school fairs) and professional conferences to promote the school's degree programs. Additionally, SLIS has invested in digital marketing and print and radio advertising to build brand recognition and promote its programs. SLIS recruits throughout the year in order to build its prospective student funnels for fall and spring intakes. Detailed marketing plans are refreshed annually to include new program features, as well as to adjust to marketplace shifts. A sample of SLIS recruitment travel activities and marketing efforts from 2010–2017 can be found in Appendix FF. SLIS Marketing and Recruitment Activities 2010–2017.

SLIS hosts regular public information sessions that provide prospective students with the opportunity to learn more about SLIS and its degree programs and meet with admissions staff, faculty, and students. To better meet the needs of prospective students, SLIS offers information sessions at a variety of times on different days of the week. These include weekday evening information sessions and one Saturday session each semester, and online chats are held during those months when a face-to-face information session has not been scheduled. These events are regularly attended by SLIS admissions staff, the dean or director of the MS (LIS) program, and other faculty members. The events usually include a student or alumni panel to offer student perspectives on the program.

Recruitment of a Diverse Student Body

In an effort to recruit and retain racially and ethnically diverse students, SLIS participates in the American Library Association's Spectrum Scholarship Program, providing matching scholarship funds to Spectrum scholars who matriculate in the MS (LIS) program. Since 2010, SLIS has co-sponsored 26 Spectrum scholars, hosting at least one scholar each year and as many as five or six. For a list of SLIS Spectrum scholars, see Appendix GG. Spectrum Scholars 1998–2017. The aim of the program is in line with Simmons and SLIS's own interests in diversity, that is, "to increase the number of racially and ethnically diverse professionals in the field of library and information science to best position libraries at the core of today's culturally diverse communities" (http://www.ala.org/advocacy/spectrum).

To further aid in recruitment of a diverse student body, SLIS has supported the following conferences either by hosting a booth, placing an ad in their program, or supporting students, staff, and faculty who wish to attend:

- Joint Conference of Librarians of Color, 2012
- National Conference of African American Librarians, 2013
- Reforma National Conferences, 2015, 2017
- National Diversity in Libraries Conference, 2016
- National Conference of African American Librarians, 2017

The dean's fellow for diversity and inclusion is currently researching diversity initiatives at other LIS schools to identify ideas and opportunities that could be implemented at SLIS in the service of recruiting a more diverse student body.

Admission and Financial Aid

Scholarship and Financial Aid Awards

Prior to the 2013–2014 year, SLIS financial assistance included a combination of need-based aid and scholarship funds. The need-based awards did not exceed $2000 and the scholarship funds were only awarded to a very small group of top applicants. This type of awarding resulted in only a few students receiving substantial scholarships, and a decline in the yield (the percentage of students who enroll following an offer of admission) of strong students who did not receive scholarship awards. In addition, the large awards to incoming students were made well after the students were informed of their acceptance.

In 2014, the SLIS Admission Office made significant changes to its financial aid model to increase yield across a more diverse (in terms of experience, geography, profile, etc.) incoming class. Beginning in summer 2014, SLIS began awarding a wider range of merit-based scholarships and began to include this information with the acceptance offer in order to assist prospective students in their decision-making. Today, applicants are automatically considered for merit scholarships when they apply and the scholarship awards offered to qualified students typically range from $3,000 to $25,000. Table IV.2 characterizes the range of awards offered to incoming students in the fall 2016 semester.

Table IV.2. MS (LIS) Admissions Yield by Financial Award, Fall 2016

LIS Fall 2016 Yield by Award				
Award Amount	Number of Students Offered Award	Number of Students Who Deposited After Award Offer	Number of Students Who Enrolled After Award Offer	Yield (%)
38K	9	6	5	56%
28K	5	5	2	40%
24K	17	11	11	65%
18K	41	22	19	46%
16K	3	3	2	67%
15K	8	4	3	38%
14K	2	2	1	50%
12K	70	38	31	44%
10K	19	15	14	74%
8K	69	38	32	46%
6K	14	13	10	71%
4K	15	10	10	67%
0K	111	81	74	67%

The new financial aid model has proven successful: prior to fall 2014, SLIS's yield of admitted to enrolled students consistently is between 45% and 54%. Since fall 2014, yield has increased and has been between 58% and 63% (see Table IV.3). Furthermore, the new financial aid model has provided the admission team greater ability to shape the incoming class and make more meaningful offers to students grappling with the affordability of graduate work.

Table IV.3. MS (LIS) Admissions Yield, 2011–2016

Application Date	Accepted Students	Enrolled Students	Yield Rate
Fall 2011	447	199	45%
Fall 2012	402	178	44%
Fall 2013	353	192	54%
Fall 2014	432	265	61%
Fall 2015	458	266	58%
Fall 2016	446	280	63%

SLIS's merit-based scholarships include endowed scholarships (for more information about these scholarships, see Appendix II. Named Scholarship Descriptions), awarded based on a holistic review of all application materials (transcripts, resume, statement of purpose, and recommendations). On average, approximately 60% of incoming students receive some type of merit scholarship. For example, during the fall 2016 application cycle, 72% of applicants and 67% of enrolled students received scholarships (see Table IV.4). Students who receive merit scholarships must maintain a 3.25 GPA and take a minimum of two classes per semester to continue funding.

Table IV.4. MS (LIS) Merit Scholarship Awards, Fall 2016

LIS Fall 2016 Merit Scholarships Awarded				
Population	Total	Awarded Merit Funding (N)	Percentage of Population Receiving Funding	Average Merit-Based Scholarship Award
All Admits	397	286	72%	$12,000
Enrolled	221	146	66%	$12,000
Withdrawn Post Deposit	43	32	74%	$14,600
Non-deposits	189	147	78%	$12,000

Every fall semester the top five applicants, as determined by the Admissions Committee, are eligible for a graduate assistantship award. Graduate student assistants (GSAs) receive tuition remission for two courses in the fall and spring semesters and receive hourly pay for working with an individual faculty member ten hours per week.

Students admitted to SLIS are eligible to apply for one of six dean's fellowships (see Appendix HH. Graduate Student Assistant and Dean's Fellows Job Descriptions), funding packages established in 2004 that provide scholarship and assistantship funding to incoming students. Each year, the Dean determines the scope of work associated with the fellowships based on strategic directions. The responsibilities of both the GSAs and dean's fellows are outlined in Appendix HH. Graduate Student Assistant and Dean's Fellows Job Descriptions.

Retention

According to 2008–2017 data obtained from the registrar's office (see Appendix JJ. MS LIS Graduation Rates 2009–2016), SLIS has an average persistence rate of 91%. The data indicate that an average of nearly 42% of SLIS students pursuing a single degree (as compared to a dual degree) complete the MS (LIS) after two years of study; an average of 79% (cumulative) complete the MS (LIS) following three years of study.

Career Services

Simmons maintains a Career Education Center (CEC) with a dedicated website that includes resources for graduate students, including interview tips and guidelines for resumes and cover letters. SLIS students can make an appointment with a career coach who will provide feedback on a student's resume or cover letter and conduct a mock interview. SLIS students are active users of the CEC; according to the director of the CEC, 52 SLIS students made appointments for one-on-one career counseling during AY 2016/2017. SLIS students accounted for 48% of the CEC's graduate student appointments.

Representatives from the CEC meet students at Welcome Day (see Standard IV.2, "Availability of Program Information for Admitted Students: Student Orientation," below, for more information about Welcome Day) and during the school year and have hosted workshops and organized presentations for students at SLIS. Since February, 2016, and as a result of collaboration with the SLIS Career Preparation Committee, the CEC has offered regular programming to SLIS, including open resume and LinkedIn profile review sessions and resume and networking workshops. Table IV.5 shows a list of CEC programming offered to SLIS students since 2016.

Table IV.5. Career Education Center Programs Offered to SLIS Students, 2016–2017

Date	CEC Program
February 3, 2016	SLIS Student Career Meetup: Resume Reviews
March 2, 2016	SLIS Student Career Meetup: Resume Reviews
April 6, 2016	SLIS Student Career Meetup: Networking at the Career Fair
November 2, 2016	SLIS Student Career Meetup: Resume Workshop
December 7, 2016	SLIS Student Career Meetup: LinkedIn Reviews
March 29, 2017	SLIS Student Career Meetup: Resume Reviews

April 5, 2017	SLIS Student Career Meetup: Prepare for the Career Fair and Learn to Network

In addition, SLIS provides direct career development support to its students with targeted programming and resources. Each year, SLIS hosts an LIS Spring Career and Networking Fair to connect students with professional associations and with employers seeking interns and employees. Employers from the Boston area and New England attend the fair. Past employer attendees have included institutions as diverse as Ebsco Industries, MIT Libraries, and the Boston Public Library (see 9. Career Fairs for full lists of employers and association representatives who have attended SLIS Career Fairs from 2013 to 2016). Since 2011, an average of 85 students have attended the Career Fair each year. Table IV.6 lists the number of employers and associations as well as the number of students who have attended each career fair since 2011.

Table IV.6. SLIS Career Fair Attendance, 2011–2017

Date	Employers and Associations in Attendance	Student Attendance
April 11, 2011	25	125
April 25, 2012	20	80
April 10, 2013	14	85
April 16, 2014	20	80
April 15, 2015	20	67
April 13, 2016	20	61
April 12, 2017	16	94

In addition to its Career Fair, SLIS offers students the opportunity to work one-on-one with an alumni mentor for career advice and networking support. As a service to current students and the LIS community, SLIS hosts and maintains the Jobline, a regularly updated list of professional and paraprofessional job postings and volunteer and internship opportunities.

Academic and Administrative Policies

Policies and procedures developed at the College and School guide students, faculty, staff, and administration at SLIS. College policies outline student rights and responsibilities and include an honor policy as well as a technology use policy. These policies also establish the value Simmons places on diversity (see "Policy on Valuing Diversity") and outline Simmons' administrative responsibilities with regards to gender-based misconduct (Title IX offenses) and student records. General academic policies

established by the College include policies concerning student absences related to religious observance and the use of human subjects in research.

SLIS maintains a [Policy Manual](#) addressing all graduate students matriculated in SLIS degree programs (undergraduate students follow the policies established in the *Undergraduate Course Catalog*). This manual is accessible to students via a dedicated "[Forms and Policies](#)" page on the College website, where frequently consulted policies are presented for student access.

In February 2017, in preparation for the implementation of the redesign, Simmons convened a redesign subcommittee charged with harmonizing the graduate school policies maintained in each school, with an eye toward developing an institution-wide *Graduate School Handbook* to be implemented by fall 2017. Further information about this committee and the progress it has made can be found in [29. Graduate Student Handbook and College Policies](#).

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

Electronic Availability of Program Information

In accordance with the information architecture established for the Simmons website following a re-design initiative begun in fall 2013, information about SLIS and its programs can be found on two websites: an [external website](#) for the general public and an [internal website](#) for current students. While the external institutional website reflects Simmons' new brand messaging and features centralized news, events, and social media across the schools and units, SLIS develops, updates, and maintains the content featured on its internal and external pages.

Comprehensive documentation of SLIS and its degree programs is housed on the SLIS website (see Table IV.7).

Table IV.7. Electronic Availability of MS (LIS) Program Information

Standard IV.2 Content	**SLIS Web Page**	**URL (external pages)**
"documentation of progress toward achievement of program goals and objectives"	Mission, Vision, & Objectives	http://www.simmons.edu/academics/schools/school-of-library-and-information-science/about/mission-vision-objectives

	Assessment & Accreditation	http://www.simmons.edu/academics/schools/school-of-library-and-information-science/about/mission-vision-objectives/assessment-and-accreditation
"descriptions of curricula"	MS in Library and Information Science	http://www.simmons.edu/academics/graduate-programs/library-and-information-science-ms
	MS in Library and Information Science: Archives Management	http://www.simmons.edu/academics/graduate-programs/library-and-information-science-archives-management-ms
	MS School Library Teacher Program	http://www.simmons.edu/academics/graduate-programs/library-and-information-science--school-library-teacher-program-ms
	MS in Library and Information Science: Cultural Heritage	http://www.simmons.edu/academics/graduate-programs/library-and-information-science-cultural-heritage-ms
	MS in Library and Information Science: Information Science & Technology	http://www.simmons.edu/academics/graduate-programs/library-and-information-science--information-science-and-technology-ms
	Accelerated Programs in Children's Literature & Library Science [dual degree]	http://www.simmons.edu/academics/graduate-programs/childrens-literature-ma-library-services-to-children-ms
	Accelerated Programs: History & Library and Information Science [dual degree]	http://www.simmons.edu/academics/graduate-programs/history-ma-archives-management-ms
"information on faculty"	Faculty & Research	http://www.simmons.edu/academics/schools/school-of-library-and-information-science/faculty-and-research
"admission requirements"	Library & Information Science (MS)*	http://www.simmons.edu/admission-and-financial-aid/graduate-admission/slis-library-science-general

	Library & Information Science (MS)/Children's Literature (MA)*	http://www.simmons.edu/admission-and-financial-aid/graduate-admission/dual-degree-library-science-and-childrens-lit
	Library & Information Science (MS)/History (MA)*	http://www.simmons.edu/admission-and-financial-aid/graduate-admission/dual-degree-archives-and-history-ma
"availability of financial aid"	Student Financial Services*	http://www.simmons.edu/admission-and-financial-aid/student-financial-services
"criteria for evaluating student performance"	Forms and Policies [see "Grading System"]	http://internal.simmons.edu/students/slis/current/forms-and-policies
"assistance with placement"	Library and Information Science Careers	http://www.simmons.edu/academics/schools/school-of-library-and-information-science/careers
	Career Education Center**	http://www.simmons.edu/cec/
"other policies and procedures"	Student Rights and Responsibilities [College-wide policy]	http://www.simmons.edu/student-life/handbook/rights-responsibilities
	Academic Policies [College-wide policy]	http://www.simmons.edu/student-life/handbook/academic-policies
	Forms and Policies [SLIS-specific policy]	http://internal.simmons.edu/students/slis/current/forms-and-policies

* Because admissions and financial aid are centralized functions at Simmons, information about application requirements and financial aid opportunities are located on the central Simmons site and linked from the SLIS web page.

**The Career Education Center is a College service available to all students.

**Availability of Information Describing Criteria
for Evaluating Student Performance**

All MS (LIS) students are awarded grades describing their achievement of course learning goals associated with each course they complete. Student grades reflect a 4-point grading scale described in the Grading System section of the SLIS "Forms and Policies" website (see Standard IV.4, "Multifaceted Evaluation of Student Achievement", below, for more information regarding criteria for evaluating student performance).

Academic Scholarship Policy--Minimum Grade Point Average

According to the LIS academic scholarship policy articulated in the SLIS Student Policy Manual, all students in the MS (LIS) program must maintain a cumulative grade point average (GPA) of at least a 3.0 to graduate with the MS (LIS) degree. Following consultation among the MS (LIS) program director, assistant dean for student and alumni affairs, the student's faculty advisor, and the student's instructors, students with GPAs that fall below 3.0 are typically sent a letter of warning reiterating the minimum grade point average policy and describing what the student would need to do to ensure that their GPA rises to meet the minimum requirement (i.e., the minimum number of courses and minimum grade earned in each course necessary to raise the GPA). Students who fail to raise their GPA to the minimum required for graduation and students whose GPA is so low as to require significant extra coursework to raise their GPA are sent a letter of exclusion from the program. Those students whose low GPAs are the result of exigent circumstances may appeal their exclusion from the program by sending a letter to the dean accompanied by evidence or documentation of the circumstances that affected their performance.

Satisfactory Academic Progress Requirement

The federal government requires all institutions to develop, document, and implement policies and procedures for monitoring satisfactory academic progress (SAP) to ensure equitable and legal distribution of federal financial assistance. Simmons is currently reviewing and revising institutional policy and procedures for documenting SAP (see 29. Graduate Student Handbook and College Policies).

Availability of Program Information for Admitted Students: Incoming Student Communication

Admitted students receive regular communication from the SLIS Admission Office, the SLIS director of curriculum, and the Student Services Center that alert students to tuition deadlines and provide information about financial aid, course registration, and the Virtual Orientation (see "Virtual Orientation: Fall 2016–Present," below), as well as a link to a SLIS web page addressed to incoming students. An Incoming Student Communication Plan was developed in 2016 and implemented in spring 2017, and a detailed description of current SLIS communications with incoming students can be found in this plan (see Appendix KK. SLIS Incoming Student Communication Plan). Beginning in fall 2016, in conjunction with the launch of the Virtual Orientation, Simmons Online and SLIS have been conducting regular surveys of student satisfaction with the onboarding process, including incoming student communications and the virtual orientation. Results of these surveys (see 43. Online Surveys), show that majority of students are satisfied with the onboarding process. In spring 2017, for instance, 100% of respondents rated their overall onboarding experience as good or excellent, up from 82% in fall 2016.

Availability of Program Information for Admitted Students: Student Orientation

At the beginning of each fall and spring semester, SLIS hosts an orientation and advising event for new students. The nature and purpose of this event has changed over time to reflect revised faculty and staff practices (in face-to-face and online environments) and to complement the 2016 development and launch

of an online Virtual Orientation. Agendas from each orientation event (Advising Day, Orientation Day, and Welcome Day) may be found in 45. Orientation Agendas.

<div align="center">Advising Day: Fall 2008–Spring 2013</div>

Beginning in fall 2008 and extending through spring 2013, SLIS hosted an Advising Day for all admitted students. Advising Day typically took place in November for students beginning the program in the spring, in April for students beginning in the summer, and in July for students beginning in the fall. Advising Day activities were held on the Boston and SLIS West campuses and involved an introduction to SLIS and Simmons College that included an overview of the MS (LIS) degree program and its requirements and an opportunity to meet current students and engage with representatives from student organizations and campus services. Attending students met with their advisors individually and then registered for their classes.

<div align="center">Orientation Day: Fall 2013–Fall 2016</div>

In fall 2013, the School instituted an Orientation Day to replace Advising Day. This event was organized to take place in first days of each new semester. Orientation Day took place on both the Boston and SLIS West campuses and involved an introduction to SLIS and Simmons College and an overview of the MS (LIS) and children's literature degree programs under the auspices of SLIS. Incoming students were also given the opportunity to meet current students and engage with representatives from student organizations and campus services. Students attending Orientation Day were expected to have registered for courses already, following consultation with their advisors via phone or email. Instead of participating in one-on-one advising sessions, these students attended small group meetings describing the curricula associated with the program's degree concentrations or providing course selection advice to students with professional interests in areas of emphasis in the general curriculum (e.g., youth services, reference and information services, technology, information organization).

<div align="center">Archives Management Online Orientation: Fall 2012–Spring 2015</div>

Students participating in the online Archives Management concentration between fall 2012 and spring 2015 (this was the only online degree program option available at that time) were oriented to the program virtually, via email consultation with their program advisors and in group or individual online orientation sessions held using Skype or GoToMeeting.

<div align="center">Virtual Orientation: Fall 2016–Present</div>

With the launch of the fully online MS (LIS) degree program in fall 2016, SLIS worked with Simmons Online to develop a Virtual Orientation for all students. This includes videos with messages from the dean, assistant dean for student affairs, student services coordinator, and the president of LISSA as well as information about Simmons and the School, advice regarding course selection, and instruction related to the use of Moodle (the course management system used by faculty). All admitted students are given access to the Virtual Orientation one month before the beginning of the semester and are expected to

familiarize themselves with the contents of the virtual orientation prior to the first day of classes. The Virtual Orientation remains available to students throughout their time at Simmons. Since its fall 2016 launch, the Virtual Orientation has been updated and refined to address students feedback solicited via surveys and in Town Hall meetings. (Note: access to the online orientation will be made available on campus.)

<center>Welcome Day: Fall 2016–present</center>

Admitted students are welcomed to the Boston and SLIS West campuses with a Welcome Day event meant to orient students to the physical campuses and provide incoming students with the opportunity to meet current students and representatives from student organizations and campus services.

Publicly Available Documentation of Progress Made to Address and Achieve Program Goals and Objectives

SLIS maintains an Assessment and Accreditation website housing its most recent Program Presentation (2010) and describing the results of two sources of data demonstrating SLIS's achievement of program goals: the alumni survey and the *Library Journal* salary survey. The Alumni Survey Responses page of website highlights alumni responses to selected survey questions meant to measure the MS (LIS) program's achievement of program goals and objectives related to professional preparation. For example, the Alumni Survey Responses page features alumni responses to questions meant to determine how the MS (LIS) degree program fulfills its mission to "prepare[] students for inspired service, advocacy, and leadership in library and information science" by highlighting alumni responses to questions related to professional preparation ("SLIS effectively prepared me for professional practice in an information setting" [2015–2017 surveys] or "how well did Simmons SLIS prepare you for your current occupation" [2006–2012 surveys]) and professional competency development ("SLIS courses prepared me for the skills and competencies needed in my job" [2015–2017 surveys] and "I use the skills competencies I learned at Simmons SLIS in my current job" [2006–2012 surveys]). The Library Journal Employment Survey page highlights 2012–2015 survey data indicating whether SLIS graduates of the MS (LIS) program have achieved professional employment.

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

Application Requirements

Application requirements and deadlines for students interested in applying to the MS (LIS) and dual degree programs can be found on the Simmons College [website](#). All candidates for admission must possess at least a bachelor's degree or its equivalent from an accredited institution and have achieved a cumulative 3.0 average on a 4.0 scale (undergraduate or graduate). Those applicants who do not have the required GPA must submit GRE scores and have an interview with a faculty member. Students whose native language is not English must achieve a satisfactory score on either the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) test. Applicants must achieve a minimum score of 213 (computer-based), 550 (paper-based), or 79-80 (Internet-based) on the TOEFL or a minimum score of 7 in each section of the IELTS test.

Application Review and Admission

Once a student has submitted all required application materials, their application is reviewed by the SLIS Admission Office staff. Applications of students who have not achieved a 3.0 cumulative GPA in their prior study are sent to the SLIS Admissions Committee for review. These students are required to interview with a non-Admissions Committee faculty member and the interviewing faculty member's assessment of the student contributes to the SLIS Admissions Committee's admission decision (see "Review and Admission of Applicants with a Cumulative Earned GPA below 3.0," below for a description of the SLIS Admission Committee's review process). All other applications are reviewed by both the SLIS director of admission and the SLIS senior assistant director of admission, who are charged with making admissions decisions. The SLIS Admission Office will arrange to have admission records available to the committee during their September 2017 visit.

Dual Degree Application Review and Admission

As noted above, students applying to the dual degree program (MA/MS) in history and library and information science are required to interview with the dual degree program directors and submit a writing sample in addition the other materials required of all students applying to the MS (LIS) degree program. Following the completion of a prospective student's application and interview, each program director recommends an admission decision to the SLIS director of admission, who conducts a final review of the prospective student's application and, taking into consideration the recommendations of the dual degree program directors, makes a final decision regarding the prospective student's admission. Students

applying to the history and library and information science dual degree program may be admitted to both programs and the dual degree, may be admitted to only one program, or may not be admitted to either program.

Applications for the dual degree MS in library and information science and MA in children's literature are reviewed by the director of the children's literature program, who evaluates the candidate's fitness for the academic study of children's literature, and the SLIS director of admission, who evaluates the candidate's qualifications for the MS (LIS) degree program. Following review of the prospective student's application and interview, the director of the children's literature program provides an admission recommendation to the SLIS director of admission who, taking into consideration this recommendation, makes a final decision regarding the prospective student's admission. Students applying to the children's literature and library and information science dual degree program may be admitted to both programs and the dual degree, may be admitted to only one program, or may not be admitted to either program.

<div align="center">Review and Admission of Applicants with a Cumulative Earned GPA below 3.0</div>

The SLIS Admissions Committee, which is comprised of 3–4 faculty members elected for 3-year terms (see 11. Committee Membership for details regarding current and historical committee membership), reviews the applications of all prospective students with a cumulative undergraduate GPA of below 3.0. These students' application materials include a report of their GRE scores and a report describing their interview with a SLIS faculty member (see "Application Requirements," above). Each faculty member reads each application and faculty interview report and votes on whether to admit the applicant, deny admission, or admit the student as an "admit special." Students who enter the program as admit special are admitted to the MS (LIS) on the condition that they achieve a cumulative GPA of 3.0 or higher during their first semester. Final decisions regarding a prospective student's admission are based on a majority vote of the SLIS Admissions Committee.

The SLIS Admission Office uses an electronic customer relationship management (CRM) system to communicate with prospective students and house application materials. Since 2011, Simmons has used Hobson's Radius CRM, which integrates with Datatel Colleague, the database that houses student information. The SLIS Admission Office will arrange to have admission records available to the ERP during their September 2017 visit.

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

<div align="center">**Constructing Coherent Plans of Study**</div>

SLIS provides students with a number of opportunities to construct a coherent plan of study. Students work with their advisors and draw from a number of resources created to aid their decision-making to construct their plans of study.

Selecting Courses

As noted above (see Standard IV.2, "Electronic Availability of Program Information"), information regarding the MS (LIS) curriculum as well as the curricula and courses required for students concentrating their studies in Archives Management, School Library Teacher, Information Science and Technology, and Cultural Heritage Informatics are available on the external SLIS website. Incoming students are also directed to an internal SLIS website, "Registration for New Students," that reiterates program requirements, including the requirement that all students complete the program's core courses within their first 12 hours of study. This site also includes detailed instructions for students following concentration or dual degree curricula. All of this information is repeated in the Virtual Orientation.

Advising and Program Planning

Students first officially meet their advisors at Welcome Day and schedule individual meetings to take place early in the semester when they, with their advisor's help, work to complete a Program Planning Statement that outlines a path to degree completion. While these statements are not binding and are subject to revision as student needs and interests change, students' original program planning statements are submitted to the SLIS Student Services Center and retained in student folders for future consultation.

Faculty advisors may refer to an internal password-protected website, SLIS Faculty and Staff (see 27.6. SLIS Faculty and Staff Web Page for PDF version of web page), to aid in advising. This website hosts an FAQ for faculty advisors as well as links to timely information, including academic calendars.

For more information regarding how the faculty are working to address student concerns about academic advising, see Standard IV.5.3, "Student Feedback Regarding Advising," below.

Curricular Tracks

To aid students in selecting elective courses to meet their professional needs, the MS (LIS) faculty developed topical tracks to serve as course selection guides. Built around areas of strength in the elective curriculum, tracks recommend key courses as well as relevant electives in information organization, management and leadership, preservation management, reference and information services, and youth services.

Schedule of Course Offerings

In response to student feedback (see below), the LIS faculty looked to the curriculum and its requirements as well as historic enrollment data (see 66. LIS Course Enrollment Data 2011–2017) to project a two-year schedule of courses that describes the frequency with which LIS courses are typically offered and the modality in which these courses are offered.

Student Feedback Regarding the Construction of Coherent Plans of Study

Data from the exit survey (see 22.03. Question 12 Coherent Plan of Study) and the Clay Graduate Student Experience Survey (issued in 2014; see 10. Clay Graduate Student Experience Survey) indicated that, while a majority of students agreed that SLIS offered them the opportunity to develop a plan for their study, many found program planning to be a challenge. Table IV.8 shows the results of the exit survey. The Clay Graduate Student Experience Survey likewise found that 61% (148) of 243 respondents agreed or strongly agreed that "I consistently find classes offered at times that work for me."

Table IV.8. Exit Survey Data – "Coherent Program of Study," 2015–2017

	Item Question: "I was given the opportunities to develop a coherent program of study"	
Exit Survey Date	**% Strongly Agree or Agree**	**% Disagree or Strongly Disagree**
January 2015	75%	5%
August 2015	82%	5%
January 2016	56%	8%
May 2016	59%	13%
August 2016	55%	26%
January 2017	64%	9%

Developed and implemented in 2016, the projected two-year schedule of courses (see "Schedule of Course Offerings," above) addresses the student concerns described above. The Virtual Orientation, implemented in 2016, may also aid in addressing student concerns as this enduring resource includes detailed information about program requirements as well as introductory advice regarding course selection.

Multifaceted Evaluation of Student Achievement

SLIS does not require its faculty to use individually or program-established rubrics to assess student performance; however, many faculty make use of rubrics to evaluate student work (see 50. Rubrics for examples of rubrics created for various courses and assignments). All SLIS faculty are committed to timely evaluation of student work and recognize the utility and pedagogical significance of constructive feedback on student assignments, particularly those that serve developmental purposes or that scaffold subsequent learning.

As reflected in the course syllabi (see 17. Course Syllabi), students engage in a wide variety of assignments for their courses (Note: sample student assignments will be made available on-site). Some

examples include building a web site (LIS 488), creating a research guide using LibGuide software (LIS 407), using Classification Web to assign LC subject headings (LIS 415), designing and delivering face-to-face and online instruction sessions (LIS 408), creating a research proposal (LIS 403), engaging in usability testing (LIS 455), and writing a grant proposal (LIS 451). Students receive feedback on these assignments as appropriate, and this feedback addresses the particular learning goals established for in the assignment. Table IV.9 shows some examples of this feedback.

Table IV.9. Sample Assignments and Feedback in MS (LIS) Required Courses

Course	Assignment	Assignment Goal	Feedback and Assessment
LIS 407 (Information Sources and Services	LibGuide/ Research Guide	Create an audience-appropriate research guide	Students are assessed in terms of the appropriateness of the chosen sources to the audience established for the research guide (see 50.2.3. LIS 407 Pathfinder LibGuide Rubric)
LIS 415 (Information Organization	Subject Analysis Assignment	Use information organization standards, including LCSH	Students are assessed in terms of the correctness of their application of LCSH standards (see 50.5.3. LIS 415 Assignment 4 Description and Rubric)
LIS 488 (Technology for Information Professionals	Website/Portfolio	Ability to design a personal website using HTML and CSS and JavaScript manipulation	Students are assessed in terms of their website's inclusion of HTML, CSS, and JavaScript manipulation (see 50.12.3. LIS 488 Website Portfolio Rubric)

Continued Opportunities for Guidance, Counseling, and Placement Assistance

As noted above (see Standard IV.1, "Career Services") SLIS students are provided with a variety of resources and services related to career guidance, counseling, and development (see Standard IV.5.3, below). Additional career advisement services are described below.

IV.5 The program provides an environment that fosters student participation in the definition and determination of the total learning experience.

SLIS offers students the opportunity to engage in extracurricular, co-curricular, and curricular activity. This participation is discussed in greater detail below to demonstrate the reflection of the Standards (IV.5.1 - IV.5.6) in these activities. These participatory opportunities represent diverse programming at

SLIS and exemplify the MS (LIS) program's reflection of Standard IV.5.

Diversity Training and Study Group

In fall 2013, SLIS and the School of Social Work were awarded a President's Diversity and Inclusion Advisory Committee grant entitled, "Cultural Competence, Collaboration, and Courage: Understanding and Overcoming Institutional Racism" (see 18. Cultural Competence, Collaboration, and Courage). As part of the grant, select faculty and students were invited to attend an Undoing Racism workshop offered on the Simmons campus by the People's Institute for Survival and Beyond. Inspired by the workshop, a SLIS study group consisting of five students, a faculty member, and a staff member began to meet biweekly and continue to do so to discuss diversity and racial issues in the school, classroom, and campus, with an eye towards designing and implementing a diversity program for the College community.

Alternative Spring Break

Since 2010 (excepting 2015), SLIS has offered alternative spring break programming for students interested in participating in service activities during the spring break vacation period. In 2010 and 2011, students visited the Mission Hill School Library to help enter new and donated books into the school's catalog and process materials for circulation. In 2012, 2013, and 2014, students visited the Boston Teacher's Union Library to engage in similar organizational and processing activities. During spring break and during the summer of 2016, students visited the Charlestown Boys and Girls Club to organize the club's existing library, evaluate donated books for inclusion in the library's collection, process materials for circulation, and enter information about the library's collection into Library Thing (see 1. Alternative Spring Break).

Social Media and Online Student Community

SLIS has a presence on social media, including Twitter, Facebook, tumblr, YouTube, and Instagram. SLIS staff, including representatives from the SLIS Admission Office, the Office of Curriculum and Communications, and technology staff tweet using the hashtags #SLISadm, #SLIScomm, and #SLIStech. The SLIS InfoLink newsletter is shared through the SLIS Tumblr, and images from SLIS events as well as images that capture the work of SLIS faculty, staff, students, and alumni are captured on the SLIS Instagram page.

In response to feedback from students in the online program, a closed Facebook group for SLIS students was created to engage on-site and online students in community. The site is overseen by the dean's fellow for digital media and the SLIS communications assistant, but is closed to faculty, providing a private space for students to share their experiences.

SLIS West Programming

The student experience in at SLIS West is enhanced by of regularly-held professional and career development workshops and talks. These events are generally held during the lunchtime hour between

Saturday morning and afternoon class sessions. In response to waning attendance at workshops associated with technological skill-building programming, recent programs at SLIS West have focused instead on career preparation and exploration. The high attendance figures for career panels featuring local professionals and "day in the life" talks given by local professionals indicate that this re-focus has been a success. The SLIS West chapter of LISSA, known as LISSA West, has been instrumental in planning and promoting these as well as other events, including social gatherings, beginning and end of semester lunches, and after-class functions. A list of the programming offered at SLIS West can be found in Appendix LL. SLIS West Extracurricular Programming 2012–2017.

IV.5.1 Students are provided with opportunities to: Participate in the formulation, modification, and implementation of policies affecting academic and student affairs;

SLIS students are provided with opportunities to engage directly with SLIS faculty and staff working to administer school affairs and participate in forums in which they can make their ideas regarding SLIS academic and student affairs heard by the administration.

Dean's Outreach

The dean works to provide students with opportunity for continual engagement through formal and informal programming. Beginning in AY 2013/2014, the Dean hosted twitter conversations, attended monthly meetings with leaders of student organizations, hosted a lunch SLIS West each semester, and held webinars with alumni and adjunct faculty.

Town Hall Meetings with the Dean

In summer 2014, SLIS initiated Town Hall meetings with the dean, once per semester open forums in which students meet with the dean and pose questions about Simmons, the School, and academic and extracurricular programs. After LISSA indicated their interest in organizing and hosting regular community meetings of the student body, the Town Hall meetings were renamed Community Meetings and continue to be held once per semester. (see 54. SLIS Town Hall Meetings for notes from each meeting).

Student Representation on SLIS Committees

Student representatives attend and contribute to School committees and groups:
- *Faculty Meeting Representatives:* Two student representatives attend SLIS faculty meetings. These student representatives are nominated and appointed by LISSA.
- *Curriculum Committee and Assessment Committee Representatives:* An LIS student representative attends SLIS Curriculum Committee meetings and Assessment Committee meetings. Students volunteer to a call issued to all MS (LIS) students, and then committee members and the assistant dean select a student. This student is confirmed by the LISSA Board and becomes a member of the student leaders group.

- *SLIS Diversity and Inclusion Task Force Representatives:* An LIS student representative served on the SLIS Diversity and Inclusion Task Force. The first year, a student who brought the idea to the dean was selected and the second year, the student was recommended by students and faculty on the Task Force.
- *Search Committee Representatives:* An MS (LIS) student serves on search committees for tenure-track faculty. These students are selected by the assistant dean and the chair of the search committee. Generally, the student is selected based on a background in the area of the search.

Such student representation on appropriate committees will continue in the redesigned structure.

Student Leaders Meetings

Students serving in leadership positions in SLIS student groups (discussed below in Standard IV.5.6) meet monthly with the assistant dean for student and alumni affairs and with the dean when she is available. During these meetings, student leaders share information about upcoming programming, plan all-school events, and engage in conversation about SLIS programs. The agendas for these meetings can be found in 61. Student Leaders Meetings.

IV.5.2 Participate in research;

SLIS students have opportunities to pursue their own research via independent studies—many of which arise from class work—or may contribute to faculty research projects as graduate research assistants or as part of an independent study. In collaboration with or supervised by SLIS faculty, SLIS students have authored or co-authored journal articles and conference proceedings and presented at professional and academic conferences. Appendix X. Faculty-Student Scholarship 2011–2016 presents a list of projects emerging from collaborative faculty and student scholarship as well as student scholarship conducted under the supervision of faculty.

One new opportunity for SLIS students to share their research has been extended from a SLIS to a Simmons initiative. In 2011, student members of SCoSAA (the Student Chapter of the Society for American Archivists) with an interest in organizing a research symposium approached members of the SLIS faculty. SLIS responded with support and, in the 2011/2012, 2012/2013, and 2013/2014 academic years, SLIS hosted a graduate student symposium dedicated to student research reflecting concerns and issues related to archives. This symposium expanded in AY 2014/2015 to feature the research efforts of graduate students across Simmons. The success of this expanded program led to the development of a proposal that the Provost's Office sponsor, promote, and organize this College-wide event moving forward (see Appendix MM. Graduate Student Symposium Report and Proposal).

In spring 2017, under the guidance of the associate dean for research, SLIS graduate student assistants presented lightning talks to highlight their research. Fifteen talks were presented on May 10, 2017, as part of the SLIS Public Lecture Series (see Appendix V. Public Lecture Series 2011–2017). The abstracts for the talks can be found in Appendix NN. SLIS Student Lightning Talk Abstracts 5-10-17.

DERAIL

The Diversity, Equity, Race, Accessibility, and Identity in LIS (DERAIL) forum represents a notable SLIS student achievement. First organized during AY 2015/2016, DERAIL is the name given to a student-led professional and intellectual movement to "facilitate meaningful discussions of the interlocking roles of race, sexuality, ability, gender and class in the maintenance of oppressive conditions in LIS" (https://lisedforum.wordpress.com/registration/statement/) as well as an organized program of research and professional development held once per year. The first DERAIL forum hosted by Simmons took place in March, 2016; the second, which included an unconference, took place in March, 2017.

IV.5.3 Receive academic and career advisement and consultation;

Academic Advising (see also: "Advising and Program Planning," above)

SLIS students are assigned faculty advisors by the Student Services Office (SSO) after they indicate their intent to enroll. SSO staff matches incoming students with faculty advisors with expertise in students' stated areas of interest and study. Those students who do not indicate a degree concentration are assigned advisors whose research, experience, and interests reflect the professional interests students have expressed in their application material. Students may change advisors at any time.

Advising at SLIS West

Beginning in January 2017 with the hiring of a full-time faculty member as site administrator, students at SLIS West have been advised by the site administrator. The administrator is in the office from Tuesday through Saturday (when not teaching or away at recruiting functions or faculty meetings on the Boston campus), and is available to meet with students on both a scheduled and drop-in basis. Prior to January 2017, SLIS West students were advised by the director of SLIS West. SLIS West students are offered the opportunity to work or consult with faculty members teaching primarily at the Boston campus and those SLIS West students who focus their studies in one of the MS (LIS) concentrations typically consult a faculty member who teaches in the concentration curriculum for additional guidance.

Student Feedback Regarding Advising

Exit survey student feedback from January 2015 to January 2017 indicated that an average of 73% of students each semester were satisfied with their advising experience (see Table IV.10 and 22. Exit Survey). SLIS has been striving to improve student advising. SLIS staff developed an internal website (see 27.6. SLIS Faculty and Staff Web Page for PDF version of the password protected web page) that houses links to descriptions of the MS (LIS), dual degree, and degree concentration curricula, and an FAQ for faculty advisors.

Table IV.10. Exit Survey Data – Student Satisfaction with Advising, 2015–2017

Exit Survey Administration Date	Q14: Were you satisfied with your advising experience?		
	"Yes" responses (%)	"No" responses (%)	N
January 2015	67%	33%	54
August 2015	71%	29%	21
January 2016	77%	23%	35
May 2016	77%	23%	95
August 2016	78%	22%	27
January 2017	68%	32%	31
Average	73%	27%	43.8

As noted above (see Standard IV.2, "Availability of Program Information for Admitted Students: Incoming Student Communication" and Standard IV.4, "Selecting Courses"), SLIS makes a number of online advising resources available to incoming students. However, SLIS has been challenged in its attempts to advise students who begin SLIS degree programs in the fall semester. These students are assigned a registration date that falls during the summer months and may register for courses without speaking with a faculty advisor.

To address these and other concerns related to advising and its efficacy, the MS (LIS) faculty agreed at its May 3, 2017, meeting to develop strategies for advising incoming students prior to registration. The MS (LIS) faculty asked to receive a list of their incoming advisees in early August (prior to the September 5, 2017, Welcome Day) and agreed to reach out to these advisees to begin a consulting relationship prior to the beginning of the semester. The faculty resolved to continue the discussion of advising and, in the fall 2017 semester, will consider best practices and will work to develop a recommended time-table for interaction and outreach to improve advising.

Career Advising

As noted above (see Standard IV.1, "Career Services"), Simmons College and SLIS offer SLIS students a number of career services. Data mined from the Clay Graduate Student Experience survey, exit and alumni surveys, and a SLIS West survey indicate a need for improvement in career services and counseling (see 53.5.02. Assessment Retreat Data Summary). This need for improvement of professional preparation and advising was the topic of the August 2015 SLIS retreat and a Career Preparation Committee comprised of SLIS faculty and staff was formed. The committee was charged with the development and implementation of programming related to professional preparation for students in the MS (LIS) program. The committee's recommendations were adopted and implemented—including the development of a career preparation LibGuide and dedicated programming offered by the Simmons

College Career Services Center. For a copy of the committee's report, see Appendix OO. LIS Career Preparation Committee – Final Report 2016.

LIS Advisor in Residence

In fall 2015, SLIS established a pilot LIS Advisor in Residence volunteer position and. This initiative brings a member of the professional community to the Boston campus to serve as a professor advisor to students. Amy Ryan, past president of the Boston Public Library, currently serves in this role, and is available 10 hours per week to meet with students on both an appointment and drop-in basis. As the current LIS Advisor in Residence, Ms. Ryan has met with the student organization leaders, reviewed student resumes, spoken in LIS classes, and provided outreach services to LIS students at SLIS West and online. She also spoke to large student audiences through the faculty research sessions, and was interviewed by Dean Eileen Abels in a video now available on the SLIS Technology You Tube channel, where SLIS-created media content (e.g., video recordings of public lectures and recordings of events hosted by student groups) is housed. This is a trial initiative and Ms. Ryan agreed to continue in this role through AY 2017/2018.

**Professional Preparation Programming Facilitated
by Student Organizations**

Students at SLIS may participate in any of the 15 student organizations that offer fellowship, guidance, and support to students pursuing the MS (LIS). Several of these organizations sponsor regular career and professional preparation programming. Examples include

- Resume X (sponsored by the Student Chapter of the Special Libraries Association), in which volunteers from the professional community review student resumes
- Day in the Life (sponsored by the LIS West chapter of the Library and Information Science Student Group), where volunteers from the professional community describe a typical day in their working life in their field

Ad hoc Professional Preparation Programming Facilitated
by Student Organizations

In addition to regular career and profession preparation programming, SLIS student organizations facilitate ad hoc programming (see Table IV.11).

Table IV.11. Ad hoc Career and Professional Preparation Programming, 2016–2017

Date	Program	Sponsors/Facilitators
November 5, 2016	LinkedIn Best Practices Workshop	Student Chapter of the Special Libraries Association
November 30, 2016	Federal Jobs Virtual Panel	Student Chapter of the Society of American Archivists

February 15, 2017	Coffee and Questions with Ann Whiteside (Director of the Frances Loeb Library at Harvard's Graduate School of Design)	Panopticon
March 18, 2017	Successful Job Hunting Strategies for School Librarians	Massachusetts School Library Association Student Interest Group
March 27, 2017	UX Career and Alumni Panel	User Experience Professional Association
April 7, 2017	SoCS Professional Development Mixer	Students of Color at SLIS
April 22, 2017	School Library Trends	Massachusetts School Library Association Student Interest Group
April 26, 2017	The Do's and Don't's of Interviewing: Perspectives from Professionals	Student Chapter of the Society of American Archivists

IV.5.4 Receive support services as needed;

Simmons offers academic and student life support services to its graduate and undergraduate students:

- *Writing Center:* The Writing Center at Simmons supports students in three ways: via face-to-face sessions arranged by appointment; over the phone; and via email (See Appendix PP. LIS Student Use of Writing Center 2015–2017).
- *Office of Disability Services:* The Office of Disability Services assists students with disabilities by, in part, working with students and faculty members to develop accommodations for students who qualify for them.
- *Career Education Center:* The Career Education Center offers one-on-one career coaching and develops and provides targeting programming for SLIS students.
- *Counseling Center:* The Counseling Center offers no-fee in-person counseling services to Simmons College graduate and undergraduate students as well as referrals to off-campus service providers.
- *Simmons Technology:* Simmons Technology offers technology support services for students, faculty, and staff, including help desk services (see the Service Catalogue, for a complete list of services).
- *Public Safety:* Public Safety provides security services for the college as well as services for students, including safety escorts, and oversees the Bias Response Protocol to respond to incidents of bias on campus.

IV.5.5 Form student organizations;

There is an informal procedure in place for the formation of student groups. Students express an interest to the assistant dean and hold meetings with fellow students to gauge interest. The students then draft

bylaws that ground the group in the LIS field. The bylaws are shared with the board of LISSA for approval. Students then need to identify a faculty advisor and establish a budget. The student officers of the newly formed group join the student leaders group. More details about the student groups can be found below (see Standard IV.5.6).

IV.5.6 Participate in professional organizations.

Eleven of the 15 SLIS student associations are affiliated with national, regional, and local professional organizations. Two of the SLIS student organizations, SPECTRA and SOCS (Students of Color at SLIS) were established in 2015 with the express purpose of of organizing historically marginalized students (students identifying as LGBTQIA+ and their allies and students of color, respectively). Each student organization has at least one faculty advisor and the organizations submit annual reports of their activities to the assistant dean for student and alumni affairs (see 60. Student Groups Annual Reports). Student groups are given a budget to support their events from funds drawn from student fees. SLIS student organizations sponsor professional development programming (see Standard IV.5.3, "Professional Preparation Programming Facilitated by Student Organizations," above) as well as social events.

Student Professional Development Reimbursement

LISSA administers professional development reimbursements (PDRs) of up to $300.00 to students to help defray the costs of attending professional or educational conferences and workshops or joining professional associations (the most recent policies regarding PDR are available via the LISSA website).

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

Library Journal Survey

Since 2012, SLIS has participated in the *Library Journal* placements and salaries survey, distributing the survey to its graduates in January, May, and August. While this data supports *Library Journal*'s efforts to provide an annual snapshot of the LIS job market, it also highlights the efficacy of the MS (LIS) degree by demonstrating how the curriculum and program (including the extra-curricular) prepares students for employment. Responses to the survey are made public on the SLIS website and testify to the high rates of professional employment attained by SLIS graduates.

Alumni and Exit Surveys

SLIS distributes two surveys—an annual alumni survey that collects data regarding alumni employment status, satisfaction with SLIS, and perception of how well SLIS achieved its PLOs; and an exit survey distributed to graduating students that also collects data regarding student satisfaction with SLIS and feedback on the program's success at achieving its PLOs As noted above (see Standard IV.4, "Student Feedback Regarding the Construction of Coherent Plans of Study" and Standard IV.5.3, "Student Feedback Regarding Advising"), SLIS uses the data from these surveys to inform revision to its procedures and programs. As indicated in Chapters 1 and 2, SLIS also uses data from these surveys as indirect evidence of its achievement of its PLOs and to inform curricular revision.

Internship Supervisor Surveys

Since 2015, SLIS has been conducting surveys of the professionals who supervise students in the LIS 501 and LIS 502 internships to determine how well, in the supervisors' estimation, SLIS students demonstrate achievement of the PLOs. For the results of these surveys from 2015–2017, see 33. Internship Supervisor Surveys.

Assessment of Student Work

As described in Chapter 1 (Standard I.1.2, "PLO Assessment Process and Schedule"), SLIS examines the products of student work in its core courses to aid in the assessment of its PLOs (see Appendix C. PLO Curriculum Map and Assessment Schedule, which refers to specific examples of student work used in direct assessment).

Recognizing Student Achievement

Each year at an annual awards luncheon, SLIS recognizes graduating students who have demonstrated academic excellence, leadership, and service to the SLIS community. During this celebration, five students are honored with individual awards that recognize their academic accomplishments in LIS in general and in specific disciplinary arenas associated with LIS. For a description of these awards, see 36.1. MS LIS Student Awards Descriptions. A list of student award recipients, including those students honored with awards and grants by external organizations and associations can be found in 36.2. Outstanding Students 2010–2017.

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

SLIS is engaged in ongoing evaluation of its program learning outcomes and relies on direct and indirect measures of student learning to inform its assessment and decision-making. See Chapters 1 and 2 for

more detailed information describing SLIS's program learning outcome evaluation and assessment efforts.

IV.8 The program demonstrates how the results of the evaluation of student learning outcomes and individual student learning are systematically used to improve the program and to plan for the future.

Chapters 1 and 2 of this self-study describe ongoing efforts at SLIS to assess student achievement of its program learning outcomes as well as the ways in which these assessment data are used for improvement. See Standard II.5, Table II.9, for a list of action steps taken to ensure student achievement of PLOs.

Chapter 5:
Standard V: Administration, Finances, and Resources

V.1 The program is an integral yet distinctive academic unit within the institution. As such, it has the administrative infrastructure, financial support, and resources to ensure that its goals and objectives can be accomplished. Its autonomy is sufficient to assure that the intellectual content of its program, the selection and promotion of its faculty, and the selection of its students are determined by the program within the general guidelines of the institution. The parent institution provides both administrative support and the resources needed for the attainment of program objectives.

Effective July 1, 2017, the School of Library and Information Science will become a division within a newly created college (yet to be named, but currently operating as the "Green College") within Simmons as part of the Simmons redesign initiative (see 49.01. Academic Organization 2013–2018, 49.02. College Academic Organization Chart Draft 4-21-17, and 49.12. Temporary Reporting Structure 7-5-17).

SLIS will retain its autonomy in the new structure. Faculty from the division will continue to constitute Curriculum and Assessment Committees that will determine and oversee the intellectual content of the program and the processes through which student learning is measured and feedback is used to revise the curriculum. The College has long operated under the mandate of multiple accrediting bodies (including, in addition to the ALA COA, the CHEA-recognized accrediting agencies for Business, Nursing, Physical Therapy, and Social Work), recognizing the primacy of disciplinary faculty in making curricular decisions. Simmons's current School of Nursing and Health Sciences includes three separately accredited programs (Nursing, Nutrition, and Physical Therapy) which maintain curricular authority within that larger academic unit.

A director of LIS admissions will continue to have responsibility for the SLIS programs (MS [LIS] and PhD) and will continue to be supported by a SLIS faculty Admissions Committee, which retains responsibility for setting admission policies and standards.

During the two-year period of transition associated with the redesign, existing promotion and tenure processes will remain in place. Tenure track faculty who have completed mid-point review by the end of AY 2016/2017 and will therefore come up for tenure consideration in AY 2019/2020 will adhere to existing tenure and promotion procedures, as will tenure track faculty who are on an accelerated schedule and plan to submit their promotion and tenure dossiers for review by AY 2019/2020.

Tenure-track faculty whose mid-point reviews will take place in the next academic year (2017/2018) and beyond or who will come up for tenure any time after AY 2019/2020 will follow the promotion and tenure processes developed as part of the redesign and as a result of revision to the *Faculty Policy Manual*. While the promotion and tenure and faculty review processes may change, the general criteria for review—excellence in teaching, research, and service—will remain the same.

Given the policy and procedural changes anticipated as a result of redesign, the Simmons Board of Trustees has approved a six-month extension of the current *Faculty Policy Manual* (FPM), originally

scheduled to remain in effect until June 30, 2017. A committee of faculty members with representation from each of the current schools is revising the FPM.

A committee with representatives from the three divisions of the new College has convened to draft a set of operating procedures, with input from the college faculty, to replace the three different implementation guidelines that were used by faculty from SLIS, the School of Management, and the College of Arts and Sciences (see Appendix QQ. Deputy Provost's Memo – Implementation Guidelines for Redesign 4-21-17).

In addition, "a staff advisory team has been formed to provide input as the administration restructures College support functions and a business consultant is being retained to better understand current systems and procedures and identify possible efficiencies that can be achieved" (49.07. Provost Conboy Dean Searches, Staffing Plans, and Green College Update 5-16-17). The staff advisory team, whose work will be informed by the consultant's report, will consult with the College faculty and deans and advise the provost and Redesign Steering Committee on College-wide support staffing (see 49.11. Redesign Committees for a list of Steering Committee members). This same communication describes four staff positions for the new colleges: an operations manager, an executive assistant to the Dean's office, an executive assistant to support the division directors, and an administrative assistant for the Faculty Support Center, a centralized pool of staff dedicating to offering faculty support. As of summer 2017, these searches are underway.

The audited financial reports for Simmons College since 2007 are available to the public online (see 7.09 Simmons College Financial Statements for the most recent audited financial statement). A five-year budge history showing graduate revenues and direct expenses for the three main graduate schools at Simmons College, along with an explanation, may be found in 7. Budget Related Material (see 7.10. SLIS 5-Year Comparative Budget 2013–2017)

V.2 The program's faculty, staff, and students have the same opportunities for representation on the institution's advisory or policy-making bodies as do those of comparable units throughout the institution. Administrative relationships with other academic units enhance the intellectual environment and support interdisciplinary interaction; further, these administrative relationships encourage participation in the life of the parent institution. Decisions regarding funding and resource allocation for the program are made on the same basis as for comparable academic units within the institution.

Representation on Advisory and Policy-making Bodies

SLIS has and will continue to be represented on Simmons-wide advisory and policy-making bodies. SLIS has always elected members to the College Faculty Senate. Notably, a SLIS faculty member, Dr. Melanie Kimball, served as president-elect (2013–2014), president (2014–2015), and past president (2015–2016) of the Senate. A list of the current Senate representatives, including representatives from SLIS, can be found on the Senate website. SLIS faculty and staff have also contributed to the development of institutional strategy: 11 SLIS faculty and staff members participated in the

development of the current strategy. When an institution-wide Curriculum Committee was formed in AY 2014/2015, the SLIS Curriculum Committee chair played (and continues to plays) a key role.

Currently, representatives from SLIS participate in the following institution-wide committees (for full descriptions of these committees and their membership, see 11. Committee Membership):
- All-College Assessment Committee
- All-College Curriculum Committee
- Center for Excellence in Teaching Advisory Committee
- *Faculty Policy Manual* Committee
- Faculty Senate
- Fiscal Affairs Committee
- Hearing Committee
- Honor Board
- Honorary Degree Committee
- Institutional Review Board
- Intellectual Property Committee
- President's Diversity and Inclusion Council
- Simmons College Fund for Research and Learning
- Tenure Review Committee

While the committee structure for divisions, the new colleges, and Simmons will change with institutional redesign, expectations are that all units will be equally or proportionally represented. Given that the SLIS faculty will continue to form one of the single largest academic units on campus, they will continue to play a critical role in university governance.

Relationships with Other Academic Units

As described in the Chapter 2, Standard II.3, faculty and administration associated with the MS (LIS) degree program have partnered with faculty and administration from degree programs in history (the History Department is in the College of Arts and Sciences) and children's literature to implement two dual degree programs. Additionally, in AY 2009–2010 SLIS faculty and administration and the (then) Departments of Mathematics, Statistics, and Computer Science developed 3 + 1 programs (enabling undergraduate students to earn a bachelor's and master's degree in four years).

One intention of the redesign is to reduce or eliminate administrative and procedural obstacles that make some collaboration challenging. Due to differences in the credit hours associated with graduate courses across Simmons as well as differences in per-credit-hour tuition, MS (LIS) students have found it challenging to register for courses in departments or schools outside of SLIS and the MS (LIS). The provost is leading efforts to reduce these obstacles so that students can take courses across units. Another of the rationales for the academic redesign is to encourage interdisciplinary interaction and the provost envisions an academic structure that incentivizes collaboration within and across the newly organized Colleges.

The 2013 reorganization and the current faculty-led cross-unit strategic and operating discussions built, and are building, the capacity of faculty and administration to collaborate and innovate, that is, to "enhance the intellectual environment and support interdisciplinary interaction." As a result of the 2013 integration of children's literature and computer science (CS) programs into SLIS, SLIS faculty have taught CS courses and CS faculty have taught MS (LIS) technology courses. The faculty and administration developed effective governance processes and procedures to reflect the new multi-disciplinary scope of both the undergraduate and graduate programs of the school.

As part of the current academic redesign, the Provost's Office formed a Governance and Culture Subcommittee with at least two representatives from each of the four new colleges. The purpose of this subcommittee is to facilitate the overall transitions, including culture-building and design and implementation of operating procedures, and facilitating communications across the divisions of the new college, and between those divisions and the administration. The representatives from the new college which will house SLIS are Dr. Laura Saunders (library and information science) and Professor Mary Shapiro (business).

The subcommittee was formed in February and the representatives have since run meetings open to all faculty and staff of the new college. Several of these meetings focused on culture-building, and consisted of activities designed to help faculty discover synergies and opportunities for collaboration. Others were working meetings in which attendees discussed and began making decisions about operational issues.

Dr. Saunders and Professor Shapiro have also convened a "thought partner" group and a series of working groups with representatives from the three divisions of the new college. The thought partner group has planned college-wide meetings and implemented surveys to gather feedback on proposals for procedures in the new school. During summer 2017, the group is developing a set of operating procedures to replace the existing implementation guidelines of the three divisions. These operating procedures should be ready for a college-wide vote in September. A copy of the procedures will be available on site for review.

V.3 The administrative head of the program has title, salary, status, and authority comparable to heads of similar units in the parent institution. In addition to academic qualifications comparable to those required of the faculty, the administrative head has leadership skills, administrative ability, experience, and understanding of developments in the field and in the academic environment needed to fulfill the responsibilities of the position.

The MS (LIS) degree program is currently overseen by a program director who reports to the dean, who leads the School of Library and Information Science. In the new academic structure, the School of Library and Information Science will be a division in a college and will be overseen by a division director. Searches are underway for the SLIS director and the dean of the college. (see Appendix RR. Division Director Position Announcement and Draft Position Description). To ensure that the division director possesses the leadership and administrative skills, disciplinary knowledge, and experience necessary to lead the division, SLIS is seeking a full professor in library and information science with demonstrated leadership skills as well as experience in accreditation. During AY 2017/2018, while Simmons engages in

the searches, Dr. Eileen Abels, the current dean of SLIS, will assume the role of interim college dean. Dr. Amy Pattee will serve as program director, sharing some division director responsibilities with the dean.

Dean Abels' CV (see 56.1. Abels CV) can be found in 56. Simmons Deans' CV along with CVs for the AY 2017/2018 deans of the School of Social Work and the School of Nursing and Health Sciences. Following redesign, the four new colleges in the redesigned academic structure will be headed by deans assuming leadership over the programs and divisions housed in each new college. According to a communication from the provost dated May 16, 2017 (see 49.07. Provost Conboy Dean Searches, Staffing Plans, and Green College Update 5-16-17), the current dean of the School of Nursing and Health Sciences, Judy Beal, will assume leadership of one of the new Colleges as dean. The current Dean of the School of Social Work, Cheryl Parks, has agreed to serve as the director of the School of Social Work, a division within one of the four new Colleges. Dean Abels, who is interim dean of the newly launched college, has announced her retirement effective June 2018. The search firm Neumann and Associates has been retained to conduct three Dean searches in AY 2017/2018.

V.4 The program's administrative head nurtures an environment that enhances the pursuit of the mission and program goals and the accomplishment of its program objectives; that environment also encourages faculty and student interaction with other academic units and promotes the socialization of students into the field.

The initiatives below were undertaken by SLIS in its current (through June 30, 2017) structure. This work is expected to continue and new multi-disciplinary initiatives are expected between divisions within the Green College and with units outside of the Green College.

Leadership that Nurtures an Environment that Enhances the Pursuit of the Mission and Program Goals

Present and past deans of SLIS have advanced the School's and Simmons mission and the School's goals. These goals have focused on professional engagement and service, international engagement, and professional innovation.

Professional Engagement

SLIS's four most recent deans—Robert Stueart (1974–1994), James Matarazzo (1994–2002), Michele Cloonan (2002–2012), and Eileen Abels (2013–present)—have modeled professional engagement and service to SLIS students. Each has served as president of the Association for Library and Information Science Education (ALISE) and all have received awards and accolades for their contributions to the profession. Dr. Matarazzo was inducted into the 2015 Special Libraries Association Hall of Fame, Dean Abels received the 2012 ALISE Award for Professional Contribution to Library and Information Science Education, and Dr. Cloonan received the 2010 ALISE Service Award.

International Engagement

During her tenure as dean, Dr. Cloonan was instrumental in establishing various international programs, including the enduring student exchange program between SLIS and the Department of Library and Information Science at Yonsei University. Initiated in 2009, the exchange program offers SLIS and Yonsei University students the opportunity to study library and information science in Boston and Yonsei and to participate in courses taught by SLIS and Yonsei faculty (for more information about this partnership, see 37.4. Memorandum of Understanding with Yonsei 2014). Since its inception, SLIS faculty have taught 10 courses and a total of 40 Simmons and 100 Yonsei students on the Yonsei campus. Originally conceived of as an annual exchange program, the new memoranda of understanding (2014) sees Simmons faculty traveling to Yonsei and Yonsei faculty traveling to Simmons in alternate years.

Professional Innovation

Dean Abels began her tenure at Simmons working with faculty to determine the use of a very generous gift of $2.1 million dollars in 2012 from the estate of Mara Dole, an alumna of the program. A press release on the website describes the use of this transformative gift. The initial project was the creation of the Collaboratory, a space that is used by students and faculty for experiential learning.

Now, the Dole Innovation Fund is a source of competitive funding for SLIS faculty on an annual basis, who apply for support of projects that emphasize innovation in teaching a research (see Appendix T. Dole and Hollowell Funding Awarded to Faculty 2015–2017 and Chapter 3, Standard III.2 for descriptions of awards).

Since arriving at SLIS, Dean Abels has engaged the community in conversations about the future of libraries and library and information science education. One example is the SLIS blog, titled Unbound, and dedicated to the future of libraries. Overseen by Dean Abels and managed by a dean's fellow, the mission of the blog is to "to initiate, facilitate, and guide innovative discussion relevant to the future of libraries and library education in a cross-disciplinary, multi-vocal context." Recent blog posts have addressed the issue of libraries as sanctuary spaces and design thinking.

Dean Abels' work as the principal investigator (with co-PIs Linda C. Smith [University of Illinois] and Lynne C. Howarth [University of Toronto]) of an IMLS grant, "Envisioning Our Information Future and How to Educate for It," has also positioned SLIS at the forefront of discussions regarding professional innovation and the future of libraries. The project website describes the various achievements of the grant. Dean Abels' work on the grant has motivated a number of initiatives at SLIS: the Unbound blog mentioned above, the introduction of Library Test Kitchen to SLIS students via a summer course offered in 2016 and 2017, and Beyond the Stacks: Innovative Careers in Library and Information Science, a series of podcasts describing nontraditional career paths related to library and information science.

Faculty and Student Interaction with Other Academic Units

As noted above (see Standard V.2, "Relationships with Other Academic Units") and in Chapter 2, SLIS supports faculty and student interaction with faculty and students affiliated with other academic units in

the college. The two dual degree programs in history and archives management and in children's literature and library and information science, described in Chapter 2, Standard II.3, represent two notable opportunities for faculty and student participation in study across the College. Additionally, students in the MS (LIS) degree program engage with faculty members from the Computer Science Department, who teach courses such as LIS 485 (Introduction to Programming) and LIS 458 (Database Management).

Socialization of Students into the Field

The MS (LIS) degree program socializes students into the field in a number of ways. As described in Chapter 2, students engage with theory and practice throughout the curriculum; they also have the opportunity (or requirement, in some concentrations) to participate in formal internships. As described in Chapter 4, students are invited to participate in any of the 15 student associations supported by SLIS; are welcome to consult with the career Advisor in Residence, are offered career-related programming organized by the Career Education Center; and are beneficiaries of the annual Career Fair hosted by SLIS.

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

SLIS staffing changed in June 2017 when the administrative manager resigned to take a new position and the faculty assistant resigned for personal reasons. To move forward with the creation of new staff positions in the new college, the dean's assistant position was eliminated (see 49.06. Provost Conboy and Dean Abels Green College Update 6-27-17).

The SLIS staff currently includes a temporary executive assistant (effective July 10, 2017, with a search for a permanent hire under way), a communications assistant, a director of curriculum, a faculty and curriculum assistant, a student service coordinator, and a technology coordinator. These staff members support the general and particular work of SLIS and the administration of the MS (LIS) degree program. They participate in weekly "Dean's Ops" meetings to coordinate operations (see 11.01 Deans Ops for a list of participants). SLIS staff also attend and contribute to SLIS annual retreats. Staff members participate, as full or ex-officio members, in the following SLIS and Simmons committees:
- Curriculum Committee (SLIS)
- Academic Technology Committee (Simmons)
- Ad Hoc Search Committee (SLIS)

While there is expected to be a reduction in staff due to the centralization of certain functions, as mentioned in the Provost's communication dated May 16, 2017 (see 49.07. Provost Conboy Dean Searches, Staffing Plans and Green College Update 5-16-17) and described in Standard V.1, a consultant will be working with a staff advisory team to assess staff roles and make recommendations to the provost and president by December 31, 2017. Current staff positions will be in place until that time. Staffing changes, if any, will be announced in January 2018.

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V.6 The parent institution provides continuing financial support for development, maintenance, and enhancement of library and information studies education in accordance with the general principles set forth in these Standards. The level of support provides a reasonable expectation of financial viability and is related to the number of faculty, administrative and support staff, instructional resources, and facilities needed to carry out the program's teaching, research, and service.

Since the last self-study, Simmons's financial situation has continued to improve materially. The College's 2016 report to the Commission on Institutions of Higher Education of the New England Association of Schools and Colleges includes this observation (see 7.03. December 2016 Annual Report on Finance and Enrollment):

> In its most recent review of Simmons in July 2016, Standard and Poor's re-affirmed its ratings of BBB+, with a current outlook of stable. They assessed Simmons's enterprise profile as very strong and cited our strengths as: net tuition revenue growth in FY15 following three years of decline, expanding online programs that exceeded projections, and healthy financial resources compared with the operating expense base. In its most recent review of Simmons, Moody's re-affirmed its ratings of Baa1, with an outlook of stable. Simmons's ability to generate operating surpluses, despite a very challenging operating environment, was cited by Moody's as a strength.

The College has reached this position through a period of highly constrained resources, requiring rigorous management of expenses. College-wide budget reductions operating expenditures and staff positions were necessary in the 2014 and 2015 fiscal years to ensure that long-term financial goals could be achieved.

SLIS minimized the impact of these reductions on the student experience by re-organizing faculty and staff responsibilities and hiring junior faculty to replace retiring senior faculty, ensuring that the core educational and experiential aspects of the program were maintained or even expanded (see 7.02. Departures and Retirements Related to Budget).

In most years, the College operates a fairly standard budget planning process, involving forecasting continuing and new enrollments, understanding contractual and uncontrollable expenses, reviewing the market and competitive tuition situation, seeking new initiatives from academic and administrative units (within the financial parameters set by the Board of Trustees), and synthesizing this information to identify the salary and operating expenses. Strategic priorities guide budget requests and decisions. The College's FY2017 budget was developed using a zero-based budget process in which budgets were evaluated thoroughly, starting from a zero-base without reference to the past. This process was applied to non-salary expenses and required a close consideration of priorities.

As part of the zero-based budgeting process, faculty salaries were budgeted based on the curriculum needs of each school. In FY2017, the SLIS expense budget increased by 2.4% (see 7.11. Zero-Based Budget Process Timeline FY17). The FY2018 budget was developed using the standard budget

planning process. The strategic priorities identified for FY18 budget were: 1) improve Simmons's undergraduate graduation rate and graduate degree completion results; 2) support faculty in teaching and research; and 3) build and enhance infrastructure to support online students to enable their academic success.

As also reported last year to the regional accreditor (see 7.03. December 2016 Annual Report on Finance and Enrollment), Simmons has developed a five-year financial model and plan.

> [The plan is] built on incoming undergraduate classes of 425 to 450, slowly reducing the incoming undergraduate discount rates and maintaining graduate discount rates during this period, a gradual reduction of the endowment spending rate (to 4.6% in FY22), and modest increases (ranging from 2% or 3.5%) in tuition, room and board charges. Annual fund and auxiliary revenues are projected to increase at modest rates as well. The budget funds retirement benefits, annual salary increases, and investments in online programs, the new undergraduate curriculum, and fundraising initiatives. Positive net operating results are projected throughout the period.

The Simmons strategy (see 59. Strategy 2022) includes a goal to continue to "improve [college] financial stability and flexibility." President Helen Drinan announced to the community on February 27, 2017, that Simmons is exploring ways to leverage its real estate holdings so that critical upgrades to campus science and residence facilities can be made. Though the College has committed never to sell all or portions of the academic or residential campuses, Simmons' location in the heart of one of the country's (if not world's) most renowned medical and health science communities provides the College with a real asset that can be leveraged for investment in growth and improvement.

V.7 Compensation for the program's faculty and other staff is equitably established according to their education, experience, responsibilities, and accomplishments and is sufficient to attract, support, and retain personnel needed to attain program goals and objectives.

Salary increases have been administered four times at Simmons between 2010 and 2017: 3% in January 2011, 2% in January 2012, 3% in January 2015, and 2% in January 2017. On June 30, 2017, a one-time 1% lump sum payment was given to faculty and staff to account for a change in the effective date of merit increases from January 1 to July 1. As a result of this change, the next merit increases will be implemented on July 1, 2018 (see 7.04. President Drinan Important FY17 Compensation Update 6-2-17).

Faculty Salaries

According to the *Faculty Policy Manual*, "the faculty shall participate meaningfully in the determination of policies and procedures governing faculty compensation" (p. 7) and to that end the Faculty Fiscal Affairs Committee and the Compensation Committee review faculty compensation and benefits and provide recommendations regarding faculty compensation to the president.

In AY 2015/2016, Simmons commissioned Mercer, the global consulting firm, to assess the competitiveness of faculty compensation. The study (see 38.2. Mercer Study Data) indicated that "overall, Simmons's pay levels are competitive with the median (i.e., 50th percentile) of the market (at 3.6% below the median), with variability by rank and discipline." SLIS faculty salaries were determined to be competitive at 4.8% above the median salaries at comparable institutions.

As a result of this study, Simmons acted to address salary competitiveness for all faculty. A 2% merit increase pool for full-time tenure track faculty was established, and was administered in January 2017. In September 2017, contract faculty members will receive market adjustments. Adjunct faculty salaries, which were increased from $4,000 to $5,000 in FY17, will be increased to $5,500 in FY18 (see 7.04. President Drinan Important FY17 Compensation Update 6-2-17). Descriptions of additional actions undertaken in response to this study may be found in 38. Mercer Study and Faculty Compensation.

Staff Salaries

Staff salaries are determined by Talent and Human Capital Strategy (THCS) in accordance with the "staff compensation philosophy" and policies outlined in the Employee Handbook (see 27.1. Employee Handbook 2016). Staff compensation is organized within 12 pay bands reflecting market rate compensation for job functions and responsibilities. The salary structure is described in 57.2. Simmons Salary Grade Structure for Staff). On December 1, 2016, a market adjustment was given to some staff whose salaries were significantly below the 50th percentile of market median (see 7.05. President Drinan Important Staff Compensation Update 11-21-16). Recognizing the need for more complete data, Simmons has engaged Mercer to complete a market review of staff salaries during 2017. That report is due in the fall of 2017.

V.8 Institutional funds for research projects, professional development, travel, and leaves with pay are available on the same basis as in comparable units of the institution. Student financial aid from the parent institution is available on the same basis as in comparable units of the institution.

Research Funding: SLIS, Simmons, and External Sources

Simmons funding for research includes the Dole Innovation Fund (SLIS-specific), the Emily Hollowell Research Funds (SLIS-specific; see Appendix T. Dole and Hollowell Funding Awarded to Faculty 2015–2017 and Standard III.2), the Simmons President's Fund for Faculty Excellence (see Standard III.2 and Table III.3), and the Simmons Fund for Research (see Standard III.2 and Table III.3). The College-wide opportunities are equally available to all members of the Simmons faculty and are used to support faculty research and scholarship. Details regarding external grants received by SLIS faculty members may be found in Appendix G. External Grants Awarded to Full-Time Faculty 2012–2017.

Professional Development and Travel Funding

College Funding Opportunities

Simmons full-time faculty are eligible to apply for up to $600.00 per academic year from the College Faculty Development Fund to support "activities that contribute to the overall professional development of Simmons College faculty."

Internal (SLIS) Funding Opportunities

Prior to 2016, SLIS provided faculty funding for professional development on a sliding scale. New tenure-track assistant professors received $2500, second year assistant professors received $2250, third year assistant professors received $1625, fourth and fifth year assistant professors received $1200, and tenured faculty received $1000. Beginning in 2016, the College standardized professional development funding and all full-time faculty now receive $1500 annually for professional development and travel. (see Appendix SS. Provost's Message - Professional Development Funds 6-3-16).

Leaves with Pay

The FPM establishes the terms and policies for faculty leaves with pay, including sabbatical and special leave (see 27.2. Faculty Policy Manual 2015). Tenured faculty members are eligible for sabbatical after serving six years in a full-time capacity since beginning work at Simmons College or since the faculty member's last sabbatical. Special leaves are "intended to support research activities and scholarly activity or to promote innovation and excellence in teaching. Special leaves supported by external grants, other institutions, or scholarly groups are highly encouraged" (p. 50). While faculty members on special leave are not paid salaries, the College continues to contribute to their benefits.

Faculty members are required to apply for sabbatical or special leave. Their applications are reviewed by their chair, program director, or dean, and the provost then who makes the final decision. See Table V.1, below, for an account of approved faculty sabbaticals and the number of course releases associated with the sabbaticals. SLIS covers the cost of adjunct faculty or faculty overloads for courses that need to be offered.

Table V.1. Faculty Sabbaticals, 2010–2017

Academic Year	Number of Faculty Granted Sabbatical	Number of Course Releases
2010/2011	0	
2011/2012	0	
2012/2013	2	9
2013/2014	2	9

2014/2015	0	
2015/2016	1	3
2016/2017	3	9

Student Financial Aid

Graduate scholarships supplement federal financial aid available to students enrolled in 5 or more credits per term. As described in Chapter 4, in 2014, the SLIS Admission Office made changes to its financial aid model and began awarding a wider range of merit-based scholarships and including this information with a student's acceptance offer. All students are considered for merit-based scholarship when they apply for admission; those who receive scholarships may receive between $3000.00 and $38,000.00 (see Standard IV.1, Table IV.2, for a description of the range of awards offered to incoming students in the fall 2016 semester).

Some students receive endowed scholarships (see Appendix II. Named Scholarship Descriptions). Highly qualified students applying to SLIS by the priority deadline for the fall semester may be chosen to receive a graduate student assistantship, a two-year award covering the cost of two courses per semester and hourly pay for assistantship duties (see Appendix HH. Graduate Student Assistant and Dean's Fellows Job Descriptions). Students may also apply for one of six dean's fellowships, a one-year (with the possibility of renewal) funding for students including scholarship and an assistantship (see Appendix HH. Graduate Student Assistant and Dean's Fellows Job Descriptions). Descriptions of these scholarships are available to students on the college's Student Financial Services website.

Since the 2014 implementation of the new scholarship model, the SLIS discount rate has been approximately 20% per academic year, the second highest among Simmons's graduate programs, after the School of Social Work (21%). In FY2017, SLIS (including the PhD and the children's literature program) had the highest dollar amount of scholarship funding of all graduate programs at Simmons.

Additional information about student financial aid can be found in Chapter 4 and in particular in Tables IV.2 and IV.4.

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

Technological Resources and Support

Simmons College Technology Resources and Support

Simmons Technology manages information security and provides technology services and support across the institution; a service catalogue describes these services, which include endpoint computer support, network support, system administration, and technology training.

SLIS Technology Resources and Support

In partnership with Simmons Technology, SLIS Technology staffs SLIS technology spaces and directly supports on the ground and online students. The SLIS Technology Coordinator supports domain specific applications including open source web applications/tools and support students working on specialized library and information science projects, such as the creation of digital libraries and databases. SLIS Technology staff assist with curriculum-specific questions for students, faculty, and staff and liaise directly with other technology groups in the college.

Simmons Technology also offers media and event support. Members of SLIS Technology supplement this support by providing event setup and media support for SLIS functions including: student groups meetings, classroom support, events, and dissertation defenses.

Simmons Technology also offers equipment rentals for items like laptops, cameras, and PowerPoint clickers. SLIS Technology supplements this service by providing equipment and peripheral rentals near the SLIS labs and classrooms and with expanded hours.

SLIS Technology Labs

SLIS Technology manages dedicated labs to support teaching and research: the SLIS Tech Lab, the Usability Lab, the Media Lab and the Collaboratory. Additional Tech Lab resources are described on the website. Several new technologies have been added to SLIS: a MakerBot Replicator 2 3D printer, a MakerBot Digitizer 3D scanner, and Google Glass. The 3D printer was the generous gift of a SLIS alumnus and Board of Trustee member.

Technological Resources and Support for Online Teaching and Learning

Staffing and Administrative Support for Online Teaching and Learning

Core Team

In fall 2016, in partnership with Simmons Online and with the oversight of the Online Coordinator, SLIS launched a fully online MS (LIS) degree program. Development and maintenance of the online program is overseen by a core team of Simmons administrators, faculty, and staff. Table V.2, below, lists the members of the Core Team and their positions. The statement of work (see 42. Online Statements of Work for current and historical statements of work) outlines the roles and responsibilities of each party.

Table V.2. Core Team Members

Name	Position Title
Eileen Abels	Dean, School of Library and Information Science
Amy Pattee	Associate Professor, Director of the MS Program
Laura Saunders	Associate Professor, Online Coordinator
Em Claire Knowles	Assistant Dean, Student Affairs, School of Library & Info. Science
Kristen Haack	Assistant Vice President, Graduate Admission
Kate Benson	Director, Graduate Admission
Kristen Palson	Director, Simmons Online
Courtney Bohr	Junior Instructional Designer
Dane Groves	SLIS Technology Coordinator
Chris Gresham	Simmons IT Support Manager

The Core Team meets weekly to discuss issues and provide updates (see 41. Online Core Team for team meeting agendas and minutes). To encourage faculty and staff involvement in the MS (LIS) online program and online course development process, the Online Coordinator hosts monthly meetings open to all SLIS faculty and staff to provide updates, gather ideas and feedback, and facilitate conversations about online teaching and learning (see 44. Online Update Meetings for minutes and notes from these meetings).

Instructional Design Support

LIS faculty design and develop MS (LIS) online courses with the support of Simmons Online Instructional Designers. Courses are developed in one of two models: in the "Master Course Model," a single instructor designs the course in conjunction with an instructional designer. This format is generally used for courses that are consistently taught by the same faculty member. In the "Team Course Model," a group of instructors works together with an instructional designer. This approach is generally used for core and other courses that are often offered in multiple Standards taught by multiple instructors. In both cases, the approach ensures that online MS (LIS) adhere to a consistent design for ease of use for students, and that the online versions of the courses are consistent in content and quality with face-to-face versions of the course.

The LIS faculty, working with Simmons Online, identified a design theme within Moodle - SNAP - to be used for all online MS (LIS) courses. The SNAP theme was chosen both because of its clean format and because it is the most responsive of the available Moodle designs. The course page will automatically adjust to accommodate different devices and screen sizes, including tablets and smartphones. The MS (LIS) courses also adhere to a specific format within the SNAP design, using a folder view and a week-by-week flow to materials, weekly overview instructor videos, and consistent formatting for syllabi and assignments.

Simmons Online student surveys show positive responses on overall course design and usability. Consistently, the majority of students indicate that orienting themselves to the course, navigating the course, accessing video content, submitting assignments and participating in forums is intuitive. In the most recent survey, in spring 2017, more than three-quarters of respondents indicated that they found each of these tasks to be intuitive. Some students, though, experienced challenges on mobile devices. As a result, Simmons Online plans more instruction and support in this area. Students also indicate that they enjoy seeing their instructors in weekly videos, and overall find that assignments provide them with enough information to understand what is expected of them. The full results and executives summaries of these surveys are available in 43. Online Surveys.

The Online Coordinator, in conjunction with the Simmons Online Instructional Design Team, developed a policy document, entitled Rules of the Road (see 41.3. Rules of the Road), which outlines key responsibilities for course instructors and instructional designers, offers a timeline for course updates and iterations, and designates which aspects of online courses can and cannot be changed.

Technological Support and Help for Online Learning

To ensure that faculty and students have adequate support for online teaching, SLIS employs two Ph.D. students as Teaching and Learning Technology Specialists (TLTS). The TLTS are the front line for inquiries related to technologies that facilitate teaching and learning in the online, blended, or face-to-face environment. The specialist triages student, faculty and adjunct questions and is responsible for answering basic questions about the Learning Management System (e.g., Moodle) or other tools in the eLearning toolbox. The specialist troubleshoots common problems and, when necessary, escalates problems to Simmons Technology, Simmons Online, or other support as needed. Additionally, specialists may offer

in-person support for students and instructors during designated office hours or by appointment (see 63.2. Teaching and Learning Technology Specialists for a description of the TLTS job and workflow as it relates to services provided by Simmons Technology).

The TLTS position was originally created as support for faculty, and in their first year they only responded to faculty inquiries. However, over the course of that year, student services received feedback, especially from online students, that they would like increased support. Since a review of the TLTS' workload up to that point showed that they should have the capacity to support students as well as instructors, it was decided to amend their job descriptions for AY17/18 to include student support. An email announcement was sent to all SLIS students on July 5th, 2017 to alert them to this new source of support. The Online Coordinator will monitor the TLTS workload over the coming year, and assess their new role at the end of the year.

Additionally, Simmons Online provides faculty access to an Online Faculty Fellows Hub. This web hub provides tools and guides to assist faculty who teach fully online, and to support faculty on the ground to make better use of technology tools. The site includes guides on designing and managing courses, presenting material both synchronously and asynchronously, and engaging in assessment. It includes an eLearning Toolbox with information on the online teaching tools supported by Simmons. Simmons Online also coordinates a Faculty Fellows Showcase, in which Simmons faculty members lead workshops on topics related to online teaching and learning.

V.10 Physical facilities provide a functional learning environment for students and faculty; enhance the opportunities for research, teaching, service, consultation, and communication; and promote efficient and effective administration of the program.

and

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

Physical Facilities

Boston Campus Physical Facilities

Administrative and faculty offices are located on the first, second, and third floor of the Palace Road Building at 1 Palace Road. The Palace Road Building also houses several small conference rooms, including a Dean's Conference Room in the SLIS main office, kitchen facilities for faculty and staff, hallway lockers for student use, and a student lounge with kitchen facilities.

Faculty, staff, and students have access to a dedicated computer lab (the Tech Lab) housing 46 individual computer terminals (iMacs, updated in March 2014 and featuring OS X El Capitan and Windows 10), 5

standard size flatbed scanners, 1 document scanner, 1 slide scanner, 3 multifunction printers, 1 3D printer scanner, and 1 3D scanner.

In March 2014, SLIS used a generous estate gift to establish a new working, teaching, and meeting space known as the Collaboratory. The space includes six computers, one wheel-mounted 55-inch touch screen Mondopad, and one 80-inch TV with a dedicated computer. All of the furniture is flexible, modular, and on wheels to encourage collaboration. The space is used by the faculty as meeting and classroom space and by SLIS students for meetings and events.

In September 2014, SLIS opened a new computer lab with 14 computers, an instructor's podium, a mounted ceiling projector with a pull-down projection screen, a whiteboard, and a printer/scanner/copier.

SLIS West Campus Physical Facilities

SLIS rents office space in South Hadley and classroom space from Mount Holyoke College to house its satellite program. The SLIS West office space consists of private office space for the program coordinator as well as a common space for students, a computer lab, and the Collaboratory, established in 2015, and outfitted with new modular furniture, a wheel-mounted 60-inch TV, and a Logitech camera/mic video conferencing system to offer students the small Collaboratory.

Floor plans describing the physical facilities in Boston and South Hadley may be found in 28. Floor Plans.

Instructional and Research Facilities

Boston Campus

Face-to-face LIS classes on the Boston campus are held primarily in classrooms located on the second, third, and fourth floors of the Palace Road Building. LIS classes are also held the ground and upper floors of Lefavour Hall (the building that houses Beatley Library) and, less frequently, in the Main College Building. The majority of these classrooms feature podium computers and projection screens.

SLIS West

As noted above (see Standard V.11, "SLIS West Campus Physical Facilities") SLIS rents classroom space from Mount Holyoke College to host LIS classes that meet in South Hadley.

Boston Campus Research Facilities

The Palace Road Building houses the Usability Lab, established in 2008 to "foster collaborative research and experiential learning, and providing services to communities with usability needs." The lab features a user room, which houses a PC, document camera, printer, webcam, and eye-tracking equipment; and an observer room, which houses two PCs, an iMac, and eye-tracking hardware and equipment.

Media Production Facilities

Boston Campus Media Production Facilities

The Palace Road Building houses the Media Lab containing two iMacs and media equipment for faculty and student use. Students may request time in the lab to work on multimedia projects, such as oral history recordings, or may arrange to borrow equipment, including voice recorders and video cameras.

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

Library Staff and Services

Beatley Library (Boston Campus)

Simmons College is served by Beatley Library, the mission of which is to connect the Simmons community to information, discovery, and learning. The library, occupying 45,500 square feet in a multi-use building, provides a comfortable, productive, and welcoming learning environment enhanced by 14 group study rooms, 529 individual and collaborative study seats, 109 computer workstations, and a 22 seat library instruction classroom.

The library demonstrates its commitment to the faculty, doctoral, and graduate programs by continuously building and making available a collection of books, periodicals, media, indexes, and other resources aligned with program needs. The library has approximately 225,000 print volumes, subscribes to 250 print journals, and provides access to 70,000 e-journals, 30,000 e-books, and 117 electronic databases for articles, reference content, statistics, and beyond. The library provides a comprehensive array of subscription electronic resources that faculty and students use to access periodical literature, dissertations, book chapters, and more.

Available electronic resources specifically relevant to library and information science include Library and Information Science Source, Library and Information Science Abstracts (LISA), Library Literature and Information Science Retrospective, Dissertations and Theses Fulltext, and the ACM Digital Library The library has also begun prioritizing streaming formats for the media collection, and a significant part of that is a patron driven acquisition (PDA) relationship with Kanopy, a streaming media service. Patrons are further supported in their scholarship needs through a dynamic interlibrary loan service.

In summer 2017, Simmons will be renovating its campus to establish a Center for Student Success. This $3 million renovation will co-locate the offices of Advising, Career Education, Disability Services, Global Education, and Writing and Tutoring on the ground floor of Lefavour Hall in space currently occupied by the library. In preparation for this change, the library will vacate the ground floor and consolidate its print monograph and periodicals collections while replacing some holdings with electronic

formats. The 66 seats on the ground floor will be redistributed throughout the remaining two floors of the library. The library will move to a single service desk model for research, circulation, reserves, and interlibrary loan services. There are plans to update the facilities with furniture and fittings to create spaces ranging from flexible to focused study areas. The design also includes a 66-seat silent study room on the first floor, which will be accessed separately from the library and will provide after-hours study space.

LIS Liaison Librarian

SLIS has a dedicated liaison librarian. Students see the liaison librarian in courses upon request of the faculty member. The librarian also supports faculty and students through individual research appointments (in person or through Adobe Connect, GoToMeeting, phone, email and chat), reference desk interactions, in-class library sessions, workshops, and online research guides are tailored to specific classes, topics of interest, and assignments.

<center>SLIS West Campus Library Services</center>

The liaison librarian is the primary point of contact for students taking classes at SLIS West. She provides on-site instruction at the request of faculty and supports students via telephone, email, chat, and video conferencing. A small collection of LIS materials is available for student use at SLIS West and is housed in the SLIS West offices. Students can also request materials from Beatley Library through the catalog. These are delivered to their homes via FedEx.

Students enrolled in the SLIS West Program are also entitled to borrowing privileges and other services at the Mount Holyoke College (MHC) Libraries, which are part of the MHC Library, Information, and Technology Services organization (LITS) and are located adjacent to classroom facilities and directly across the street from the SLIS West office. Many graduates of SLIS West—as well as adjunct professor Erin Stalberg—are currently employed by LITS. See http://www.mtholyoke.edu/lits/ for a fuller description of LITS services and http://www.mtholyoke.edu/lits/hours.html for hours.

<center>**Technology and Media Services**</center>

As noted above (see Standard V.9, "Technological Resources and Support" and Standards V.10 and V.11, "Physical Facilities"), SLIS students, faculty, and staff have access to technology and media production resources, including the Tech Labs (in the Boston and South Hadley locations), Media Lab, Usability Lab, and Collaboratories (one each at the Boston and South Hadley campuses).

<center>Simmons Technology Staffing</center>

Chief Information Officer and Associate Vice President Debra Orr heads Simmons Technology, the office responsible for technology resources and services at the College. She manages the directors and managers of all technology services, including IT support, systems administration, and applications and systems support and administration. Further detail regarding staffing may be found in Appendix TT. Simmons Technology Organization Chart.

SLIS Technology Staffing

The SLIS technology coordinator provides curricular technology support for faculty, staff, and students and manages the technology lab spaces described above (see Standard V.9, "Technological Resources and Support" and Standards V.10 and V.11, "Physical Facilities"). In addition, the technology coordinator manages the dean's fellow for information technology support, who provides primary support for SLIS technology spaces, machines, and equipment, and coordinates and manages the Technology Reference Assistants (TRAs) who provide frontline support to users of the tech lab. Each staff member's job description may be found in 57. Staff Compensation and Position Descriptions, (Technology Coordinator), in Appendix HH. Graduate Student Assistant and Dean's Fellow Job Descriptions (Dean's Fellow for Information Technology), and in Appendix UU. Technology Reference Assistant Job Description.

Online Teaching and Learning Support:
Teaching and Learning Technology Specialists

As noted above (see Standard V.9, "Technological Support and Help for Online Teaching and Learning"), teaching and learning technology specialists offer direct support to SLIS faculty teaching in the online environment. These TLTS's report to the online coordinator.

Access to Resources for People with Disabilities

Disability Services and Accommodations

As noted in Chapter 4, Standard IV.5.4, Simmons' Disability Services office coordinates accommodations and support services in partnership with and on behalf of students with disabilities.

Access to Online Courses and Material for Students with Disabilities

Accessible design and access is a priority for SLIS online courses. In order for the Moodle courses to be accessible to all students, Simmons Online provides a universal design checklist (see Appendix VV. Universal Design Best Practices Checklist for Online Courses) to help guide course design. Additional measures SLIS and Simmons Online have taken to promote access include:
- The selection and use of a Moodle theme known for responsive design in all online courses designed with Simmons Online;
- The development or conversion of an online course's key textual materials into the more reliable PDF file format; and
- The use of closed-captioning or transcripts to facilitate access to multimedia content developed for online courses.

Moodle Theme, Responsive Design, and Universal Design

With the theme selected for Moodle, buttons automatically resize to be clickable on smaller devices, text resizes, live links adjust, and the color contrast is better. These considerations were a driving factor in

approving the theme for online courses. The universal design checklist (see Appendix VV. Universal Design Best Practices Checklist for Online Courses), which provides guidance for instructional designers and faculty members organizing and building courses in Moodle, enhances but does not ensure the accessibility of course content.

Closed-Captioning and Transcript Availability

From fall 2016–spring 2017, full closed-captioning for all audio course materials was created by Simmons Online for each online course scheduled for offering prior to the start of the semester. Instructors were responsible for creating transcripts or closed-captions for any audio or video recordings created during the semester. Beginning in fall 2017, Simmons Online will provide full closed-captioning of introductory videos only for all classes. In conjunction with Disability Services, Simmons Online will provide full closed-captioning of all recorded materials for students requiring accommodations. To respond to a student's request for transcription in a spring 2017 course, SLIS piloted a transcription service. The TLTS transcribed the videos (with a 24-hour turnaround) for a hearing-impaired student in the course, so that the faculty member could continue to use video summaries. While this pilot was successful, it is unclear whether it would be sustainable if demand were to grow. To ensure the highest level of accessibility, Simmons Online implemented the use of Tegrity as its main video recording platform. The Tegrity software package features an auto-captioning option. Faculty will begin using this feature with fall 2017 courses. This software enables instructors to transcribe their videos in real-time and make both the video and text available to students immediately. Over the summer the TLTS will be trained in the Tegrity inline editing feature so they will be ready to provide support to faculty in fall.

Simmons Online and the TLTS's will continue to explore options for enhancing the universal design and accessibility of SLIS online courses. New tools and best practices are shared by the Online Coordinator through Online Update meetings and email meeting minutes.

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

College-wide Systematic Review

As a representative of and advocate for SLIS, the dean attends weekly meetings with the provost, senior staff in the Provost's Office, and the deans. Administrative and fiscal policies affecting the College are addressed during these meetings. Recent initiatives developed and addressed by this leadership group have included adjustments to the faculty Professional Development Fund (see Standard V.8, "Professional Development and Travel Funding," above) as well as increases to adjunct salaries.

The academic redesign has made review of institutional policy a necessity. Committees of faculty, staff, and administration are working to develop policies and procedures that would affect all graduate students at Simmons (see 29. Graduate Student Handbook and College Policies for more information about this ongoing work).

SLIS Systematic Review

Systematic review of administrative policies occurs during regularly scheduled meetings with members of the SLIS, MS (LIS), and alumni communities.

- *Dean's ops:* The Dean's weekly operations meetings are attended by program directors of the LIS, CHL, and CS, the director of curriculum, the communications assistant, the technology coordinator, the assistant dean for student and alumni affairs, the operations manager, the dean's assistant, and the director of admission. While the meetings are informal in nature with no set agenda, all attendees report on issues and provided updates. As needs for policy reviews are identified, they are handled by the appropriate staff or faculty. This group will be reconstituted in the new College.
- *Student leaders meetings:* The dean, assistant dean, and program director meet with student leaders on a monthly basis. See 61. Student Leaders Meetings for agendas and meeting minutes. The MS program director will assume responsibility for these meeting beginning in July 2017.
- *Student community meetings:* Student community meetings are held once a semester with the dean, assistant dean, program director, and faculty members.
- *MS (LIS) faculty meetings:* The MS (LIS) faculty and staff members who teach in and provide support for the MS (LIS) degree program meet monthly to discuss issues related to curriculum, policy, and the administration of the program. Minutes and agendas for these meetings may be found in 35. MS LIS Faculty Meetings.
- *SLIS faculty meetings:* All SLIS faculty members, including MS (LIS), CS, and children's literature faculty, meet once per month with the dean to discuss issues related to curriculum, policy, and school administration. Minutes from these meetings may be found in 51. SLIS Faculty Meeting Minutes. Beginning July 2017, there will be SLIS division meetings for faculty engaged in the MS (LIS), PhD, and certificate programs and College faculty meetings.
- *Alumni Board meetings:* The dean and assistant dean meet quarterly with the SLIS Alumni Board. Minutes from these meetings may be found in 2. Alumni Board Meetings. Beginning July 2017, the program director will assume responsibility for these meetings, along with the assistant dean.
- *Faculty retreats:* Faculty retreats are held at least once a year and may include faculty, adjunct faculty, senior staff, and students. For more information about these retreats, see 53. SLIS School Wide Retreats. The MS (LIS) faculty will continue to hold retreats, with the next retreat scheduled for August 23, 2017, to follow up on the May retreat on curriculum.

These meetings allow SLIS to establish initiatives, identify necessary action items, consider trends and issues, take steps, and document progress (see Appendix B. Action Item Record and Spreadsheet). Three recent examples of initiatives include

- *Creating a Task Force for Diversity and Inclusion:* In 2015, SLIS created a Task Force for Diversity and Inclusion (see Chapter 1, Standard I.1.4 and Chapter 3, Stand for more information about the activities of this task force known as the "Diversity and Inclusion Task Force" or the "D&I Task Force") to respond to increased institutional and student concern with issues related to diversity and inclusion.
- *Creating and implementing the Virtual Orientation:* In fall 2016 and in conjunction with the launch of the MS (LIS) online degree program, SLIS, in partnership with Simmons Online, created and launched the Virtual Orientation for all new students (see Chapter 2, Standard IV.2 for more information about the Virtual Orientation).
- *Extending the SLIS West teaching schedule:* In fall 2017 and in response to data gathered via a student survey, SLIS plans to extend the SLIS West teaching schedule to include courses offered on Wednesday evenings (courses currently meet on Thursday evenings and Saturdays).

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

<div align="center">

Changes to SLIS Academic Administrative Structure

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Beginning in spring 2015, SLIS has made changes to its administrative structure that were motivated by data and strategic planning. Table V.3, below, details these administrative changes and the data or rationale supporting each.

Table V.3. Changes to SLIS Academic Administrative Structure, 2015–2017

Date	Administrative Change or Position Development	Data or Rationale in Support of Change	Person Occupying Administrative Position
Spring 2015	School Library Teacher Program (SLTP) manager position developed	● Review of SLTP by external consultant (see Chapter 1 and Chapter 2; and 55. SLTP Revision)	Lisa Estabrook
Fall 2015	MS (LIS) program director position developed	● Analysis of organizational structure ● Creation of parallel administrative structure with other programs in SLIS (children's literature and CS)	Dr. Amy Pattee
Fall 2015	SLTP faculty director position developed	● Review of SLTP by external consultant (see Chapter 1 and Chapter 2; and 55. SLTP Revision)	Dr. Melanie Kimball

Fall 2016	Online coordinator position developed	● Fall 2016 launch of MS (LIS) online program ● Community scan revealing equivalent positions associated with other online degree programs at Simmons	Dr. Laura Saunders
Spring 2017	SLIS West coordinator and lecturer	● Student evaluations ● Full-time vs. part-time faculty teaching ratio at SLIS West (see Appendix R. LIS Courses Taught by Full-Time and Adjunct Faculty 2011–2017)	Eric Poulin

Annual Budget Review

SLIS reviews its budget annually as requested by the college. The budget review reflects strategic initiatives and includes enrollment projections. As described in Standard V.6, the 2017 budget review involved a zero-based budget activity that required a justification of all line items and resulted in a reallocation of resources based on strategic priorities. Table V.4 lists some of the program enhancements that resulted from this process.

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

Chapters 1, 2, 3, and 4 describe how SLIS documents its planning, evaluation, and decision-making processes in general (Chapter 1), as these processes relate to the curriculum (Chapter 2), and as these processes affect faculty (Chapter 3) and students (Chapter 4). SLIS maintains a record of its decision-making processes and this record may be found in Appendix B. Action Item Record and Spreadsheet and Appendix WW. Motions Spreadsheet, which documents motions brought before and voted on by the faculty. A full list of the data gathering tools SLIS uses to collect data to inform its decision-making is found in Appendix A. Data Gathering Tools Spreadsheet. Table V.4, provides examples of program improvements in 2017 and 2018 that resulted from the budget review.

Table V.4. Recent Program Enhancements Based on Budget Priorities, Fiscal Years 2017 and 2018

Budget Priority	Program Enhancement
Initiate, implement, or enhance initiatives designed to improve Simmons's undergraduate graduation rate and graduate degree completion results.	● Converted staff position to faculty line in SLIS West to provide administrative oversight, meet student advising needs, and provide access to full-time faculty member. (FY17) ● Added an additional contract faculty line to meet student demand related to scheduling and advising. (FY18)
Support faculty in teaching and research.	● Increased budgeted amount of Dole Fund to support summer research, innovative teaching projects. (FY17)
Build/enhance infrastructure to support online students to enable their academic success.	● Added online coordinator role. (FY17) ● Added two teaching and learning technology specialists to assist faculty in course development. (FY17) ● Increased the stipend given for online course development.(FY18)

Chapter 6:
Synthesis and Overview

Simmons College has engaged in strategic planning focused on redesign in an effort to keep up with the changing landscape in higher education. As a part of this effort, the College is currently seeking to change its status from "College" to "University" and is applying to the state of Massachusetts to effect this change. The results of this application will be announced during AY 2017/2018.

On July 1, 2017, Simmons College began a glidepath to reorganize into four colleges, each of which will house undergraduate and graduate academic programs organized into schools, divisions, or departments. The first launch college contains the MS (LIS) program, which is housed in a division known as the School of Library and Information Science in a College that includes two other divisions: one for programs in business and management and one with for Departments of mathematics, statistics, and computer science. One of the intentions of the academic redesign is to foster inter- and multidisciplinary collaboration within and across the newly formed colleges.

Dean Abels assumed the role of interim dean of the newly launched College on July 1, 2017, for AY 2017/2018. She is also overseeing the SLIS division, with Dr. Amy Pattee continuing to serve as the MS (LIS) program director. A search firm has been retained to search for three deans, including one for this College. In addition, a search is underway for a director of the School of Library and Information Science (SLIS). This plan is in place to ensure continuity and a smooth transition.

Standard 1: Systematic Planning

Over the last several years, SLIS has formalized its systematic planning processes. The Data Gathering Tools and Spreadsheet (Appendix A) and the Action Item Record and Spreadsheet (Appendix B), in addition to offering examples of our use of data to inform decision-making, are themselves examples of tools created to track and document each step in our systematic planning.

Since that last accreditation visit, SLIS has developed and implemented a new set of program learning outcomes (PLOs) and a plan to assess those outcomes. At the time of writing, SLIS is two years into a three-year assessment cycle. By spring of 2018, SLIS will have assessed each PLO at least once, after which it will review and reaffirm or revise the PLOs. SLIS has also developed and reaffirmed a mission and vision statement to reflect its 2013 reorganization with children's literature and computer science, and developed a strategic framework.

As the Action Item Record and Spreadsheet shows, and as is detailed further in Chapter 1, SLIS has used data and input from various constituencies to inform its decision-making. For example, in response to student concerns, SLIS established a Diversity and Inclusion Task Force and the position of dean's fellow for diversity and inclusion, revised the course evaluation form to address questions of classroom climate and respect, and appointed an Advisor in Residence.

SLIS continues to build on its assessment efforts. Our curriculum map and feedback from alumni and exit surveys indicate that our current core courses do not adequately address PLOs #4 and #6 related to using

research and leadership. We are addressing this gap by mapping non-core courses to determine if they reach these PLOs and developing a new planning and evaluation course specifically focused on finding, analyzing, and using data for decision-making. Over the next year, we will pilot the new course and analyze the curriculum map to decide how best to restructure the curriculum to achieve these outcomes.

To ensure that we continue to make systematic planning a priority, SLIS will

1. ***Continue annual or biannual MS (LIS) assessment retreats.*** These retreats allow the Assessment Committee and Director of the MS (LIS) program to share data gathered during the year, and provide opportunities for faculty and staff to engage deeply to identify patterns and trends and develop recommendations.
2. ***Incorporate data updates into the MS (LIS) monthly meetings.*** The assessment retreats enable in-depth work with data, and incorporating data updates into the monthly meetings will provide faculty and staff consistent updates and communication as data and feedback are gathered. This will allow us to keep faculty and staff even better informed and offer additional opportunities for discussion and problem-solving. Also, the data presented at the retreats will not necessarily be new, so retreat attendees can consider the data deeply and focus more readily on recommendations and decision-making.
3. ***Formalize tracking the Action Item and Record Spreadsheet and Data Gathering Tools and Spreadsheet.*** These tools are crucial for tracking systematic planning, and must be kept up-to-date and revisited consistently. To ensure that data is being updated regularly, we will assign lead faculty or staff members to oversee data entry and information sharing. For instance, the chair of the Assessment Committee would be responsible for entering information related to the alumni survey, reporting out on the survey data, and leading discussions on those data at MS (LIS) faculty meetings.

In addition to the above, SLIS will

- ***Develop a new mission and vision statement.*** SLIS will consult faculty, staff, students, and other relevant stakeholders to develop a new mission and vision statement that reflect the program's new position in the Simmons academic structure.
- ***Continue review of program learning outcomes.*** As described in Chapter 1, SLIS will continue its PLO assessment project and, as necessary, reaffirm or revise its PLOs.
- ***Continue regular and purposeful data collection.*** To continue its data-driven decision making and strategic planning, SLIS will continue to collect feedback from students, alumni, employers, and our faculty to inform and incite assessment and program revision and development.

Standard 2: Curriculum

The MS (LIS) core and elective curriculum has undergone several changes based on student feedback, stakeholder survey data, and enrollment data and the faculty are actively engaged in ongoing efforts to review, update, and improve the curriculum.
In April 2017 area employers, professionals, and alumni were surveyed with regards to the knowledge, skills and abilities most important to professionals entering the field. The results were discussed at the

2017 MS (LIS) May retreat and were meant to inform more concerted review and discussion of the curriculum scheduled to take place at the August 2017 MS (LIS) faculty retreat.

To ensure that the curriculum remains rigorous, timely, and achievable, SLIS will

- ***Address variation in the perceived rigor of the MS (LIS) program (see Standards II.6 and II.7).*** The Assessment and Curriculum Committees will work together to consider the data (e.g., course evaluations, student and stakeholder survey data) indicating variation in program rigor and propose ways to address these concerns.
- ***Develop operationalized definitions of "concentration" and "track."*** As noted in Chapter 2, Standard II.2, review of existing program concentrations revealed inconsistencies in the number and extent of courses required by each of the concentrations. SLIS will continue work begun in April 2017 to develop formal and operationalized definitions of "concentration" and "track" that will inform their use.
- ***Continue to draw from regularly and purposefully gathered data to inform curricular review and revision.*** SLIS will continue to draw from the data collected in the 2017 KSA survey as well as its regularly collected data and from reports of the assessment of program PLOs to inform curriculum review and revision.

Standard 3: Faculty

The number of LIS full-time faculty has remained relatively stable since 2010. In fall 2017, SLIS will have 17 tenured or tenure-track faculty (not including the dean), five full-time contract faculty, and one proportional contract faculty member teaching in the MS (LIS) program. To fill open lines, SLIS will conduct two tenure-track faculty searches in AY 2018/2019, one in the broad area of information technology and the other in information services and organization. In addition, a search is underway for the director of SLIS. SLIS faculty and staff will participate in the search for a dean of the new College given the announced departure of the current dean of SLIS who is also interim dean of the new College.

Since 2010, SLIS has successfully promoted seven junior faculty to the rank of associate professor with tenure. However, promotions to full professor from associate professor have lagged behind; since 2010, only one associate professor has been promoted to the rank of full professor. To encourage and facilitate the research and professional activity necessary for promotion from associate to full professor, and revitalize research and professional activity among the faculty in general, SLIS will

- ***Broaden its mentorship program to include focus on associate professors.*** The Dean has already begun discussions with several associate professors to set schedules for promotion bids.
- ***Minimize or alleviate the demands of internal committee work.*** The reorganization of Simmons provides SLIS and the newly constituted College to which it belongs the opportunity to consolidate committee structures.

Standard 4: Students

SLIS has been successful in recruiting qualified students who attend the program face-to-face in Boston or at SLIS West either full-time or part-time and is attracting new students to its newly launched (fall 2016) fully online program. The development of a fully online program has benefitted SLIS's face-to-face student, who now enjoy the flexibility to combine face-to-face and online courses.

Co-curricular activities enhance the total learning experience at SLIS and students are actively engaged in professional student organizations, participate in SLIS committees, and provide feedback to improve the program through course evaluations, town hall sessions, and various surveys.

To ensure that our students have an excellent educational experience, SLIS will

- ***Continue work to ensure that SLIS remains a welcoming and inclusive environment for all members of the community.*** SLIS will engage with these efforts at the division, College, and institutional level.
- ***Develop strategies for ensuring student satisfaction with advising.*** As noted in Chapter 4, Standard IV.5.3, data indicate that students are not highly satisfied with the advising process. The faculty and staff plan to discuss this issue in early fall 2017 and implement changes to the advising process beginning in spring 2018.
- ***Work with the Director of Simmons' Career Education Center (CEC) to enhance career services and career preparation programming.*** As career services at Simmons are being centralized, SLIS looks forward to working with the Director of the CEC to introduce more specialized career services for SLIS students. SLIS work will develop a comprehensive plan for career and placement services for the MS (LIS) students. The pilot Advisor in Residence program will be reviewed as a part of this effort.
- ***Continue attention to course planning and scheduling.*** SLIS will continue to attend to course planning and scheduling and will seek to revise its two-year schedule to aid students in program planning and draw from registration data to optimize its online and face-to-face course offerings.

Standard 5: Administration, Finances, and Resources

The academic redesign project, begun in 2015 and continuing, with implementation, through 2018, has repositioned SLIS in the academic structure. As a division within a newly formed College, SLIS will nonetheless retain its name and status, as announced by the provost in a communication to the Simmons Community dated March 23, 2017 (see 49.08. Provost Conboy Redesign Update 3-24-17):

> We will preserve the names of some Schools within those Colleges. Using criteria that include size of student body, range of degree programs offered (baccalaureate through doctoral), age of the school, and reputational equity (that is, how the provenance of the school enhances Simmons's overall reputation), we have determined that we will use the following names inside the new Colleges: School of Social Work, School of Library and Information Science, and School of Nursing. These Schools will house only the degree programs indicated by their titles: e.g. Social Work, LIS, and Nursing.

This important statement acknowledges the historic and contemporary reputation SLIS enjoys and demonstrates Simmons's respect for the work of the academic program.

As a division, SLIS will be a distinctive academic unit within a college within the future Simmons University. With its own Curriculum Committee, SLIS will control the intellectual content of its program. With its own Assessment Committee, SLIS will continue to ensure that its goals and objectives are accomplished. The admissions process in place will continue in the new structure and a SLIS faculty Admissions Committee will continue to determine admissions policies and participate in the admissions process. The formation of three new search committees demonstrates that the SLIS faculty will continue to select its faculty. The current promotion and tenure process will be in place for the next two years. A committee of faculty members along with the Senate are formulating plans for the promotion and tenure process in the future, a process that will provide faculty within each division to determine the promotion and tenure of its faculty.

To ensure a smooth transition and continuity as we move forward in the new structure, SLIS will

- ***Prepare onboarding material for new leadership (College dean and division director).*** The interim dean of the College and the current MS (LIS) program director will prepare material to facilitate the onboarding of the incoming College administration.
- ***Continue to document systematic planning and evaluation of administrative policies and resource requirements to meet the needs of the program.*** During the coming year, the interim dean of the College will work closely with the divisions to ensure allocation of resources based on the needs of the programs.
- ***Monitor the efforts to centralize staff positions to ensure that the same level of excellent service is available.*** SLIS will have representation on the committees that review processes, procedures, and functions.
- ***Ensure that the operating procedures in the new College are equitable across divisions and in the University.*** SLIS will participate in the development of operating procedures and policies for the new College and for Simmons University.