

Standard III: Faculty

Introduction

Through its tenure, promotion, hiring, and sabbatical policies, the university administration has recognized the outstanding accomplishments of the DILS since the last review. During this period, the DILS added three faculty members, five faculty members received tenure, two faculty members were awarded year-long sabbaticals, and four faculty members attained promotions. This chapter details the progress and strength of the full-time faculty and describes how part-time instructors have added depth and diversity to the MSLS program.

At the time of the 2010 accreditation review, the department had thirteen full-time faculty members, with ten being tenure stream and three being full-time temporary. Since fall of 2010, DILS experienced several faculty changes including resignations, retirements, and new appointments. The following changes have occurred in the full-time faculty since the last accreditation review. Also, Table III.1 denotes the changes of full-time faculty for the period of 2010-2018.

- Three tenure-track faculty were hired as Assistant Professors during the period under review: Dr. YooJin Ha, Dr. Carrie Gardner, and Dr. Simon Aristeguieta-Trillos.
- Five faculty members were tenured: Dr. Janice Krueger, Dr. Linda Lillard, Dr. Rhonda Clark, Dr. YooJin Ha, and Dr. Simon Aristeguieta-Trillos.
- One faculty member was promoted to Full professor from Associate Professor: Dr. Linda Lillard,
- Three faculty members were promoted to Associate Professor from Assistant Professor: Dr. Janice Krueger, Dr. Rhonda Clark, and Dr. YooJin Ha.
- Two tenured faculty members retired: Professor Dr. Andrea Miller and Assistant Professor Dr. Ishmael Doku.
- Three untenured faculty members resigned to return to practice: Assistant Professors, Dr. Judy Jeng, Dr. Karen Cook and Dr. Carrie Gardner
- Two full-time temporary members resigned to return to practice: Jessica Modzejewski (Instructor) and Dr. Martha Smith (Assistant Professor).

Table III.1 Full-time faculty changes for the period 2010-2018

Academic year	#*	Hires	Tenure	Promotion	Retirement	Resignation
2017-2018	8			Lillard (to Full)		
2016-2017	8		Aristeguieta -Trillos	Ha (to Associate)		

2015-2016	8		Ha			
2014-2015	8		Clark	Clark (to Associate)		
2013-2014	8		Lillard			
2012-2013	9				Miller	
2011-2012	12	Aristeguieta -Trillos	Krueger	Krueger (to Associate)		Cook Gardner Modrzejewski
2010-2011	11	Ha Gardner				
Previous year	13	Full-time tenured/tenure-track faculty: Buchanan, Clark, Cook, Doku (retired), Harhai, Jeng (resigned), Krueger, Lillard, Maccaferri, Miller Full-time temporary: Ha, Modrzejewski, Smith (resigned)				

* Total number of full-time faculty during the calendar year

As noted above, three new appointments were made in 2010 and 2011 to replace the faculty lines vacated by resignations and in response to the department's growth. It was also to meet the specific teaching needs – school media, information technology, and information organization areas - and research priorities identified in strategic planning to strengthen the MSLS program.

Decisions to request the hiring of new faculty grow out of the department's planning process which begins each year during the annual fall planning retreat. Among department-initiated evidence considered during this process are:

- Responses to student, alumni, and employee surveys as they relate to the faculty and its strengths/weaknesses
- Input from department's board of advisors
- Feedback from apprenticeship field supervisors
- Demand of new teaching capabilities resulting from new courses, concentrations, initiatives
- Chair's report of his/her ability to staff courses out of the existing tenure-stream faculty.

This process is further driven by Article 11 of the CBA which specifies that each department must annually review its use of part-time temporary faculty for the current and previous three years. Anytime the use of temporary faculty in a disciplinary area is equal to or greater than the teaching load of a tenure-stream faculty, then the department must recommend to the President the hiring of a new regular faculty member. Many of the department's hires in recent years have been a result of the Article 11 provisions.

The new appointments during the period under review included the following tenure-track hires:

- Dr. YooJin Ha (Assistant professor), M.L.S. (SUNY at Buffalo), Ph.D. Library and Information science (Rutgers) was hired in 2010 on a new tenure-track line as a generalist to teach in various areas. Dr. Ha brings experience in both public and academic library services. Dr. Ha's suite of teaching skills include information organization, metadata, and digital libraries, all areas in which the department needed to increase its faculty strength. Dr. Ha was a full-time temporary faculty hired in 2009 as an emergency replacement for Dr. Edna Reid who resigned from the university shortly before the beginning of the fall semester.
- Dr. Carrie Gardner (Assistant professor), M.L.S. (University of Pittsburgh), M.Ed (Temple), M.Ed (Edinboro), Ph.D. Library and Information science (University of Pittsburgh) was hired in 2010 on a new tenure-track line to strengthen the department in the area of school librarianship.
- Dr. Simon Aristeguieta-Trillos (Assistant professor), M.I.S (University of Puerto Rico), Ph.D. in Communication and Information, (University of Tennessee) was hired on a new tenure-track line in 2011. Dr. Aristeguieta-Trillos was hired as a generalist to teach in various areas. He brought his knowledge of technologies which are invigorating many areas of the department's curriculum including database management and scholarly communication.

Faculty and departmental chair teaching loads are prescribed by the Collective Bargaining Agreement (CBA) in article 23. With the exception of the chair/director, each full-time faculty member typically has responsibility for three preparations per academic semester. Faculty with an all-graduate teaching load teach three courses per semester, while faculty with an all-undergraduate or mixed graduate/undergraduate teaching load teach four courses per semester. The department chair receives workload reduction.

Standard III.1: Capable Full-Time and Part-Time Faculty

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

Full-time faculty

The department currently has eight full-time faculty members. All full-time faculty members hold terminal degrees and are tenured. The following Table III.2 presents an overview of rank, length of service, educational background, and areas of teaching and research specializations.

Table III.2 Full-time faculty education, teaching area, and research specializations

Name	Education	Areas of teaching and research specializations	Related courses taught
<p>Aristeguieta-Trillos, Simon</p> <p>Assistant Professor</p> <p>2011</p> <p>Academic librarian, Metadata specialist</p>	<p>Ph. D. Communication and Information, The University of Tennessee</p> <p>Masters in Information Sciences, University of Puerto Rico</p>	<p>Reference</p> <p>Technology</p> <p>Research methodology</p> <p>Social media</p> <p>Bibliometrics</p> <p>Citation analysis</p> <p>Multicultural and international librarianship</p>	<p>LS 500 Information Sources and Services</p> <p>LS 501 Developing Library Collections</p> <p>LS 504 Introduction to Information Professions</p> <p>LS 540 Multicultural Resources for Educator and Librarians</p> <p>LS 541: Database Management for Library Professionals</p> <p>LS 550 Research Methodologies in Library Science</p> <p>LS 574 Online Information Retrieval</p> <p>LS 589 Applying Web technologies in Libraries</p> <p>LS 590 Global Perspectives in Librarianship</p>
<p>Buchanan, William</p> <p>Professor</p> <p>1993</p> <p>Public Services Librarian, Branch Manager at a public library</p>	<p>Ed.D. Interdisciplinary studies, University of North Carolina at Greensboro</p> <p>MLS, MS History, University of Southern Mississippi</p> <p>M.A. in Theological Studies, Liberty University</p> <p>M.S Parks and Resource Management, Slippery Rock University of Pennsylvania</p>	<p>Children's Services</p> <p>Collection Development</p> <p>Foundations,</p> <p>Rural Librarianship</p> <p>Reference</p> <p>Bibliography /Humanities</p> <p>Bibliography/Social Sciences</p> <p>Management/Public Libraries</p> <p>Multicultural Services</p>	<p>LS 500 Information Sources and Services</p> <p>LS 501 Developing Library Collections</p> <p>LS 504 Introduction to Information Professions</p> <p>LS 540 Multicultural Resources for Educator and Librarians</p> <p>LS 568 History of Books and Printing</p> <p>LS 577 Libraries, Literature, and the Child</p> <p>LS 578 Public Libraries Rural America</p> <p>LS 579 Issues in Urban Librarianship</p> <p>LS 583 Libraries, Literature, and Young Adults</p>

		Theological Librarianship Urban Librarianship Young Adult Services	
Clark, Rhonda L. Associate Professor 2009 Archival Experiences	Ph.D. Russian and Modern European History, University of Minnesota MLIS University of Pittsburgh M.A. Russian and East European Studies, University of Minnesota	Research Bibliography /Humanities Bibliography/Social Sciences Archives History of the Book History of Libraries Emerging Technologies Organization of Information	LS 145 Who Do You Think You Are? LS 500 Information Sources and Services LS 535 Archival Management for Small Repositories LS 536 Metadata for Local Special Collections LS 545 Reference Services for Genealogy & Local History Collections LS 550 Research Methodologies in Library Science LS 573 Integrated Technologies in Libraries LS 575 Digital Libraries LS 587 Indexing and Abstracting
Ha, YooJin Associate Professor 2010 Data management, Metadata Indexer, Digitization, Reference librarian	Ph.D. Library and Information Science, Rutgers. M.L.S. Library and Information Studies, University at Buffalo	Information Seeking Behavior Information Organization Information Storage and Retrieval Library System Evaluation Research Methods User interfaces Users and Uses of information systems	LS 504 Introduction to Information Professions LS 505 Organization of Information LS 542 Information Seeking Behavior in User Interface Design LS 543 Adult Programming LS 544 Evaluation and assessment of library and information services LS 550 Research Methodologies in Library Science LS 573 Integrated Technologies in Libraries LS 574 Online Information Retrieval LS 589 Applying Web technologies in Libraries
Harhai, Marilyn Kay Professor 2001 Law librarianship	Ph.D. Leadership & Education, Barry University J.D. School of Law, University of Colorado M.L.S. School of Library and Information Science, University of Pittsburgh	Administration Assessment Collection Development Literature Programming	LS 501 Developing Library Collections LS 504 Introduction to Information Professions LS 532 Management of School Library Media Centers LS 534 Admin & Management of Libraries LS 549 Genre Fiction and Readers' Advisory LS 572 Law in Libraries LS 577 Libraries, Literature, and the

			Child
<p>Krueger, Janice M. Associate Professor 2006 Electronic Resources & Serials Librarian, Instruction and Outreach Librarian, teacher</p>	<p>Ed. D., Curriculum and Instruction, University of the Pacific Master of Science, College of Information Studies, Drexel University</p>	<p>Assessment Collection Development Reference Government Documents Research Instructional Strategies Information Literacy Information Storage and Retrieval Emerging Technologies Library Systems Programming</p>	<p>LS 500 Information Sources and Services LS 501 Developing Library Collections LS 505 Organization of Information LS 529 Instructional Strategies for the Library and Information LS 550 Research Methodologies in Library Science LS 562 Government Documents LS 573 Integrated Technologies in Libraries LS 574 Online Information Retrieval LS 589 Applying Web technologies in Libraries</p>
<p>Lillard, Linda L. Associate Professor 2008 Instructional Services Librarian in charge of Distance Learning, Bibliographic Instruction, Reference librarian</p>	<p>Ph.D. & M.L.S. School of library and Information Management, Emporia State University M.A., Education: Curriculum and Instruction, San Diego State University</p>	<p>Administration Information Literacy Information Storage and Retrieval Literature Reference Research Programming</p>	<p>LS 500 Information Sources and Services LS 504 Introduction to Information Professions LS 532 Management of School Library Media Centers LS 534 Admin & Management of Libraries LS 543 Adult Programming LS 548 Fiscal Management for Libraries and Information Agencies LS 577 Libraries, Literature, and the Child LS 580 Library Marketing and the Community LS 583 Libraries, Literature and Young Adults LS 591 Business Reference Sources and Services</p>
<p>Maccafferri, James T. Associate Professor 1990 Librarian at Technical Services</p>	<p>Ph.D. & M.A. History and MLS, University of California, Los Angeles</p>	<p>Cataloging Classification Serials Management/Technical Services Management/Academic Libraries</p>	<p>LS 501 Developing Library Collections LS 502 Cataloging and Classification LS 568 History of Books and Printing LS 587 Indexing and Abstracting LS 588 Preservation and Conservation of Library Materials</p>

Department		Preservation	
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For more detailed information on full-time faculty’s research, teaching, and service activities, see Appendix III.1 Full-time Faculty CVs. The department directory ([Faculty & Staff](#)) on the school web also provides a summary of each full-time faculty’s research interests, activities, publications, presentations, service activities, honors, and awards.

During the period of review, full-time faculty taught the majority of core (required) courses. Their ability to cover core courses not only ensures consistency in the teaching of subject matters but also enables the faculty to agree on evaluation measures to assess student learning in the cores. Also, the number of current full-time faculty appear to be sufficient in number to handle the current curriculum and number of students. The course teaching load is consistent with Clarion University practices but, admittedly, it is higher than that found at a number of other LIS programs, especially those in large research universities. The faculty’s expertise in various specialties appears to be appropriately matched to their courses, research, and service commitments. Table III.2 Full-time faculty education, teaching area, and research specializations above describes their diverse academic backgrounds.

As with teaching, the full-time faculty also carry out a diverse program of research. Since 2010, the eight full-time faculty members have engaged in a wide variety of scholarly activities as presented in Section III.5 in this chapter.

For service, the full-time faculty are sufficient to carry out a wide range of service activities for the department, the University, and professional associations. The department maintains a system of faculty committees to ensure strong support for teaching, research, and learning. All full-time faculty members serve on committees, and membership rotates systematically to ensure fair distribution of workload and sufficient opportunities for leadership development. The committee structure has been modified as needed to improve efficiency.

Part-time faculty

The use of both full-time and part-time is consistent with the 2015 Standards, which recognize the value of the use of such faculty. Part-time faculty teach a wide range of courses which draw upon their expertise, areas of specialization, high-level positions and professional accomplishments. They add significantly to the richness of the course offerings and the scope and depth of the programs. Having such a highly qualified pool of temporary faculty who are mentored by the full-time faculty, ensures consistency of learning outcomes and ensures that whether taught by full-time or part-time faculty students may achieve learning outcomes expected of a Clarion MSLS degree.

Twenty-seven individuals have served as adjunct instructors since the last accreditation renewal (2010-2017). Some examples from recent hires illustrate the range of expertise they bring to the program at Clarion.

Gretchen Gueguen, MLS, University of Maryland, Data Services coordinator for the Digital Public Library of America, and previously Digital Archivist, Albert and Shirley Small Special Collections Library, University of Virginia, who has published articles in the major journals in the area including *Journal of Digital Media Management* and *The Journal of Archival Organization*, who has taught course LS 575 Digital Libraries.

Jeffrey Hancks, Ed.D., Adult, Community and Higher Education, Northern Illinois University; MA, Library and Information Studies, University of Wisconsin, Madison; MS, Instructional Design and Technology, Western Illinois University, Director of Archives and Special Collections in Western Illinois University, who has taught courses on LS 578 Public Libraries in Rural America and LS 547 Leadership for Library & Information Centers.

Matthew Marsteller, MSLIS, BS Physics, Clarion University of Pennsylvania, Senior Librarian, Head in Science Libraries Carnegie Mellon University Libraries, has taught LS 556 Resources in the Sciences, Technology & Medicine.

Shelia Battin, MLIS, University of Wisconsin, Milwaukee; MS Organizational Development, Avila University, Information literacy and Reference librarian, Benedictine College, KS, who used to work as Assistant Director at a Chatham Area (IL) Public Library System, has taught courses LS 529 Instructional Strategies for the Library & Information Profession and LS 591 Business Reference Sources & Services.

Susan Allen, MSLIS, Case Western Reserve University, Director of Libraries and Academic Technology, Nichols School, Buffalo, NY, has taught courses, LS 589 Applying Web Technology in Libraries and LS 574 Online Information Retrieval.

The part-time faculty add significantly to the richness of our course offerings and the scope and depth of our programs. Their contributions to the program complement the full-time faculty's contributions and enrich student-learning experiences in a variety of information environments. Part-time faculty CVs (Appendix III.2), part-time faculty qualification and courses taught for graduate (2010-2017) (Appendix III.4), and part-time faculty appointments (2010 to 2017) (Appendix III.4-III.6), and are available on the Appendix.

The following Table III.3 gives an overview of the use of part-time and full-time faculty during the period under review.

Table III. 3 Use of part-time and full-time faculty

Academic Year (including summer	Sections of Graduate Courses delivered by	Sections of Graduate Courses delivered by	Total sections
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terms)	Part-Time Faculty	Full-Time Faculty	
2016–2017	7	50	57
2015–2016	4	51	55
2014–2015	11	64	75
2013–2014	8	69	77
2012–2013	8	66	74
2011–2012	16	80	96
Total	54	380	434

Table III.3 shows that the proportion of courses taught by part-time faculty has significantly declined since fall 2011, from 16 (20 %) in Academic Year (AY) 2011– 2012 to 8 (12%) in AY 2012-2013. Increased full-time faculty members have contributed to the lower number of course sections taught by part-time faculty during the time period. Since AY 2012-2013, the proportion has been steady from 12% to 17%, except the AY 2015-2016 when the ratio dropped to 8%.

While the review of the use of temporary faculty has typically resulted in the evidence for the need for more tenure-track faculty than have been approved by administration based on the CBA formula, the department recognizes that the approved tenure-track hires represent a sustainable growth in the tenure-stream faculty and that room needs to be maintained in the teaching schedule for part-time faculty who bring teaching competencies to the program not represented in the full-time faculty.

Article 11 of the CBA requires each department to annually review its use of temporary faculty for the past three years. Any such review that reveals the sustained employment of temporary faculty that exceeds the equivalent teaching load of a permanent faculty member shall result in the department requesting the president to authorize a tenure-track search. While the president may deny the request, s/he must provide a written rationale for the denial. The exercise of this review requirement has resulted in the recent increases in the department faculty size. The department's 2009 review of the use of temporary faculty has resulted in another request to administration for additional new tenure-track lines. In response to this request, administration has authorized two new tenure-track hires for fall 2010 and one tenure-track hire to replace Dr. Vavrek.

Standard III.2: Support of Faculty

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.

High priority of teaching, research, and service by its appointments and promotions

In addition to teaching, the required credit load per semester in accordance with the Collective Bargaining Agreement (CBA), faculty members participate in university governance and service that includes various committee work at all levels. The DILS faculty are elected to the committees integral to university functions. These committees include, but are not limited to, tenure, promotion, curriculum, sabbatical leave, and technology advisory. The DILS faculty have also served on Faculty Senate, Graduate Council, and as officers for the Association of Pennsylvania State College & University Faculties (APSCUF).

Despite teaching and service responsibilities, faculty remain active in scholarship and professional development. Faculty members contribute to peer-reviewed and professional journal and book publications. They also have edited monographs as well. Faculty have pursued continuing education through regular course work, certificate programs, and by, not only attending, but also presenting at professional conferences. Details on faculty scholarships are discussed in Section III.5. A complete record of faculty teaching, research, and service is documented in Appendix III.1. Full-time Faculty CVs.

The faculty have a demonstrated record of accomplishment as documented by the tenure and promotion decisions of the university in the years covered by this review. Five faculty members were tenured: Dr. Krueger, Dr. Lillard, Dr. Clark, Dr. Ha and Dr. Aristeguieta-Trillos. All full-time faculty members in the department are tenured. There are three faculty members who were promoted to Associate Professor from Assistant Professor: Dr. Krueger, Dr. Clark, and Dr. Ha. Recently, one faculty member, Dr. Lillard, was promoted to Full professor from Associate Professor. Currently, it is under review for the promotion of Dr. Aristeguieta-Trillos who applied for the promotion to Associate Professor. Three faculty members were granted sabbatical leave in the years covered by this review. Dr. Maccaferri and Dr. Buchanan were awarded full-year sabbatical leaves which are completed. Dr. Harhai has been awarded a full year sabbatical leave which she will take in the 2018-2019 academic year. The table III.4 shows the summary of the accomplishment.

Table III.4 Summary accomplishment: Tenure, Promotion, Sabbatical awards.

Faculty name	Tenure awards	Promotion awards	Sabbatical awards
Aristeguieta-Trillos	2016	Under review for Associate Professor	
Buchanan	1998		2014-2015

Clark	2014	2014 (to Associate)	
Ha	2015	2016 (to Associate)	
Harhai	2006		2018-2019 scheduled
Krueger	2011	2011 (to Associate)	
Lillard	2013	2017 (to full professor)	
Maccaferri	1996		2016-2017

Evaluation, tenure, and promotion policies are stated in detail in the CBA. Articles 12, 15, and 16 address each process respectively and are available at APSCUF's homepage ([Contracts](#)). Guidelines for tenure, promotion, and sabbatical leaves are also available under the Provost's web page on Clarion school homepage ([Key University Policies](#)).

Encouragement of Innovation in Teaching, Research, and Service

The Clarion University provides various resources to encourage innovation in teaching. The Learning Technology Center ([LTC](#)) offers regular workshops to provide instructional design ideas and teaching strategies using D2L. The LTC also offers a Teaching Online Certification Course for faculty members including part-time faculty who are scheduled to teach online courses for the first time. The school also offers a series of seminars and workshops such as high impact practices or assessments that help to assist faculty in course development and teaching.

The University also encourages faculty scholarship by providing various programs and events such as the 'Brown Bag' series to promote faculty research and foster interdisciplinary collaboration and discussion in an informal setting. There is also the 'Faculty and Staff Scholarship Recognition' program which is a part of the Annual Academic Excellence Series. It recognizes faculty and staff's research, scholarship, professional development, and external grants. The recent information is available under the Provost's web page on the Clarion University homepage ([Academic Excellence Series](#)).

The DILS and the various administrative units to which it relates - particularly the College of Business Administration and Information Sciences, College of Education and Human Services (until 2013), the Office of Graduate Studies, and Research, and Extended Studies, Academic Affairs/Office of the Provost - make research and professional development funds that are available on a competitive basis at the college, university, and system level. The DILS faculty have been successful in winning grants at all these levels. The details of faculty grant awards are available in III.5 Faculty research and scholarship.

Standard III.3: Recruitment and Retention Faculty

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

The process to recruit, hire, and retain faculty is guided by policies set forth in the CBA, the Office of Social Equity, and the Office of Human Resources. The full text of these documents, including the CBA, can be viewed online. The procedures to hire, tenure, and promote faculty are spelled out in the CBA, [Filling Job Vacancies Policy](#) under Human Resource policy page, and the departmental Search Committee procedures for the DILS. The Office of Social Equity works with [Strategic Equity Diversity Plan](#) for 2013-2018. These documents represent complementary efforts by faculty and administration to ensure both excellence and equity in the hiring of faculty.

Recruitment

For purposes of hiring new faculty, all tenure-stream department faculty excluding the chair, function as a committee of the whole and constitute the Search Committee. For full-time faculty searches, the department search committee establishes selection criteria, a job description, and a search plan, all of which must be approved through channels, including an approval by the university's Office of Social Equity. The committee makes a recommendation for a faculty appointment following the search process. The department chair may agree or disagree with the committee's recommendation, but in either case, the committee's recommendation is forwarded to the administration.

The department's commitment to hiring a diverse faculty is demonstrated by the search plans for its faculty hires. Beyond the standard venues (for example, *Chronicle of Higher Education*, HigherEdJobs.com, etc.), position descriptions were advertised in such publications as *Black Issues in Higher Education* and were posted on the Web sites of all major culture specific library associations, for example, REFORMA and Black Caucus of the American Library Association. In all hiring and promotion actions taken since 2010, the department has followed these policies and conscientiously recruited candidates of diverse backgrounds.

In the case of part-time faculty, the department has a standing advertisement which is periodically re-distributed and which encourages applications and provides basic qualifications for teaching on the department's faculty. At a minimum, each candidate must have an ALA-accredited MLS and two years of experience in teaching and/or librarianship. Candidates in the part-time pool must reapply the part-time pool every three years. In their letters of interest, part-time candidates must identify by course number and title which courses they feel they are qualified to teach and why

(coursework or experience in the area is generally the reason cited for qualifications). Once a part-time candidate's file is complete, each faculty member reviews the file to determine whether they agree that the candidate is capable of teaching the course indicated. If the majority of committee members agree that the candidate is capable of teaching the indicated course, then the candidate's name goes on a master list of candidates pre-approved for each course. When the need to staff a course with a part-time candidate arises, the Search Committee approves candidates for specific courses and chair selects the one who appears to be the best fit. The recommendation to hire then goes forward.

Appointments

Under the terms of the CBA, the hiring of new faculty is a cooperative process participated in by administration, the department chair, and the department faculty. As noted in Article 11 of the CBA, the search for new faculty can only be authorized by the university president, and both the department faculty and the president must concur on the choice of a final candidate before an appointment can be made. The president makes the final decision regarding rank and salary of the faculty member, though current practice is for the department search committee to make the initial recommendation regarding rank and step, with the understanding that either may be adjusted before a final offer of employment is produced by the president's office. Typically, the president authorizes new searches only after the department faculty has presented evidence demonstrating the need for a new faculty member.

Promotions

Re-appointment, promotion, and tenure decisions are based upon a candidate's proven record in teaching, research, and service. The detailed promotion and tenure procedures will be presented in III.8. Faculty appointments, promotions, and retirements are summarized in Table 4 above.

All faculty personnel policies and procedures are published, accessible, and implemented explicitly and equitably. The policies including evaluation, tenure, and promotion policies are stated in detail in the CBA. Articles 12, 15, and 16 address each process respectively and are available at [Faculty CBA Contract](#). Guidelines for tenure and promotion are also available under the Provost's web page at [Faculty Policies](#). Guidelines for procedures for filling faculty at [Filling job vacancies - Faculty](#) and [Equal Employment Opportunity](#) on school's [policies page](#).

Diverse background faculty

The DILS faculty members have diverse backgrounds due to Social Equity guidelines for faculty searches ([Equal Employment Opportunity](#)) and the DILS search plans that encourage a wide diversity of candidates to apply. The full-time faculty also exhibits intellectual diversity as demonstrated by degrees from types of institutions (e.g., public

and private; large and small), representing all major areas of the United States and two other nations, Korea and Venezuela. One member of the full-time faculty holds dual doctorates and the doctoral degree granting institutions of the faculty are geographically and intellectually diverse.

The schools from which faculty hold doctorates and the disciplines of the doctorates are as follows: University of North Carolina at Greensboro (Interdisciplinary); Barry University (Educational Leadership); University of California, Los Angeles (Middle East History); Emporia State University (Library Science); University of the Pacific (Curriculum and Instruction); University of Minnesota (Russian History); Rutgers University (Library Science), and University of Tennessee (Communication and Information Science). Institutions granting professional library science degrees to the faculty are equally diverse: University of Southern Mississippi; University of Pittsburgh; University of California, Los Angeles; Emporia University; University at Buffalo; and the University of Puerto Rico. See Table III.2 Full-time faculty education, teaching area, and research specializations for teaching areas and Appendix III.1. Full-time Faculty CVs. As noted elsewhere in this chapter and as documented in Appendix III.2. Part-time Faculty CVs, part-time faculty pool is equally diverse.

The following table III. 5 presents the percentage of minority students in our MSLS program, the total University students, our DILS faculty, and the University Faculty during last 7 years. While it is still diverse, the majority (about 85%) of the Clarion University student body is white and the minority students are about 15 % which is less diverse than most universities across the country and some of the Universities in the state system. The percentage of minority students in our MSLS students is not keeping up with the percentage of University, but it has been growing slowly and had a big growth in 2016-2017, for example, 12% in 2016-2017 from about average 6% in previous years. The percentage of minority DILS faculty has been mostly 25% which is much higher than the rest of the university (average about 9%).

Table III. 5 Clarion University minority population

Academic Year	% of MSLS Minority students *	% of Total University Minority students **	% of Minority DILS Full-time faculty	% of Minority University Full and Part-time faculty ***
2016-2017	12.1% (41/338)	15.9%	25% (2/8)	9.2% (26/281)
2015-2016	6.8% (22/325)	15.0%	25% (2/8)	8.9% (26/291)
2014-2015	7.3% (27/367)	14.9%	25% (2/8)	10.2% (30/294)
2013-2014	5.7% (23/400)	13.3 %	25% (2/8)	11.5% (35/303)
2012-2013	5.2% (25/476)	13.7%	22% (2/9)	9.1% (30/330)
2011-2012	5.3% (27/509)	14.8%	25% (3/12)	8.7% (30/343)
2010-2011	5.1% (22/434)	14.9%	23% (3/13)	10.8% (42/390)

*: Source from COA trend report - ALA Minority Enrollment/ Total ALA (headcount) Masters Students

** : Source from 2010-2017 [Annual Fact Book Total University Enrollments by Race & Gender](#) Enrollment Trends and Data (Existing & New Students)

***: Common Data set Initiative 2010-2016 by [Office of Institutional Research](#) - Total number who are members of minority groups / Total number of instructional faculty (Full-time + Part-time)

Standard III.4: Faculty Qualifications

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.

As previously noted, the department has a solid, well-credentialed full-time faculty with diverse specializations and experiences, and it maintains a pool of exceptionally strong part-time faculty candidates capable of supplementing the work of the full-time faculty. Members of the part-time pool are geographically distributed across the nation, and most teach in the online environment.

Faculty teaching assignment

All full-time faculty members teach in areas related to their educational background, experience, and research interests. Teaching assignments are made by the department chair, consulting with individual faculty, to ensure that the needs of the program are met while assignments are in line with faculty strengths. Table III. 2 Full-time faculty's education, teaching area, and research specializations shows the alignment of courses taught with areas of interest and demonstrates the appropriate alignment. In many cases, faculty members have taught the same courses repeatedly, thus evolving and reinforcing their strengths.

Under the CBA, the teaching assignments of all faculty members are recommended by the department chair. These recommendations are approved and adjusted as needed by the college dean. By mutual consent, the chair has traditionally worked with the full-time faculty to determine their teaching interests and abilities and to make assignments on this basis when possible. The current members of the full-time faculty have documented competencies (and interests) for teaching all areas of the curriculum. Some courses which cut across specialty lines within the profession (e.g., LS 504: Introduction to the Information Professions) are taught by various members of the faculty. Other courses which are highly specialized (e.g., LS 535: Archival Management for Small Repositories; LS 572: Law in Libraries) are typically taught only by one or two faculty members who agree to remain current within that specialty area. See Table III.2 above for full-time faculty's teaching areas and Appendix III.1. Full-time Faculty CVs.

As previously noted, the DILS used a pool of part-time faculty candidates whose credentials include either a terminal degree or who provided evidence of exceptional knowledge and skill in the profession. Having such a highly qualified pool of temporary faculty who are mentored by the full-time faculty ensures consistency of learning outcomes and ensures that whether taught by full-time or part-time faculty students may achieve learning outcomes expected of a Clarion MSLS degree. Additionally, the department's part-time faculty bring a richness and diversity to the students' learning experience.

Members of the full-time faculty mentor and work with part-time temporary faculty in a variety of ways. Importantly, syllabi developed by full-time faculty are shared with part-time faculty both to ease the need of course development and to ensure consistency of learning outcomes in all sections of a given course. Both the full-time faculty and the department chair work with part-time faculty to assist them in understanding the complexities of working within a unionized environment and to provide ongoing support with class and content-related questions. Further, the department has developed a mentor program for part-time temporary faculty so that each member of the part-time temporary faculty has a tenure-stream mentor who can assist, coach, and help the part-time temporary faculty member as needed. See Appendix III.3. Part-time faculty qualifications and courses taught (2010- 2017).

Technological skills

All faculty utilize computer and communications technology extensively in teaching and research. As the department offers fully online program, all courses delivered by Clarion Desire To Learn (D2L) (<https://d2l.clarion.edu/>) course management system for communications, discussions, presentations, assignments, and other aspects of course operations. In addition, faculty members participate in the workshops offered by Learning Technology Center (LTC) to learn updated feature on the D2L site. Faculty regularly share successful practices for the use of technology in their teaching, including synchronous or asynchronous distance instruction modes, to ensure that all are aware of the options and can use them effectively. The technological skills include Blackboard Collaborate, other presentation tools available in D2L, YouTube, MP3 or MP4 files, the Microsoft Suite, EOS International (ILS), LibGuides, Camtasia, iSpring, Balsamiq, and Justmind, etc.

Effectiveness in teaching

Student responses to the Exit Survey (Aggregated data, 2012-2016) demonstrates their positive experience with our faculty. As presented in Table III.6, 89% of students responded that the DILS faculty was effective.

Table III.6 Student responses to faculty effectiveness

Question: The library science faculty was very effective	#	%	Top 2 categories #	Top 2 %
Strongly Disagree	1	0.00%		
Disagree	4	0.03%		
Neutral	8	0.06%		
Agree	63	49.2%	114	89.06%
Strongly Agree	51	39.8%		
No Opinion	1	0.00%		
Total	128	100.00%		

The number of student responses is low because the faculty in the capstone courses did not gather the data as expected. New mechanisms are now in place to provide more complete data on faculty effectiveness through the capstone courses.

It is also proved by Alumni survey data obtained in 2015-2016. As presented in Figure III. 1, alumni responses to the survey confirms their positive experience in various categories of teaching effectiveness, including 88% of respondents agreed “the full-time faculty presented the syllabus and course materials in a clear and timely manner” and 87% agreed “the full-time faculty knew the course.”

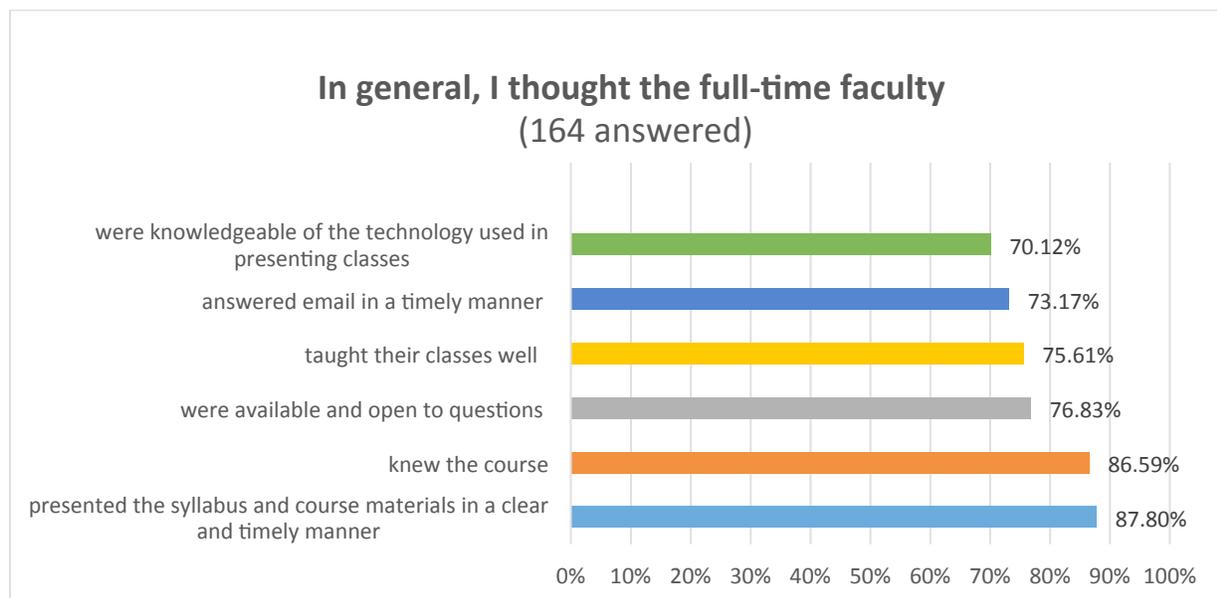


Figure III.1 Faculty effectiveness data from Alumni survey

Faculty participation in relevant organizations

As documented in their CV, The DILS Full-time faculty members are active in scholarly and professional organizations relevant to their teaching and research interests. These organizations are international, national, regional, and local and illustrate the wide-ranging contribution of the faculty. Also, the DILS faculty are active participants in both the local and the professional communities with activities that include, serving on boards, acting as consultants, and serving as keynote speakers. Table III. 6 presents faculty membership and their leadership positions in professional organizations including editorship of scholarly journals. Details of faculty service are in their CVs (Appendix III.1. Full-time Faculty CVs).

Table III.7 Faculty membership in professional organizations (2010-2017)

Professional Organization and Journal Title	Faculty Membership and Name of Position
AIIIM Professional Member (William Penn Chapter)	Lillard
American Library Association	<p>Buchanan</p> <p>Clark – RUSA, national History Section Genealogy Committee member</p> <p>Ha – Committee member of Library Research Round Table (LRRT)</p> <p>Lillard - External Review Panelist and Chair; Library Research Round Table (LRRT), Chair 2010-2011; Vice-Chair, 2009-2010, Chair-Elect, 2008-2009; Library and Information Science Education Interest Group, Chair Election 2014-2015, Chair 2015-2016, Past Chair, 2016-2017; Allied Professional Association Certification Committee Appointment, 2012-2016.</p> <p>Maccaferri - Library and Information Technology Association and Association for Library Collections & Technical Services, 1989 -</p>
American Society for Information Science and Technology	<p>Aristeguieta-Trillos</p> <p>Ha</p>
ARMA International (Association of Records Managers and Administrators)	Lillard
Association for Library and Information	Aristeguieta-Trillos - International Library Education SIG

Science Education	<p>convener, 2015</p> <p>Buchanan - Chair, ALISE Service Award Committee</p> <p>Clark - Archives SIG convener, 2015 to present; International Library Education SIG convener, 2011 to 2015; International Library Education SIG convener, 2011-2015.</p> <p>Ha - Curriculum SIG co-chair, 2012- ; Birds of a Feather, research method session facilitator, 2014- ; 2012 Works in Progress Poster Session co-chair; reviewer for Ph.D. research poster presentations at ALISE, 2012, 2017</p> <p>Lillard - 2014 Annual Conference Co-Chair; 2012 Conference Planning Committee; 2012 Works in Progress Poster Session Co-Chair; Curriculum SIG co-chair, 2012 - ; Juried Papers Committee, 2012-2013; 2011 Jean Tague Sutcliffe Doctoral Student Award Poster Session Judging Chair; Eugene Garfield Doctoral Dissertation Committee, 2014-2017; Research Grants Competition Committee, 2011-2013; Nominate and ran 2 times for ALISE President.</p> <p>Maccaferri</p>
Association of College and Research Libraries (ACRL Division of ALA)	<p>Lillard - professional Development Coordinating Committee Member, 2005-2012; Communities of Practice Assembly Member</p> <p>Maccaferri - Program Committee at Western Pennsylvania/West Virginia Chapter, 2014–; Nominating Committee at Western Pennsylvania/West Virginia Chapter, 2012–2013.</p>
Church and Synagogue Library Association	Buchanan
<i>Current Studies in Librarianship</i>	<p>Aristeguieta-Trillos - Co-editor and Board of Reviewers, 2012-</p> <p>Clark – Co-editor and Board of Reviewers, 2010-</p> <p>Ha - Co-editor, 2014- ; Manuscript Reviewer 2010, 2016</p> <p>Krueger - Co-editor, 2013-2014, and Board of Reviewers, 2010-</p>
DeGruyter Open Library & Information Science, Media Studies	Krueger - Editorial Advisory Board, 2016 -
<i>Emporia State Research Studies Journal</i>	Lillard - Manuscript Reviewer 2009 –

<i>Evidence Based Library and Information Practice</i> journal	Krueger - Editorial Advisor, 2012-2014
Genealogy Conference of the Titusville Historical Society	Clark – Conference organizer; Tech support
Ida Tarbell House Committee of Oil Region Alliance	Clark- 2008 to present
IGI Global	Krueger – Survey reviewer, 2015
Information Architecture Summit sponsored by ASIS&T	Ha - proposal reviewer, 2015
IRA books program	Krueger – Board, 2013-2016
<i>International Open Access Journal</i>	Aristeguieta-Trillos - Editorial Board member, 2012-2016.
<i>Journal of Academic Librarianship</i>	Lillard - Peer manuscript reviewer, 2005-
<i>Journal of Adolescent and Adult Literacy</i>	Krueger - Board of reviewers, 2006-
<i>Journal of Library and Information Science Education (JELIS)</i>	Lillard - Manuscript Reviewer 2005 –
Library Administration and Management Association (LAMA Division of ALA)	Lillard
Pennsylvania Department of Education	Harhai - INVITED COMMITTEE MEMBER, Guidelines for School Library Education programs in Pennsylvania Committee, The Office of Commonwealth Libraries and Office of Higher Education, 2013
Pennsylvania Library Association	Lillard - College and Research Division Board Member-at-Large, 2009-2011 Maccaferri - Vice Chair/Chair Elect, Preservation Roundtable, 2014– 2015; Legislative Liaison, Board of Directors, College & Research Division, 2013–
Pennsylvania School Librarians Association	Harhai – FOUNDING MEMBER, Pennsylvania Educators of School Librarians Section, 2014
ReadWriteThink.org website sponsored by the International Reading Association	Krueger – Reviewer, 2007
Reference and User Services Association (RUSA Division of ALA)	Clark – RUSA, national History Section Genealogy Committee member, July 2013 – present. Lillard
Special Libraries Association	Buchanan

Society for Scholarly Publishing,	Krueger - Education Committee
Titusville Historical Society Collection	Clark – Chair of Technology Committee
Western PA/West Virginia ACRL Chapter	Krueger - Treasurer

Standard III.5: Faculty Research and Scholarship

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.

Despite teaching and service responsibilities, faculty remain active in scholarship and professional development. Faculty contribute to peer-reviewed and professional journal and book publications. They also have edited monographs as well. Faculty have pursued continuing education through regular course work, certificate programs, and professional conferences by, not only attending, but also presenting. A complete record of faculty teaching, research, and service is documented in Appendix III.1.

Table III.8 Scholarly activities of Full-Time faculty, 2010-2017

Faculty name	Articles *	Conference presentations (paper & posters)	Book	Book chapters	Invited talks, news-letter	Editorial-ships (editor, book, chapter)	Consu ltant-ships	Grants
Aristeguieta -Trillos	1	8		1		2	1	3
Buchanan				1				
Clark		15	1	3	7	2	3	9
Ha	1	10		3	4	2	2	6
Harhai	3	15			5	2		4
Krueger	5	14		2	4	10	9	1
Lillard	2	9		3	2	1	6	8
Maccaferri		5		1	3	2	1	
Total	12	74	1	13	23	21	22	31

* Includes refereed conference papers published and under review

A review of the DILS faculty's CV indicates that in the period under review full-time faculty members have produced eleven articles in professional or scholarly journals, held twenty-one editorships of journals or books and chapters' review, authored one book and twelve book chapters, served as consultants on seventeen different occasions, and presented seventy-four programs at scholarly and professional conferences. In response to COA's concern regarding the need for more scholarship by faculty, the department has made an intentional effort to produce peer-reviewed publications, as indicated below:

Two of the department's faculty were awarded editorships by IGI-Global to produce edited monographs in the field of library and information science. Once awarded, the two editors (Dr. Linda Lillard and Dr. Janice Krueger) invited submissions from members of the profession with specific invitations to all members of the DILS faculty; invitations were issued by the faculty editors via email to the department faculty. As a result, Dr. Krueger's edited book ([*Cases on Electronic Records and Resource Management Implementation in Diverse Environments*](#)) contained peer-vetted chapters by Drs. Ha, and Clark, successfully submitted chapters in addition to two chapters by Dr. Krueger herself. The book was published in 2013. Dr. Lillard's monograph (*Information Access and Library User Needs in Developing Countries*) included successful peer-vetted chapters by Drs. Ha and Aristeguieta-Trillos as well as one by Dr. Lillard herself. Again, the book was published in 2013.

As a result of Dr. Lillard's professional relationship with a former doctoral student she supervised while on the faculty of Emporia State University (Dr. Mohammed Al-Suqri), both Dr. Lillard and Buchanan were invited to submit chapters for peer review for a monograph (*Promoting Interdisciplinary in Knowledge Generation and Problem Solving*) he edited on interdisciplinary. Both chapters were successfully peer-reviewed and will appear in the monograph which is scheduled to appear later in 2018. In a previous book, Dr. Lillard was invited to submit a chapter for peer review for Dr. Al-Suqri's monograph, *Information Seeking Behavior, and Technology Adoption: Theories and Trends*. The peer review was successful and the book with Dr. Lillard's chapter was published in 2012.

Dr. Clark's professional work at the national level provides Clarion leadership in the field of local studies librarianship. Dr. Clark served for three years on the RUSA Genealogy Pre-Conference Committee, where she coordinated registration and helped plan numerous Genealogy Pre-conferences and Institutes. She was invited to give a talk at a RUSA Genealogy Preconference at ALA Annual, 2016. Currently she serves on the RUSA Genealogy Committee, where she is charged with leading the revision of the RUSA Guidelines for a Unit or Course of Instruction in Genealogical Research at Schools of Library and Information Science. She collaborated with an adjunct instructor and genealogist at the University of Illinois, Champaign, Urbana to produce the first full-length guide for local studies librarianship and that emphasizes an interdisciplinary

approach to teaching those interested in local history, family history, local special collections and genealogy in cultural heritage institutions. *Fostering Family History Services: A Guide for Librarians, Archivists, and Volunteers* (Libraries Unlimited, 2016) received a starred review from *Library Journal*.

Table III. 9 Faculty Grant Awards 2010-2017

Faculty name	Funding agencies	
Aristeguieta-Trillos	UWFP development grant	ALISE conferences, 2015-2016, \$1,625.00
	Provost matching fund	ALISE conference, 2015, \$400.00
Clark	CFG	To develop a digital history portal on the website of Benson Public Library, November 2015, 1,000.
	UWFP development grant	ALISE conferences, 2013-2016
	Summer Stipend	To work on book draft, <i>Fostering Family History in Libraries</i> , 2013
	UWFP development grant	ALISE conference, 2011, \$1,000.00
	CEHS faculty development	PaLA conference, 2011
	CFG	To create a five-year action plan for the local history room at the Library Oil City Public Library, 2010, \$1,000
Ha	UWFP development grant	ALISE conferences, 2013-2016, \$3,625.00
	Provost matching fund	ALISE conference, 2015, \$400.00
	CEHS faculty development	ALISE conference, 2012, \$1,000.00
Harhai	CFG	World War I Commemorative Project, Clarion University of Pennsylvania, 2015
	Library Services and Technology Act grant	Emerging Leadership Academy for School Librarians, Grant, spring 2014
	National Science Foundation	Pushing the Limits in partnership with Clarion Free Library, Daniel Parker, Executive Director, 2013
	CFG	Community University, spring 2013
Krueger	CFG	Funded library materials for Clarion Free Library, 2014
Lillard	UWFP development grant	ALISE conferences, 2013-2016 \$3,625.00
	Provost matching fund	ALISE conference, 2015, \$400.00

	CEHS faculty development	ALISE conference, 2012, \$1,000.00
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Community Fellows Grant (CFG), Clarion University of PA; University-Wide Faculty Professional (UWFP) development grant, Clarion University of PA; The College of Education and Human Services (CEHS) Faculty Development Fund, Clarion University of PA

Standard III.6: Faculty Education and Background

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 combined education and experience of the faculty is demonstrated through the variety in degree granting institutions, areas of scholarship and participation in varied professional organizations. As discussed earlier in this chapter, the department has consciously sought to diversity the intellectual and regional representation of its faculty. As evidence of the department’s success in this it should be noted that of the eight full-time faculty, two have MSLS degrees from the University of Pittsburgh, one each from the following programs, University of California, Los Angeles; University of Southern Mississippi; Drexel University; Emporia University; University at Buffalo; and University of Puerto Rico. Doctoral institutions are even more diverse and include the following: University of North Carolina at Greensboro; University of California, Los Angeles; Barry University; University of Colorado; University of the Pacific; Emporia State University; University of Minnesota; Rutgers University; University of Tennessee. While three of the eight full-time faculty hold doctoral degrees in library science, the remaining five have doctorates in other disciplines ranging from biblical studies to Russian history.

As noted elsewhere in this chapter, full-time faculty members have further their educations during the period under review, with one receiving a fourth master, two taking certifications, and one took credits from related fields that helped to develop relevant courses in our program. One faculty member, Dr. Buchanan, has completed an M.A. in Theological Studies from Liberty University in 2015 and the faculty developed Theological librarianship course and offered the course. Evidence of new scholarly insights is evident from a reading of the curriculum chapter in which it is obvious that faculty are continually using their scholarly insight to develop new courses and re-develop existing ones.

Some faculty members earned certifications and took credits from related fields and developed relevant courses in our program. Some of the examples are:

- Krueger - Association for Information and Image Management (AIIM). (2013, July 27); ERM Practitioner Course; Association for Information and Image Management (AIIM). (2013, October 25); Automating Records Management in Federal Government Course
- Lillard - Essentials of Records Management Certificate from ARMA (2012); Admitted to Program and took first credit bearing class for Master of Science in Management and Organizational Behavior (MSMOB): MGMT530 Organizational Behavior, Benedictine University, Winter Quarter, 2011.
- Clark - "Copyright Issues for Digital Archives," November 7, 2014, Pittsburgh, PA. 75 continuing education credits. Course counts as one of nine courses required towards Society of American Archivists Digital Archives Specialist Certificate; "ALA RUSA Genealogy Program," September 24, 2014, Philadelphia Free Library.

Faculty attended webinars that relate to classes taught. The following list is one of the examples from Dr. Krueger:

- Gonzalez, G., & Penka, J. (2016, Jan. 20). Linked data 499: Your action plan. SirsiDynix On Demand Webinar.
- Richey, S. (2015, Dec. 16). Linked data 401: In your library. SirsiDynix On Demand Webinar.
- Williamsen, J., & Lacanienta, R. (2015, Dec. 2). Linked data 301: A breakdown of BIBFRAME. SirsiDynix On Demand Webinar.
- Davidson, B. (2015, Nov. 18). Linked data for directors. SirsiDynix On Demand Webinar.
- Penka, J. (2015, Oct. 28). Linked data 201: How it works. SirsiDynix On Demand Webinar.
- Information Today. (2014, Nov 4-5). Taxonomy boot camp. KMWorld 2014 Conference held in Washington, DC.
- OCLC. (2014, June 2). Tracing the evolution of linked data Webinar.
- Computers in Libraries Conference, Washington, DC. (2011, Mar. 21-23). Sessions were applicable to technology courses and discovering new curriculum areas.

While each faculty member contributes to the literature of library science in a variety of ways—from the publication of reviews to the authorship of monographs—most faculty in the department are actively engaged in working across disciplinary lines to develop programs and projects with colleagues in other departments and at other institutions. One of the examples is Dr. Lillard and Dr. Ha were invited as external reviewers to consult 'Information Literacy assessment' of Biology & Geo Science department at Clarion University.

Table III.10 DILS Faculty Service and Interactions with Other University Units (2010-2017)

Services on University committees	
Faculty Senate	Clark: Admissions, Conduct Board, Technology Ha: Technology subcommittee, Conduct Board, Subcommittee on Student Activities, Library Subcommittee, Institutional Resources Committee Harhai: Krueger: Foundation Advisory Board, University Technology Advisory Committee, Academic Standards Committee, Student Affairs Committee, University Technology Advisory Committee, Lesser Scholarship Committee Lillard: Conduct Board Maccaferri: University Conduct Board
Presidential Commission	Affirmative Action: Harhai, Krueger, Lillard The Status of Women: Clark, Lillard, Ha Disabilities: Maccaferri
IRB	Clark served as the chair. Ha and Lillard served as the member
Graduate Council	Lillard (chair, 3 years), Krueger
The Advisory Council for International Education and Programming	Ha: member and chair of Scholarship Committee on the council Aristeguieta-Trillos: member
University Governance	

<p>Union (APSCUF) & Contractual service</p>	<p>APSCUF Executive Council, Membership: Clark APSCUF Executive Council, Social: Lillard APSCUF Executive Council, Nominations & Elections: Ha APSCUF Executive Council, Health and Wellness Officer: Krueger APSCUF Executive Council, secretary: Maccafferri APSCUF Executive Council, Treasurer: Lillard Promotion Committee: Buchanan, Krueger, Maccafferri Sabbatical Leave Committee: Krueger, Ha CCPS: Krueger, Lillard APSCUF Nominations and Elections Committee: Ha, Lillard APSCUF Mobilization Committee: Maccafferri APSCUF Burgers and Ballots Ad Hoc Committee: Maccafferri APSCUF Scholarship: Aristeguieta-Trillos DRC (Department Representative of Information and Library Science): Aristeguieta-Trillos, Ha, Harhai</p>
<p>University Ad-Hoc Committees</p>	<p>Clark: Committee on Civility, Diversity Strategic Plan Committee, Committee on Grants Reorganization, Committee for Sexual Harassment Training Harhai: D2L Analytics Work Team, University Technology Advisory Committee, and its Planning Subcommittee, Distance Education Support Committee, Technology and Instruction Exchange project Lillard: Distance Education Support Committee, Diversity Strategic Planning Committee, Faculty Affairs Committee, New Faculty Mentor, 7 Week Courses Task Force, Accelerated Bachelors to Masters Task Force, Online Task Force, RFP Lead Generation Contract. Maccafferri: Coordinator of Judicial and Mediation Services Search Committee</p>
<p>Other services</p>	
<p>LTC</p>	<p>Clark and Harhai provided several presentations of usage of D2L for faculty in school</p>
<p>Search committee</p>	<p>Associate Dean/Director of Field Services COEHS Search Committee: Lillard</p>
<p>Partners</p>	<p>This serves as a platform for professors to share knowledge and ideas aimed at the improvement of instruction at the university. It offers workshops and publish newsletters, Hand-in-Hand. Several DILS faculty, Clark, Ha, Harhai, and Lillard published the articles on the newsletter. Recently Clark hosted and organized the workshop</p>

Phi Kappa Phi Honor Society	Harhai: Chapter President; Krueger: Scholarship Chair, Treasurer Buchanan
College of Education & Human Services Faculty Professional Development Committee	Ha, Harhai
College of Education & Human Services 2014 Planning Committee	Ha, Lillard
College of Education & Human Services NCATE Steering Committee	Lillard
Biology information literacy	Lillard and Ha were invited as external reviewers to consult 'Information Literacy assessment' of Biology & Geo Science department and assessed the information literacy assessment tools.

Dr. Maccaferri has been working on various projects with the local community and libraries in other towns. One of the recent projects is called 'World War I Commemorative project' since 2015, which is collaborative work with the Clarion Free Library and the Clarion County Historical Society. The project involves developing a series of programs and a collection of resources to commemorate the one-hundredth anniversary of World War I and its impact on Clarion County. The project also includes publication of the weekly *Clarion County Report*. The following is other on-going projects by him:

Lake Erie, Franklin & Clarion Railroad archive, 1996–. Preserve and organize the records of this railroad on behalf of the Clarion County Historical Society. Includes creation of a finding aid and index with the assistance of student volunteers.

Mercyhurst Magazine index, 2005–. Index the entire run of this serial on behalf of the Mercyhurst College Library. With the assistance of student volunteers.

The Iron County Chronicle index. 2007–. Index the entire run of this serial on behalf of the Clarion County Historical Society. With the assistance of student volunteers.

Details of faculty development are in their CVs (Appendix III.1).

Standard III.7: Faculty Assignments

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

As previously noted and discussed, the department chair recommends teaching assignments (subject to approval by the dean) for all faculty. These assignments are based on faculty preferences and abilities. When possible, the chair typically assigns one faculty member multiple sections of the same course to reduce the amount of preparation required.

Faculty teaching assignments and other duties explained in Article 23 of the Collective Bargaining Agreement ([Faculty CBA Contract](#)). In addition to teaching, the required credit load per semester in accordance with the Collective Bargaining Agreement (CBA), faculty members participate in university governance and service that includes various committee work at all levels. Because the department administers one of the key graduate programs for the entire university, department faculty are elected, and often chair, committees integral to university functions. Furthermore, the department chair is included on many important university policy making and decision committees due to our key graduate program status such as the Seven Week Task Force, the Accelerated Bachelors to Masters Task Force, the Online Education Task Force. Importantly, the department's faculty is distinguished among other departments for the amount of service provided toward institutional governance.

The CBA designates four major university-wide committees, the membership of which is elected by all members of the university: Tenure, Promotion, Sabbatical Leave, and Committee of Curriculum and Programs of Study. Election to these committees signifies (1) that the faculty member elected has high name recognition across the university, and (2) is highly regarded among his/her peers as a leader and decision maker. During the period under review tenure-stream members of the department have been elected to each of these committees. Department faculty have also been heavily involved in appointed university service positions, including the Presidential Commission on the Status of Women, Presidential Commission on Affirmative Action, and the university Conduct Board, to name a few. The DILS faculty have also served on Faculty Senate, Graduate Council, and as officers for the Association of Pennsylvania State College & University Faculties (APSCUF). A complete record of faculty teaching, research, and service is documented in Appendix III.1. Full-time Faculty CVs.

Standard III.8 and III.9 Evaluation of Faculty

Standard 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.

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

Evaluation procedures

To meet the requirements of the CBA and university procedures relative to evaluation, tenure, and promotion, the department has established the following committees, which act in concert, when appropriate. Each is an elected committee and each excludes the chair, who has a separate chair's recommendation.

- Evaluation Committee: All tenured and tenure-track faculty are eligible to serve. Currently, tenure-track faculty only evaluate part-time and full-time temporary faculty, while tenured faculty are eligible to evaluate any member of the faculty who is scheduled for evaluation review.
- Tenure Committee: Only tenured members of the department are eligible to serve.
- The Promotion Committee: Only tenured faculty are eligible to serve.

The dean's role in evaluation is to provide a written performance review of tenured faculty (on quinquennial reviews) and non-tenured faculty (on annual reviews) based on data submitted by the faculty member, department evaluation committee, department chair, and any other relevant and substantiated data gathered by the dean as specified in Article 12 of the CBA. This evaluation is provided for the faculty member and the president. The dean has no formal role in the actual tenure recommendation process. Though not eligible for tenure or promotion, temporary faculty members are subject to the evaluation procedures herein outlined.

Under the CBA, each department is charged with establishing a committee (exclusive of the department chair) to assist in the evaluation process. Evaluations of non-tenured faculty are to be conducted annually and evaluations of tenured faculty are to be conducted quinquennially as prescribed by the CBA. The Evaluation Committee is charged with using the following in preparing faculty evaluations:

- Student evaluations;
- Peer evaluations;
- Updated curricula vitae;
- Other pertinent data the faculty member wishes to submit, e.g., copies of publications, letters of reference, etc.; and,
- Other data that the department evaluation committee may deem pertinent.
- Annual evaluations include recommendations for or against reappointment by both the department evaluation committee and the department chair.

Tenure procedure

The CBA defines tenure as the “right of a faculty member to hold his/her position and not be removed there from except for just cause.” Processes for tenure are outlined in the CBA and involve recommendations at three levels: the department’s Tenure Committee, the department chair, and the University-Wide Tenure Committee. The university president makes the final tenure decision after receiving input from these three entities. The CBA specifies a five-year probationary period for each new faculty member during which the faculty member is evaluated based on effective teaching, professionalism, continued scholarly growth, and service to the university and community.

Only tenured faculty may serve on the department’s Tenure Committee. The Tenure Committee prepares a recommendation for or against tenure, which is based on previous evaluations of the tenure candidate. After allowing the tenure candidate an opportunity to discuss the recommendation, the document is sent forward to the department chair, who writes a separate tenure recommendation and then forwards his/her recommendation along with the committee’s recommendation to the University-Wide Tenure Committee. The tenure candidate has the right to submit a dissenting document if s/he disagrees with either of the forwarded documents. Reappointed faculty receives letters from the university president articulating any areas needed for improvement prior to the next evaluation.

While the president has the sole authority to grant or deny tenure, the tenure candidate has grievance rights if the president denies tenure in the face of two positive recommendations for tenure from two of the evaluating entities, i.e., the department Tenure Committee, the department chair, the University-Wide Tenure Committee.

Promotion procedures

Promotion procedures, like tenure procedures, are spelled out in the CBA, which requires each university to adopt a statement of promotion policies and procedures. At Clarion University, this document is “Promotion Policies and Procedures,” which outlines processes leading to promotion and lists specific minimal requirements needed for promotion from one rank to the next. As described in the CBA, the promotion procedure moves in sequence from the candidate, to the department Promotion Committee, to the department chair. Once the candidate’s application leaves the department, it follows

separate but parallel paths, one path going through the University-Wide Promotion Committee (UWPC) and one path going through the offices of the college dean and provost. The UWPC reviews the portfolio of candidates – including the recommendations of the dean and provost -- for promotion to each rank, then a ranked list of candidates is produced, with #1 on each list being the candidate seen as the most qualified for promotion to the designated rank. The dean and provost review each candidate’s portfolio and designate one of the following recommendations: Highly Promotable, Promotable, Not Promotable. The president makes the final decision for promotion.

Evaluation, tenure, and promotion policies are stated in detail in the CBA. Articles 12, 15, and 16 address each process respectively and are available at [Faculty CBA Contract](#). Guidelines for tenure and promotion are also available under the Provost's web page at [Faculty Policies](#). Peer class observation form in DILS is available in the Appendix III.5.

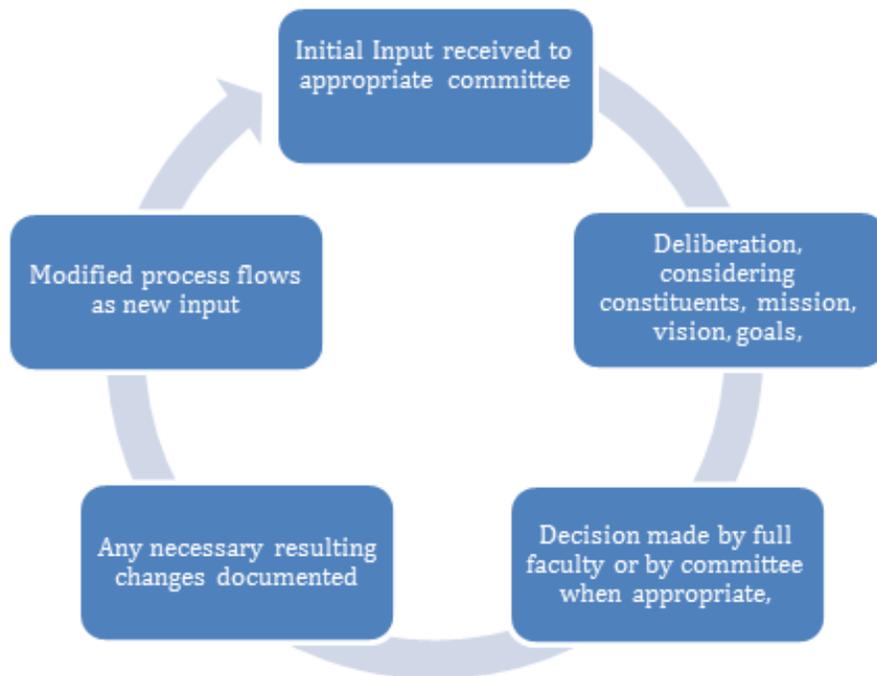
Standard III.10 Systematic Evaluation of Faculty

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

As we presented previous sections, there are various mechanism for faculty evaluation including peer evaluation for part-time and tenure-track faculty, annual evaluations for tenure-track faculty, and quinquennial evaluation for tenured faculty. The evaluation committee reviews various materials including student evaluations for the course and faculty, peer-observation for the course, scholarships, and services achieved during the review period.

As we presented in chapter 1, the DILS department has planning meetings at its retreat scheduled at the beginning of each semester. While the specific results of faculty evaluation including evaluations leading to tenure and the review of tenured faculty are confidential, as noted above, the faculty reflects some of the evaluation results and discusses ways to improve the program. New goals or action plans are established if necessary. One of the examples includes in the 2012-2015 Strategic Plan and its implementation, elements of academic rigor and faculty growth was included after discussion of course observations: “Provide a departmental mentor to help derive appropriate levels of rigor in course design” with a timeline as 2012-2013. The DILS faculty worked together to implement this plan and it continuously sustains which helps for program improvement. The university policies on recruitment, hiring, and evaluation of faculty set a strong foundation upon which the department plans its strategic goals, assesses its progress toward the goals, and moves the department forward in meeting its mission.

The following model presented in chapter one for how DILS closes the loop on evaluation and assessment. Several examples will be presented here showing how the results of the evaluation of faculty are systematically used to improve the program and to plan for the future.



Example: Faculty evaluation

1. Input: The school requires evaluation of both full-time and part-time faculty.
2. Deliberation: The evaluation committee reviews various materials including student evaluations for the course and faculty, peer-observation for the course, scholarships, and services achieved during the review period.
3. Decision: The evaluation committee made recommendations or requests, for example, the DILS faculty agreed to provide the mentor to assist part-time faculty.
4. Documentation: This is recorded in the minutes of the DILS faculty meeting in which it is discussed.
5. New Input: These additions and deletions become new input for the following year's considerations of what was useful and what was not useful to meet DILS needs.

Example: Faculty scholarship

1. Input: In the last COA review in 2010, it is suggested that the DILS needs more faculty scholarship.
2. Deliberation: Dean and DILS faculty discussed to make action plans to

accomplish follow the suggestion. The action plan was established to foster faculty members' scholarship.

3. Decision: With the action plan, it was decided that the faculty try to conduct one research project or publish one article/book chapter, or conduct 2 regional conference presentations within an eighteen month period.
4. Documentation: This is recorded in the minutes of the DILS faculty meeting in which it is discussed.
5. New input: This action plan became new input for the following year's considerations.

Example: Part-time pool update and hire

1. Input: The part-time pool is recruited in every 3 years and regularly reviewed and maintained. When it comes to restoring new part-time pool and need to hire new areas of expertise due to course assignment, the part-time pool needs to be reviewed.
2. Deliberation: If it is a new recruitment cycle, the DILS faculty review the old job advertisement and make update one, such as add new qualification if necessary.
3. Decision: Once obtained the applications, the DILS faculty review all the applications and conduct phone interview with qualified applicants. The DILS faculty discusses and selects the final part-time faculty and make the pool. When reviewed, new suggestions, such as at least more than two years of field experiences are required, are added.
4. Documentation: The new updated qualifications (if there is) are recorded in the minutes of the DILS faculty meeting. The new pool is stored on department site.
5. New input: The updated qualification implanted as a new input.

Future Plans

Administration has indicated willingness invest in new faculty necessary for expanding programs. With the current interest in expanding health related programs at Clarion University, DILS is currently examining a collaboration with the College of Health and Human Services to create a program in community health informatics and to expand offerings in the area of health librarianship. DILS is also exploring an involvement in the new Opioid Treatment Specialist Certificate due to the role librarians are playing in attempting to deal with this issue. Because the public library is a unique institution that is open to all, this health concern has created challenges that library staff have not dealt with before. Public libraries around the country are experiencing people overdosing; needles in public restrooms, in the book shelves, and so on. As DILS moves in the direction of creating and becoming a part of these new programs, it is expected that a new faculty position with expertise in health information would be approved.

Standard III. Faculty Appendix --- All stored at D2L under Appendix

Appendix III.1. Full-time Faculty CVs

Appendix III.2. Part-time Faculty CVs

Appendix III.3. Part-time Faculty Qualification and Courses Taught for Graduate (2010-2017)

Appendix III.4. Part-time Faculty Appointments by Term (2010-2017)

Appendix III.5. Part-time Faculty Appointments by Course (2010–2017)

Appendix III.6. Part-time Faculty Appointments by Name (2010-2017)

Appendix III.7. Peer Observation form