

## Standard V: Administration, Finances, and Resources

### Introduction

The Department of Library Science has undergone major changes since the last visit in 2010. At that time the Department was situated in the College of Education and Human Services. In 2014 as a result of a major reorganization of the university, the College of Education and Human Services was dissolved. The departments in Human Services section of the college were distributed to remaining colleges in the university: College of Business Administration, College of Arts and Sciences and Venango College. Education became the School of Education located in the newly named College of Arts, Education and Sciences. Only the Department of Library Science was not distributed to another college within the university and the Library Science faculty was given the opportunity to decide what college might be the best fit. After interviewing the Deans of the three remaining colleges, the Library Science faculty voted that the College of Business Administration was the best fit. When Library Science faculty stated that this was the preference, the administration set up a meeting consisting of President Karen Whitney, Provost Ron Nowalczyk, Dean and Associate Dean of the College of Business Administration Philip Frese and David Hartley, Department of Library Science faculty and the faculty of the Department of Computer Information Science (CIS). Since CIS had expressed an interest in moving to COBA as part of this major reorganization, administrators had determined that bringing Library Science and Computer Information Science together would allow for many new collaborative programs. Both Library Science and CIS agreed with this idea and so the School of Information Sciences (consisting of LS and CIS) was formed within the College of Business Administration and the College was renamed the College of Business Administration and Information Sciences (CoBAIS). The overall restructuring of the university was to realign program areas as a cost saving measure. The Department of Library Science was integral to the decision to relocate the Department to the College of Business Administration and in the development of the school. The new structure was positive in its collocation of departments to allow for greater collaboration.

During the first year in the new college, the Library Science faculty discussed a variety of potential program changes at the Fall 2014 Faculty Retreat. Since the Department of Library Science was now located in the School of Information Sciences, one such idea was to change its name to show that its scope was broader than libraries and extended to other types of information agencies. Based on an examination of what other similar programs are named and what these types of programs are named in the general scheme of things (ex. textbooks in the "Library and Information Science" series), a proposal was put forward to change the name of the department to Library and Information Science. Because CIS faculty feared that university admissions might confuse the Library Science program with the Computer Information Science program, discussion ensued among LS, CIS and other campus units. The Department of Library

Science came up with a compromise that was agreeable to CIS and thus became the Department of Information and Library Science (DILS) in 2015.

Also since the last visit, the program moved totally online. With the lack of sufficient enrollment on the Clarion campus as well as the distance sites in Harrisburg and Philadelphia, the DILS faculty, in discussion with the dean, made the decision to move the program totally online.

### **Standard V.1: DILS is an Integral and Distinctive Academic Unit**

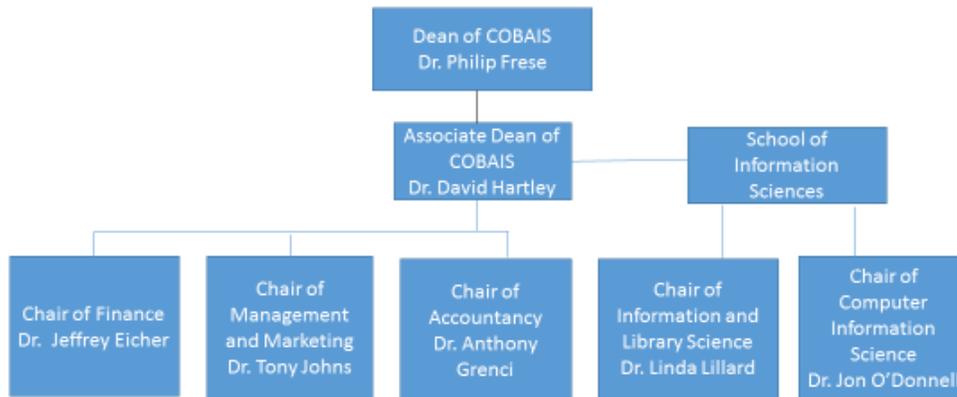
V.1 The program is an integral yet distinctive academic unit within the institution. As such, it has the administrative infrastructure, financial support, and resources to ensure that its goals and objectives can be accomplished. Its autonomy is sufficient to assure that the intellectual content of its 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.

As noted in the introduction, the Department of Information and Library Science (DILS) is one of two units within the School of Information Sciences within the College of Business Administration and Information Sciences. [Organizational charts](#) of the university and the college are provided on the university Web site. The unit head of the department, Dr. Linda Lillard, has the title of Chair and Program Director and reports to the Dean of CoBAIS, Dr. Philip Frese. As is the case in all academic units at Clarion, the DILS enjoys autonomy sufficient to ensure that the intellectual content of its programs, selection and promotion of faculty members, and selection of students are guided by procedures established within the department that are aligned with the Collective Bargaining Agreement (CBA). This is consistent with the business programs in CoBAIS that have the AACSB external accreditation.

The dean of CoBAIS is Dr. Philip Frese, who reports to the provost/academic vice president and is responsible for overseeing every dimension of the College. Dr. Frese attends bimonthly Deans' Council meetings chaired by the Provost and monthly meetings of the President's Executive Council (PEC) chaired by the President of the university. Academic Deans at Clarion University must have earned doctorates within one of the disciplines of their respective colleges; successful teaching experience; a record of scholarly activity; and a demonstrated knowledge of current trends and issues in education. Dr. Frese holds a PhD in Accounting from Drexel University and Associate Dean, Dr. David Hartley holds a Ph.D. in Organizational Leadership from Regent University. Both are members of management and not faculty members. All management employees are evaluated annually against a performance-based rubric. Though academic deans at PASSHE schools have the proper qualifications, their positions are defined by the CBA as an administrative position rather than faculty.

Figure V.1 CoBAIS Organizational Chart

## College of Business Administration and Information Sciences COBAIS



The [Collective Bargaining Agreement](#) governs the selection and duties of department chairs. Chairs are selected by the faculty of the department for a three-year period and may succeed themselves. Based upon the number of faculty in the department, chairs are given released time from their contractual teaching load in order to perform the responsibilities of that position. Under the CBA, teaching loads for department faculty are set at four courses per semester if the faculty member is teaching all undergraduate or a mixed load of graduate and undergraduate courses. If the faculty member is teaching all graduate courses, the teaching load is three courses per semester. In no case may a faculty member have more than three separate course preparations per semester without receiving overload compensation, meaning that when faculty teach an all undergraduate or a mixed graduate/undergraduate load, at least two of the courses being taught must be separate sections of the same course. This course load assignment results from the fact that most of the PASSHE member schools are primarily teaching institutions with minimal emphasis on research and publication.

At the time of the last accreditation visit, the department was chaired by Dr. Janice Krueger. In September, 2012, Dr. Krueger stepped down as Chair to return to full-time teaching, at which time the department held an off-cycle election and Dr. William Buchanan was elected as department chair to serve the remainder of the triennium, from September 2012 to 2014. Following Dr. Buchanan, Dr. Linda Lillard was elected and served from 2014 to 2017 and was re-elected in 2017 to serve until 2020.

Department chairs are responsible for specific areas, subject to approval of the college dean, and as outlined by the CBA. Duties include development of department plans, guidelines and internal office operation; directing the department's administrative organization (and may delegate authority and assign responsibility as appropriate); and representing the academic discipline both on and off campus either personally or by

designation of department representatives. The Department Chair also makes recommendations to the Dean regarding personnel actions, curricular changes, course offerings, teaching assignments and departmental budget. ([2015-2018 Collective Bargaining Agreement](#)). As noted in Chapter 3, chairs have an important role in faculty hiring, evaluation, tenure, and promotion processes. In addition, chairs oversee department operations, prepare reports, and represent the Department at university meetings and professional conferences.

Faculty input is crucial to department, college and university operations. Faculty develop department goals and objectives, provide input regarding resource requirements, conduct program reviews, revise programs, develop departmental policies, and contribute both hard data and professional opinion into the decision making processes at all levels through membership on department, college, and university committees. The faculty develops and initiates all aspects of the curriculum, including preparation of course proposals and review and recommendation of course cycles. They recommend which students are awarded assistantships and scholarships. Standing departmental committees inform major areas of department operations.

The DILS has developed policies for the creation and modification of its curriculum administered within the guidelines of the Collective Bargaining Agreement. The actual curricular planning process (described in detail in Chapter 2) is twofold, initiated first by the department and finalized by the Faculty Senate upon recommendation from the university-wide Committee on Courses and Programs of Study (CCPS).

The DILS remains a distinctive academic unit and under the CBA controls the intellectual content of its program, the selection of its faculty, selection of students and other specific provisions of the CBA. Ultimately, the promotion of faculty falls outside of the department's purview and is governed by the CBA; however, the department has a critical role in the process in that the department promotion committee and the department chair prepare separate recommendations. Faculty request for promotion based on the faculty member's teaching, research, and service. This data is used by the university wide promotion committee in making its promotion recommendations and by the dean and provost in making their separate recommendations. In the end, the president considers all these data and recommendations in making a final decision about promotion. The department has been successful within in this review period in the tenure and promotion of eligible faculty. The composition of the DILS committees is determined by the faculty and chair and approved at the departmental retreat at the beginning of the fall academic semester. The Department Chair, in consultation with the faculty, determines course offerings and teaching schedules. This recommendation must ultimately be approved by the Dean of CoBAIS and the Provost.

The annual evaluations of non-tenured faculty and of tenured faculty on a quinquennial basis, as well as tenure reviews and promotion reviews, are conducted by the faculty. The Dean's independent evaluations and recommendations regarding renewal or nonrenewal are also considered by the President, who makes final decisions in these areas.

Student admissions to the program are based on consistently applied standards (the process is described in detail in Chapter 4). 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 clearly stated in the Clarion University *Graduate Catalog* and are 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 student. Within the framework of institutional policy and programs, the admission policy for the program ensures that applicants possess sufficient interest, aptitude, and qualifications to enable successful completion of the program and subsequent contribution to the field. The DILS budget is allocated by the Dean of CoBAIS.

The college and university do provide administrative support and resources to DILS. There are a number of units on campus providing support to DILS. Admissions provides administrative support in the application process. [Clarion Online](#) provides support in issues specific to online programs including a mandatory orientation for students enrolled in online classes and a mandatory course for new full time and adjunct faculty who will be teaching online. [Computing Services](#) handles technology support including a help desk. The [Learning Technology Center](#) has a contractual obligation in providing course development services to faculty teaching online. [Career Services](#) mandate includes support to graduate and online students. [Financial Aid](#) handles all assistance for loans. The accounts receivable office creates payment plans and handles billing. The [Registrar's Office](#) handles registration, academic records and graduation. The library has a librarian dedicated to supporting distance education students. The writing center has a program for working with distance education students. Basic student services such as the health center are available to the department's students. The office of disability support is likewise available to the department's students and works to create accommodations. Clerical support is provided by the college.

### **Standard V.2: Representation**

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.

### **Faculty Representation**

All university faculty have comparable opportunities to participate in university and collective bargaining unit committees:

[Faculty Senate](#): Activities of this body include the review and approval of courses and programs, review of academic standards, and approval of the academic calendar for the university. Senate's standing committees are responsible for recommending and reviewing university policies.

[APSCUF Leadership and Committees](#): APSCUF is the faculty collective bargaining unit and is represented at the local level by a governing body elected by local chapter APSCUF membership. APSCUF is active in matters of contract negotiation and faculty governance. APSCUF deliberations directly influence faculty hiring, promotion, tenure, evaluation, and course load, as well as curriculum.

[University Technology Advisory Committee](#): UTAC is charged with providing guidance regarding the allocation of resources related to the enhancement and support of computing and other technologies, facilitating the review and update of the Strategic Information Technology Plan (SITP), and making recommendations as to the prioritization of SITP goals. It recommends directly to the President's Executive Council.

[Institutional Review Board](#): Institutional Review Board (IRB) reviews human subject research on the campus and seeks to insure that Clarion is in compliance with the National Research Act.

As presented in Table III. , DILS faculty have served on all of the above committees. This work is also detailed on individual faculty CVs. **Insert link to CV appendix.**

## **Student Representation**

The students have the same opportunities for participation on the institution's advisory or policy-making bodies as do students in other academic units. The presidents of the DILS student organizations (such as ALA, SLA, PSLA, and SAA) represent the interests of information and library science students with the University Activities Board where their voices are heard in the area of student governance. Additional opportunities exist and can be examined at:

[Undergraduate and Graduate Research Conference.](#)

[Student Affairs home page](#)

## **Administrative Relationships**

The interaction of DILS faculty on a wide variety of university wide committees enhances interaction with faculty from other disciplines. This interaction has the ability to create partnerships and cooperation with other units on campus which is directly beneficial to students. DILS is presently exploring an relationship with the College of Health and Human Services to design a health informatics degree and is also interested in pursuing a partnership with the Criminal Justice program to design a concentration combining both areas.

For several years during this accreditation period, the university worked under a financial framework called Responsibility Center Management (RCM), which determined resource allocation. The decision-making process for the allocation of resources is fully explained in [RCM Manual](#).

### Standard V.3: Administrative Head

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.

Dr. Linda Lillard serves as the administrative head of the DILS as the chairperson and program coordinator under the guidance of the Dean of CoBAIS, Dr. Philip Frese. The selection and role of chair of DILS is governed by [the Collective Bargaining Agreement](#). This includes the title, salary, status and authority of chairs. Chair responsibilities can include, but are not limited to

- managing the department's budget,
- scheduling courses,
- directing the planning process,
- evaluation of all faculty,
- overseeing department operations,
- preparing reports, and
- representing the department at university meetings and professional conferences

The chair has the leadership skills, administrative ability, experience, and understanding of the developments in the field and in the academic environment needed to fulfill the responsibilities of the position. These qualifications for the role of chair are apparent in the CV of Dr. Lillard. Not only has she been the chair of DILS since 2014, but she had previous department chair experience prior to coming to Clarion University. The Department Chair's term is for three years and Dr. Lillard was elected for a 3 year term for 2014-2017 and then re-elected for a second term for 2017-2020.

The DILS Department Chair and Program Coordinator maintains a high profile position on campus as a member of a wide variety of committees (see Table III.10), such as the university's Academic Council, which is a meeting of all department chairs and other university department heads held by the Provost. The department chair also participates in the CoBAIS chair meetings, represents the department at Graduate Council (and at the present time is chair of Graduate Council), and participates in Clarion Online meetings. As one of the largest programs on campus, the chair is frequently called upon

to serve on important policy making committees such as the 7-Week Task Force, the Accelerated Bachelors to Masters Task Force, and the Online Education Task Force (formed define the future of distance education at Clarion University).

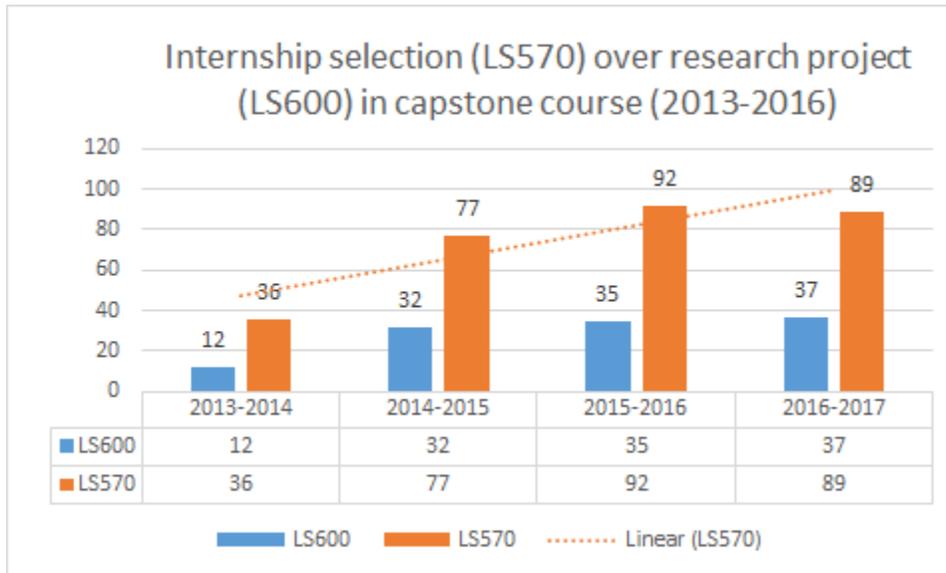
### **Standards V.4-5: Unit Environment**

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 chair fosters a nurturing environment through the fulfillment of the responsibilities noted in V.3. The department has traditionally practiced distributed leadership in the accomplishment of the program's mission and goals. As noted above, the faculty has been exceptionally active in department, college and university committee service and leadership, which leads to frequent interaction with faculty members from other academic units. Faculty members are encouraged to collaborate with faculty members from other units. The Chair regularly interacts with chairs of other programs and discusses possible collaborations on new degrees and/or courses. For example, a plan was developed by Dr. Lillard and Dr. Aristeguieta in collaboration with the Chair of Finance for a Business Informatics program. The plan is awaiting the next step which is to do an environmental analysis. Dr. Lillard and Dr. Ha are in discussions with the new Dean of Health and Human Services and leaders of the Nursing program to develop a program in Community or Rural Health Informatics.

In addition to receiving socialization into the field through coursework, students are encouraged to participate in DILS student chapters or organizations such as ALA, SLA, PSLA, SAA and to also participate at the national level by attending professional association conferences. Further opportunities for socialization into the field and opportunities for interaction with students from other academic units is provided through participation in the [University Activities Board](#), which is the umbrella for all student organizations. Furthermore, subject to advisor and chair approval, students are allowed to transfer in 6-9 credits for courses taken outside of the program as well as from other universities. This provides the vehicle for students to interact with other units on campus by way of taking classes in another discipline. The LS 570 capstone that was previously titled Internship in Library Science was re-titled Apprenticeship in Information Agencies in Spring 2017 to reflect the broader scope of learning experience LS 570 provides students. The students have a capstone choice of LS 570 Apprenticeship in Information Agencies and LS 600 Research in Librarianship. A large percentage of DILS students choose the Apprenticeship option each semester.

Table V.1 Student Capstone Choices



DILS employs several methods to maintain and nurture relationships with alumni. Attendance at the Pennsylvania Library Association (PaLA) and the PSLA (Pennsylvania School Librarians Association) conferences with a booth in the exhibit hall allows faculty representatives to meet and interact with alumni who attend the conferences. DILS maintains a [FaceBook page](#) and regularly announces attendance at major conferences such as the American Library Association and Association of Rural and Small Libraries so that arrangements can be made to get together with students, sometimes meeting distance students for the first time. Students are invited to bring friends and family to a graduation brunch that Dr. Linda Lillard has hosted in her home each semester for the past nine years. This gives students the opportunity to meet faculty for the first time face-to-face and to meet other students in the program. DILS made the decision to take the more personalized approach rather than the quick cookies and punch reception after graduation, which many of the DILS students do not attend because they are anxious to get on the road and return home. DILS students, from as far away as California and Alaska, have attended the brunch and the graduation ceremony on campus. More students than would be expected make the trip to Clarion for the graduation ceremony so that they can make the connection with their university and their faculty and fellow students at that time. This event has been a huge success over the years and gives students a positive send-off from the program.

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.

The DILS has one .75 time support staff member, Ms. Wenda Strickenberger, who is shared with the MBA program. Staff is provided to the department in keeping with the university parameters. Staff responsibilities are covered by the [AFSCME CBA](#). Staff responsibilities can include, but are not limited to

- handling daily office routines,
- maintaining department records,
- assisting with special projects,
- supervising student workers,
- handling the financial business of the department,
- managing the information on the department Web site, and
- processing travel requests.

All of these activities contribute to the main objective of fulfilling the program's mission and goals. Ms. Strickenberger also supervises two hourly student assistants, one graduate (20 hours per week) and one undergraduate (10 hours per week). Across campus and in the CoBAIS a network of additional administrative support exists for the program.

The Department Chair works daily with Ms. Strickenberger to make operational decisions. Ms. Strickenberger is normally the first point of contact for potential students looking for program information and new students getting started in the program. She is also the first point of contact with the department when students need assistance beyond faculty members serving as their advisors. She is extremely knowledgeable about the program and university procedures which keeps the department running smoothly.

The Chair supports the culture of collaborative decision making processes within the department that results in consensus based decisions. Issues are brought forward in faculty meetings with the faculty as a whole participating in all discussions. The entire faculty and staff along with student representatives participates in strategic planning. Strategic planning retreats are held at the beginning of each semester (fall and spring). At the fall strategic planning retreat, the group agrees on departmental and program priorities and re-evaluates committee work and processes. For the most part, however, the DILS faculty operates as a faculty of the whole though ad hoc committees may be formed when issues call for preliminary research or data gathering before a decision can be rendered. Contractual committees, such as Faculty Search, are governed by the CBA.

### **Standards V. 6 Level of Support**

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.

The university has adopted Responsibility Center Management (RCM) which determines resource allocation. As noted in V.2, the [RCM Manual](#) explains the process for the institution. Earlier in the period under review, the university adopted Resource Center Management (RCM) as a budget model in which funds generated by academic units are returned to the unit after being "taxed" to support the administrative cost of the institution. After several years of trying to adapt this concept to the university's needs, the university administration decided to return to the traditional approach allocating funds from the university level to the college level and giving deans the responsibility of allocating funds as needed to departmental level units. The department's financial needs are adequately met by the college through an allocation process as described below.

Each year the Associate Dean of CoBAIS prepares the budget for the next year and submits to department chairs for examination and approval. The major considerations for resource allocation are the needs of DILS for teaching and departmental support. The Department Chair meets with the Dean, the Associate Dean and the other CoBAIS Department Chairs every two weeks. Department Chairs are also invited to Academic Council meetings scheduled monthly by the Provost to discuss current issues affecting the university. Despite budget cuts and the loss of a departmental account of approximately \$108,000 in an attempt to reduce the university deficit (all areas of the university with these types of accounts had them seized for this purpose), the department continues to be adequately funded. Since the last review, staffing levels in DILS have been reduced from 1.5 administrative staff to .75 administrative staff. DILS is not alone in this staff reduction, as it has taken place in many other units on campus. The remaining .25 time of the DILS administrative staff person's time is spent with the MBA program. As was mentioned in the faculty chapter, during the period of this review the faculty increased and then decreased due to retirements and resignations.

Table V.2 Income from Parent Institution

Year	Income from Parent Institution	
	Personnel	Non-Personnel
2017	\$1,067,080	\$7,200
2016	\$1,087,196	\$6,478
2015	\$1,050,726	\$6,478

2014	\$ 979,929	\$5,291
2013	\$1,071,751	\$9,120
2012	\$1,295,270	\$9,120
2011	\$1,533,799	\$19,120
2010	\$1,505.038	\$14,120

### Standards V. 7 Compensation

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.

Faculty and staff salaries are funded through the university. Contractual salaries for rank and step are determined jointly between APSCUF and PASSHE during CBA contract negotiations. Rank and step placement on the schedules for new faculty are negotiated between the new faculty member and university president or his/her designee. Appointments are made at a rank and step level, and individuals advance a step a year until they reach the top step in their rank. They remain at that level until they are promoted. Salaries by rank and step, which are for the academic year, are found in article 22 of the Collective Bargaining Agreement. Benefits average approximately 35.2% of salary. Faculty teaching during summer sessions and/or in excess of their contractual workloads receive additional compensation as specified in the CBA.

When student demand and/or curricular offerings justify it, faculty members may be offered overloads to teach beyond their contractual teaching load and/or they may be offered individualized instruction of regular courses or independent study. Across the university, full-time temporary faculty may be hired to teach courses offered on campus, and part-time faculty may be hired to teach at a distant site or online, though as previously noted all MSLS courses are online. .

Faculty and staff salaries are funded through the university in accordance with the [CBA for faculty](#) (p. 76) and the [CBA for staff](#).

### Standard V.8: Funds from Parent Institution

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 are available on the same basis as in comparable units of the institution.

The department participates on the same basis as other academic units for institutional funds. Faculty are free to submit individual proposals or collaborate with colleagues in the department or in other academic units. Specific guidelines are available in the examples listed below.

Examples:

[PASSHE Faculty Development Grants](#)

Projects such as the list below can be funded:

- Category 1-A Joint Faculty-Student Basic or Applied Research
- Category 1-B Scholarly Research: Basic or Applied
- Category 2 Joint Faculty-Student Public Service
- Category 3 Creative and Performing Arts
- Category 4 Curriculum, Instruction, and Assessment
- Category 5 Individual Career Enhancement in Off-Site Settings

[University-Wide Faculty Development Grants](#)

Grants of \$1000 and up to \$2500 for multidisciplinary grants can be obtained for

Teaching and Learning: for faculty who wish to develop as teachers. Individuals and groups are encouraged to propose projects that enhance university teaching specifically related to pedagogy and methodology.

Multidisciplinary Projects: Proposals in this area include, but are not limited to, faculty development projects or proposals for seed money that involve faculty from more than one department, or college, collaborating on a common project.

Examples of multidisciplinary projects include faculty development efforts in general education, women's studies, and international studies, speakers and symposia of a multidisciplinary nature, or the request for seed funding to complete exploratory research.

Pilot Research: Proposals seeking start-up funding for research projects such as funding for survey instrumentation for feasibility data and supplies for sample data. Funding may be provided in limited amounts for travel to speak with a program officer as part of the application process for external research support.

[Sabbatical guidelines](#)

[University travel reimbursement information](#)

Table V.3 Selected grants received by faculty

Faculty name	Funding agencies	Fund contents
Aristeguieta-	UWFP development grant	ALISE conferences, 2015-2016, \$1,625.00

Trillos	Provost matching fund	ALISE conference, 2015, \$400.00
Clark	Dean's office	ALISE/ALA 2017 \$
	CFG	To develop a digital history portal on the website of Benson Public Library, November 2015, 1,000. ALISE conferences, 2013-2016, \$3,625.00 (?)
	UWFP development grant	To work on book draft, Fostering Family History in Libraries, 2013
	Summer Stipend	
	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	The DILS	PaLA conference, 2014-2016, \$500.00 ALISE 2017 \$1,900.00
	Dean's office	ALISE conferences, 2013-2016, \$3,625.00
	UWFP development grant	ALISE conference, 2015, \$400.00 (?)
	Provost matching fund	ALISE conference, 2012, \$1,000.00
	CEHS faculty development	National Institute on the Assessment of Adult Learning, 2011, 1,500.00
	Dean's office of CEHS	
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	The DILS	PaLA, PSLA
	Dean's office	ALISE
	UWFP development grant	ALISE conferences, 2013-2016, \$3,625.00 (?)
	Provost matching fund	ALISE conference, 2015,
	CEHS faculty development	ALISE conference, 2012,

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

DILS students are eligible for financial aid that is available on the same basis as to other students throughout the university and is administered by the [Office of Financial Aid](#) in accordance with state and federal law.

### Standard V.9: Physical and Technological Resources

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.

While the physical resources of the university are extremely important, to an online program such as DILS offers, the technology resources are even more important. Likewise, the university provides a wide range of equipment, software, and technologies to support faculty teaching, research, and service, online programs, and students. Examples of the university investment in online education are listed below. Faculty and students are free to use any of these technologies and support services and faculty from DILS are regularly included in technology decisions by serving on the Technology Advisory Committee and by serving as trial users of items being considered for adoption.

The Learning Technology Center (LTC), a division of Computing Services, plays a key role in the campus decisions for instructional technologies. Technologies such as our learning management system (D2L) and integrated 3<sup>rd</sup> party tools (i.e. Bb Collaborate, Turnitin, etc.) are evaluated through a Pennsylvania State System of Higher Education (PASSHE) committee of selected faculty, instructional technologists, and administrators from within the 14 State System schools. The LTC typically has a chance to review, evaluate, and provide feedback prior to a decision being made for system-wide implementation. Additional instructional technologies used at Clarion University are typically selected based on identified needs of the faculty. Once a need is identified,

the LTC/Computing Services staff researches and evaluates technology resources. When possible, vendors are asked to provide a demonstration either on-site or online and faculty are invited to attend and offer input. Once a product is agreed on, a faculty group is assembled to pilot new technologies. Feedback is provided through surveys or faculty forums before the tools are selected and implemented.

Additional IT projects are identified and coordinated through the University Technology Advisory Committee (UTAC). Based on available funding, UTAC coordinates calls for requests for new IT project and manages associated processes for the life cycle renewal and replacement of past projects. Sample projects include general and discipline-specific computer labs (hardware/software/peripherals) and standard and advanced SMART classrooms.

### University Instructional IT Equipment Replacement

The university manages SMART classroom, computer lab, and related academic IT project life cycle replacements and renewals via processes coordinated with the University Technology Advisory Committee (UTAC). Based on standardized replacement cycles for IT categories (PC's/Macs/Ipads,, Projectors, Controllers, Servers, Software, etc.), eligible projects are define each year and evaluated with a renewal request and assessment process coordinated with Faculty/Departments, Deans, Computing Services, and UTAC. Approved renewal projects are implemented each summer.

The university manages a three-pronged approach to maintain personal computers for faculty and staff. Recurring central funds have been allocated for replacement PC's for tenure/tenure-track faculty. Department operating budgets are leveraged for additional annual PC replacements for staff or faculty. Finally, the university coordinates a process to cascade lab/classroom computers replaced via Tech Fee or Tenure-Track funds as staff computer upgrades for older machines elsewhere on campus

### [Computing Services](#)

Computing Services provides assistance to faculty, staff, and students through the Help Desk. Help with email, MyClarion, network services, software and hardware is available. The Learning Technology Center (LTC) is a unit within Computing Services.

### [Learning Technology Center](#)

The LTC provides resources, support and professional development for faculty to assist with the integration of technology and instructional design principles into the teaching and learning process, both online and in the classroom. Additionally, they support a variety of instructional technologies for faculty and staff campus-wide.

The LTC staff are trained in both the pedagogical benefits and implementation of technology as well as troubleshooting tech issues. Along with course design, they assist

faculty in course management, and choosing effective applications to enhance learning. The LTC researches, investigates, pilots, and evaluates new and emerging technologies to facilitate innovative teaching and learning methods. Members of the LTC share their knowledge and experience with the university teaching community and disseminate this research at conferences.

The majority of classrooms at Clarion University are electronically enhanced lecture classrooms which feature *SMART®* technology. The rooms integrate computer, multimedia and network technology. Many of the rooms, including the classroom in the DILS suite are equipped with advanced technology that enables faculty to capture lectures for asynchronous instructional delivery.

Desire2Learn, or D2L, is the university's web-based Learning Management System, for traditional and online courses. D2L is designed to create a rich online learning environment for students. The D2L system provides a platform for instructors to post course documents, lectures, assignments and exams, as well as collaborative learning experiences such as discussion forums and more. Support for D2L involves a 24x7 Help Desk and additional D2L resources are available for [faculty](#) and [students](#).

## **The Online Course Environment**

DILS maintains this philosophy of teaching online – that the classroom dynamic should be just as active, interactive, timely, and “real” as an on-site class. Clearly, there will be differences in the environments, however, by utilizing effective combinations of online discussion, high-impact assignments, and multiple means of communication, the experience can be very positive. Students are appreciative of the opportunity for an online education. Many DILS students otherwise would not be able to reach their educational goals. Faculty have the academic freedom to set up their classes as they wish in D2L, but they have all taken the required [Teaching Online Certification Course](#). This course provides the following instruction: reviewing your online course for alignment with Quality Matters (QM) essential standards, reflecting on instructional strategies and activities, offering ideas for evaluation methods that align with learning outcomes, and providing guidance and training for multimedia and a variety of technology tools including D2L, Respondus, Campus Pack, web conferencing, clickers and more

Mediasite by Sonic Foundry is Clarion University's approved and supported lecture capture and streaming media solution. Mediasite is a tool for presenters to teach, train or present in a physical setting, while Mediasite records everything the instructor says and displays. The multimedia presentation is captured and stored online for students to stream anytime, anywhere.

Carlson Library 215, in the DILS suite is one such capture location and contains the following equipment:

- [Mediasite RL700](#) recording hardware
- Vaddio camera
- [Audio Technica ATW-T310](#) lavalier mic
- [SMART ID350](#) interactive pen display

The LTC staff support a number of tools and software to assist faculty in successfully creating engaging and interactive learning environments. The LTC provides training and support for faculty and staff lecture capture options, instructional software, and student response systems (SRS), or clickers.

The screen and lecture-capture tools below are fully-supported by the Learning Technology Center (LTC) in the Center for Computing Services. All of these tools feature Pause/Stop playback controls for the viewer. A few have some editing capabilities. In addition, the LTC has several devices available for loan that can be used for recording.

- **[Mediasite](#)** – This classroom-based tool makes it possible for instructors to record their lectures while they deliver them live in-class. The lectures can viewed later by students as a review or study guide. All video and audio sources in the classroom (doc cam, computer, DVD) are recorded as well as the instructor camera. There are four rooms on campus for recording; all equipment is provided and a student tech is scheduled to run the equipment. To view your recordings, students must login to Mediasite. You must schedule recording time through [itvsupport@clarion.edu](mailto:itvsupport@clarion.edu) . Mediasite can also be used to upload and store videos created with another tool.
- **[Blackboard Collaborate Web Conferencing](#)** – Use this tool to record a lecture from your desktop or record your online virtual classroom/meeting for later playback. Collaborate is integrated within your D2L course already and allows for the most two-way interaction between instructor and student. Captures video and audio as well as chat, whiteboard, screen, and file-sharing making Collaborate a robust recording option from the privacy of office or home. Also ideal for guest presenters in an online course.
- **[Video Note](#)** - This tool is within D2L and is ideal for creating short welcome , introductory, or course overview videos. All that is required is a webcam and mic. Recording time is limited to a maximum of three minutes. Video Notes can be created via D2L's Insert stuff icon within the html editor and anywhere that file attachments are enabled.
- **[MS Office Mix](#)** - This free PowerPoint add-in allows you to narrate and annotate a PowerPoint presentation along with your webcam (optional) or record your screen. Convert the recording to mp4 and upload to D2L or Mediasite. This add-in is only available for Windows systems with Office 2013 or higher.
- **[QuickTime](#)** – This tool is a free recording solution for university Mac users. It comes installed on OS 10.6 and higher and can be used to record audio + screen capture. Using QuickTime's Save for Web feature, your recording is optimized for upload to your D2L course or Mediasite.

• **Camtasia Studio** – This robust software allows you to create, edit and share recordings. While Camtasia Studio is not currently available through a campus license, it is available for faculty use in the LTC's Clarion and Venango Offices along with a microphone and webcam. Recordings can be uploaded to D2L or Mediasite.

The university has licensed versions of the following software for faculty use:

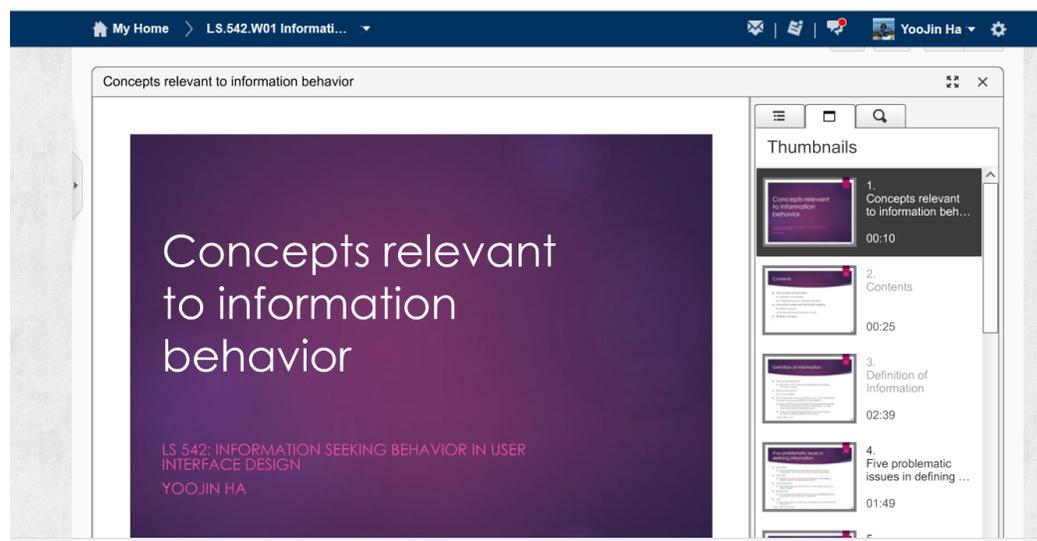
### *Camtasia Studio*

Camtasia Studio can be used to create high-quality screencasts from a Windows computer screen. Recordings can easily be edited, enhanced and published in all the popular multimedia formats for upload to your D2L course.

### *PowerPoint / iSpring*

A component of Microsoft Office 2013, which is installed on all university computers, PowerPoint is a presentation graphics program with audio recording features. Faculty can use PowerPoint to create a narrated presentation, compress it with iSpring Free and use it as a mini-lecture within a D2L course site.

PowerPoint is available on all campus computers. iSpring can be installed on faculty university-issued computers by the Help Desk or downloaded free on personal computers.



### *Respondus*

Respondus is a powerful tool for creating and managing exams that can be printed to paper or published directly to D2L. Exams can be created offline using a familiar program such as MS Word or Notepad. Faculty can use Respondus to easily create exams or quizzes for placement in D2L or for use in class.

A campus-wide license is available and faculty may request the installation on a university computer or download the software directly to their home computer. The license is available to all faculty and must be renewed on your computer every year.

## Snagit

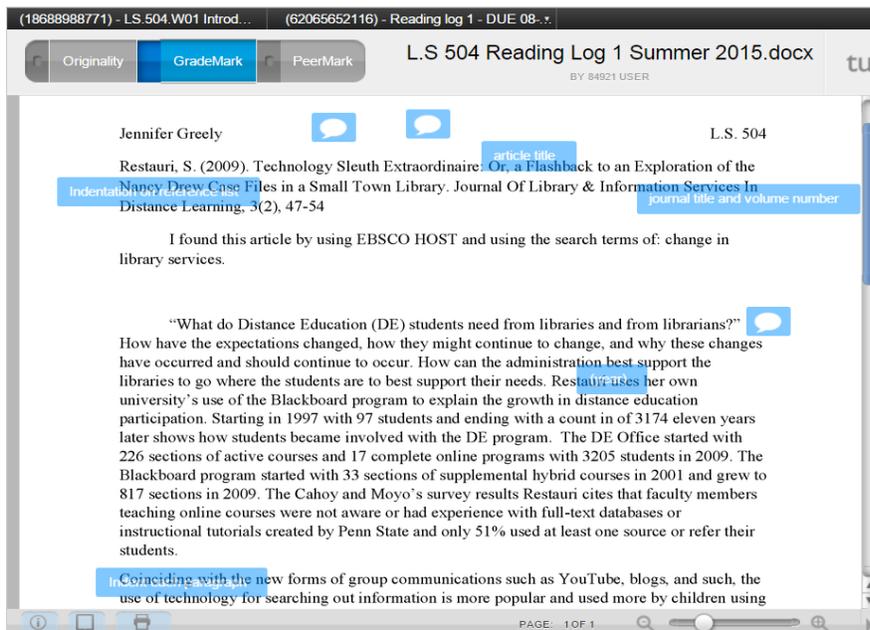
Snag-It is an easy-to-use image editing tool that enables you to capture screen images, text, video and print output from a Windows PC and enhance your digital images with annotations, titles, callouts, graphics, and clip art.

## StudyMate (a product of Respondus)

StudyMate allows you to create 10 interactive Flash-based activities that you can load into D2L. The activities are fact cards, fact cards plus, flash cards, pick a letter, in the blank, matching, crosswords, quiz, challenge, and glossary. If you already have questions built in Respondus, you can import them into StudyMate. The university has a site license for this software.

## Turnitin Anti-Plagiarism software

In partnership with the Pennsylvania State System of Higher Education, Clarion University has contracted with Turnitin.com, an anti-plagiarism software company, to provide campus-wide service for faculty to help determine whether a student's work is original or if it has been matched to an alternate source. It is important to advise students at the beginning of a course about [university policies](#) on plagiarism and the use of Turnitin.



In collaboration with the University Technology Advisory Committee (UTAC), Computing Services offers the Instructional Technology Exploration Program (ITEP). This program provides faculty with the opportunity to explore a variety of new technology equipment for short-term loan. Staff are also welcome to utilize the service, but equipment is limited and preference will be given to faculty on all requests.

### *Available Equipment*

- (2) Samsung Galaxy Tab 4 Android-based Tablets
- (2) Apple iPads – 4th Generation
- (2) Samsung Series 3 Chromebooks
- (2) Dell Venue Pro tablets with Windows 10
- (1) Dell touch screen laptop with Windows 10
- (1) Microsoft Surface Pro 3 with Windows 10

### *Loan Period*

The initial loan time is for two weeks. Weekly extensions may be possible based on availability and other requests. LTC staff will provide a brief 1:1 orientation session on the use of the device along with a basic user guide and operational support.

Desire2Learn, or D2L, is the university's web-based Learning Management System, for traditional and online courses. D2L is designed to create a rich online learning environment for students. The D2L system provides a platform for instructors to post course documents, lectures, assignments and exams, as well as collaborative learning experiences such as discussion forums and more.

The LTC offers a variety of workshops focused on both the pedagogical and technical information needed to assist faculty in developing rich, interactive learning experiences for students in both online or face2face classes. Each semester workshops are announced through the ALL-L listserv via the LTC Newsletter. LTC workshops are intended for faculty and staff only.

### **New Faculty Technology Orientation**

#### **Basic workshops :**

- D2L Introduction
- Getting Started with Clickers
- Intro to Blackboard Collaborate
- Setting Up your D2L Gradebook
- Smart Classroom training

#### **Advanced workshops** with a focus on pedagogy include:

- Developing content for D2L through text, images, and audio
- Using D2L discussion forums for effective teaching and learning
- Developing small group work in online and face2face courses
- Developing effective quizzes and quizzing strategies in D2L
- Discover Eight (or more) Uses for Blogs in a Course
- Flipping Your Classroom
- Quality Matters: Evaluating Your Only Course using the QM Rubric

Instructional design is the systematic process of developing a course or components of a course. The process follows a prescribed framework of analysis of learning goals, planning of teaching strategies and instructional activities that align with the learning outcomes, development, implementation and evaluation that will best facilitate effective

learning.

The instructional design process is a collaborative effort involving faculty as the subject matter experts and the instructional designers and media specialists of the Learning Technology Center (LTC) unit of Computing Services.

The LTC can provide assistance with the following:

- [Teaching Online Certification Course](#)
- Reviewing your online course for alignment with Quality Matters essential standards
- Reflecting on instructional strategies and activities
- Offering ideas for evaluation methods that align with learning outcomes
- Providing guidance and training for multimedia and a variety of technology tools including D2L, Respondus, Campus Pack, web conferencing, clickers and more

### [Clarion Online](#)

The Library staff is committed to responding to student and faculty requests in a timely manner. This link provides a description of all services the library offers to online students and faculty such as Introduction to the CU Libraries video, toll free number, library catalog, databases, tutorials, Ask-A-Librarian service, and Interlibrary Loan. DILS has access to the Outreach Librarian, Linda Cheresnowski, and a librarian liaison designated to the department, Mary Buchanan.

### [Library support for online students](#)

Online students can receive writing assistance from the [Online writing center](#). They review writing submitted online during regularly scheduled Writing Center hours.

As the listing below demonstrates, the physical resources and facilities of the department amply support the objectives of the department. DILS occupies 5,420 square feet of physical space on the second floor of the Carlson Library. The library facility is ADA-compliant, and features a state-of-the-art wireless network for Internet access, ITV classrooms, multimedia classrooms, and more than seven hundred data ports in addition to wireless connectivity. The Carlson Library also houses the university Art Gallery, the Center for Academic Excellence (a joint project of the Honors Program and the Carlson Library), a large multipurpose area suitable for author presentations or student gatherings, a university and community archives, and the Frederick Douglass Collection. Because of the library's robust communications infrastructure, the library is able to provide exceptional online availability of journals and other resources, electronic reserves, patron-initiated interlibrary loan for on-campus and distance learning students, and virtual information services.

### **Standard V.10: Facilities**

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.

The department's program is offered completely online. Physical facilities provided for faculty are in keeping with university guidelines for faculty offices and technology. The department has an exceptional suite for its faculty offices and the department office situated within the university library. The location offers easy access to resources within the library as well as a MediaSite and distance education equipped classroom. The physical facilities are comfortable, well-maintained and conducive to research, teaching and service.

The department suite includes:

- A 416 square foot administrative office housing the secretary and student assistants.
- A 416 square foot chairperson's office which is large enough to accommodate small work groups and student group conferences.
- A 1,166 square foot classroom that seats forty-eight students and can be divided into two smaller classrooms seating twenty-four students each.
- A 672 square foot work area that previously housed the department's computer laboratory, the previously housed fourteen wireless laptop computers and a network printer. Because students are no longer on campus, when these computers became outdated, they were not replaced. This laboratory was designated for use by library science students, and was only open to other students upon request to the department. The configuration of computers within the laboratory provided support for those with disabilities and was staffed by knowledgeable graduate students. Throughout the Carlson Library building are three additional computer laboratories with networked laser printers available for use by library science students, and comprising a total of one hundred additional computers. Further, another thirty laptops, configured with wireless connections, are also available for loan to students and faculty at the circulation desk of the library. This has enabled students and faculty to utilize the laptops collaboratively in small group settings, as well as using them for individual study or presentations. Note that the computer laboratory set aside for graduate students has printers; it also can be used as a second smart classroom. Students have access to additional computer laboratories managed by the library (shared with the general student population) on the second floor, first floor, and level A of the library.
- A specially-designed area in the Carlson Library's Technical Services Department for preservation activities (approximately 528 square feet). This area can accommodate ten students working around a large table and is equipped with a sink and storage cabinets.
- A pleasant new conference room with windows overlooking campus, approximately 540 square feet, with comfortable seating, roomy table, white board for meetings, and storage.
- Seven 150-square foot faculty offices.
- A 528 square foot instructional support room that provides work space for graduate assistants and technology support personnel. In spring 2007, the department moved its collection of children's books and other professional

materials out of this instructional support room and into the computer laboratory/classroom so that this room could be utilized as temporary office space for faculty. This room is now used for preservation activities.

- 937 linear feet of stacks space, also on the second floor of the library and adjacent to the department, houses the Carlson Library “Z” collection.

Except for the bookshelves and filing cabinets (which were electrostatically painted), the furnishings in the department were purchased when the department moved into the newly renovated and expanded library in 2002; they were selected by the faculty to enhance the educational experience of students and the professional development activities of the faculty. The university maintains a regular replacement cycle for all computing equipment, which keeps the technological resources current.

The university takes great pride in maintaining facilities for on campus students. New residence suites have been added and ongoing construction projects are focused on renovating the student union, gymnasium, and indoor pool. While the department’s MSLS program is completely online, some graduate students opt to live on campus in order to take advantage of student employment opportunities. The university’s housing and related student services provide excellent accommodations for these students.

### **Standard V.11: Access to Information and Resources**

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

As described in the previous section, Clarion Online and the Learning and Technology Center (LTC) work with library science faculty to continually make new technologies available for online teaching. These technologies make it possible for faculty to record audio, video, and screen captures for customized multimedia lectures from any internet-ready location. There is also a high level of support for library science faculty and students from other units on campus. Computing Services as well as LTC are available for individual assistance for both faculty and students. Carlson Library actively provides for distance education students through various resources and services and the Writing Center addresses the special needs of online students. The extent of all support is available at:

[Computing services](#)

[Learning Technology Center](#)

[Clarion Online](#)

The number of full time librarians at Carlson Library has varied during the period of this review.

Table V.4 Number of Full Time Librarians

Year	Number of Librarians
2010	9
2011	9
2012	9
2013	9
2014	6
2015	8
2016	7

In 2014 a full time virtual and outreach librarian was hired. The number of physical holdings decreased between 2015-2016 and the number of digital resources increased in this same time period, which supports the needs of online students.

Table V.5 Physical vs. Digital Library Holdings

Year	Physical Holdings	Physical Additions	Digital Holdings	Digital Additions
2015	447,333	1,583	178,379	32,084
2016	294,287	308	184,426	23,603

During the entire period of this review, the library has offered virtual reference services, e-mail reference, chat, and text messaging. E-resources are the primary method of adding to the collection in support of DILS. With requests from the teaching faculty, e-books are acquired with unlimited user licensing. The library upgraded to Library and Information Science Source in 2015 and added the EBSCO Core Collections database(s) in 2015.

[Reports on library services for 2010-2016](#) are available.

Question 24 of exit survey shows that the great majority of students perceived that the DILS offers sufficient resources to successfully accomplished the learning objectives of the program.

Question 24: Available instructional resources (e.g. cataloging tools, library services, software) were adequate to fulfill course requirements. (2012-2016)	#	%	Top 2 categories #	Top 2 %
Strongly Disagree	0	0.00%		
Disagree	1	.78%		
Neutral	4	3.12%		
<b>Agree</b>	<b>63</b>	<b>53.12%</b>	<b>121</b>	<b>94.53%</b>
<b>Strongly Agree</b>	<b>58</b>	<b>45.31%</b>		
No Opinion	2	1.56%		
Totals	12	100.00%		
	8	%		

[Library support for online students](#)

[Online writing center](#)

### Standard V.12: Services Provided

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.

As outlined in the above responses and the additional information listed below, the university provides sufficient, knowledgeable staff in the libraries, information technology units, and all support facilities to support the program. All services are available to all students, whether on or off campus.

Mary Buchanan is the library liaison for DILS and helps insure that our needs are met. She participates in departmental meetings when requested and contacts faculty often to offer her assistance.

Clarion University understands the importance of accessible content for our online students with hearing, visual, or other disabilities. Clarion University's Office of Disability Support Services (DSS) is responsible for ensuring that all students with documented disabilities are provided the necessary accommodations. Additionally, the Learning Technology Center (LTC), a division of Computing Services, provides instructional design/technology support to Clarion University faculty in online course development. Below are a few of the resources available to faculty through the LTC:

- All Clarion University faculty teaching online for the first time (since 2008) have been required to participate in the Teaching Online Certification Course (TOCC). The TOCC, a 5-week online course, is a collaborative effort between 6 PASSHE sister schools and facilitated through the LTC. The course includes a specific training module on accessibility standards in online courses, based on *Quality Matters Standard 8: Accessibility and Usability*. The module includes information on the legal background, principles for universal design for learning, section 508, barriers to access, and building accessibility into your online course.
- The LTC offers periodic faculty workshops as well as one-to-one assistance on designing online courses using universal design for learning concepts, including the creation of ADA compliant content (Word documents, pdf files, table design, D2L html editor features for accessibility, images, etc).
- A syllabus template was developed by the LTC that is formatted to meet accessibility requirements. The template also includes the following statement:
  - *If you are a student with a documented disability and require accommodations, you must be registered with the University's Office of Disability Support Services (DSS). Students must provide current documentation to DSS which identifies their disability and need for accommodation(s). Students must meet with DSS to discuss requested accommodations. Students must provide instructors with appropriate notification from DSS of the approved accommodation as early in the semester as possible. [Disability Support Services](#) can be reached by calling [\(814\) 393-2095](tel:8143932095) and is located in 109 Becht Hall.*
- Accessibility statements are available to faculty to add to their online courses based on the technology they use. Alternatively, we have developed an 'Accessibility Information' widget for D2L that faculty can choose to add to their course homepage with the same links.
  - Desire2Learn is Clarion's learning management system and the primary technology used for online courses [Accessibility statement for D2L](#)
  - Additional 3<sup>rd</sup> party tools used for online courses include but not limited to the following:
    - Blackboard Collaborate: [Accessibility Statement for Blackboard Collaborate](#)
    - Respondus: [Accessibility Statement for Respondus](#)
    - Turnitin: [Accessibility Statement for Turnitin](#)
    - YouTube: [Accessibility Statement for YouTube](#)

Students are able to access Carlson Library resources online whether on or off campus. [Library staff including distance education librarian and technology support](#)

[University technology help desk](#)

[Learning technology center](#)

[Disability Support](#)

### **Standard V.13: Policy Review**

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

The department's strategic plan is a result of the systematic planning and evaluation process of its administrative policies, curriculum, and student affairs. Strategic planning is conducted during the Fall and Spring Strategic Planning retreats and is an effort of the entire faculty; however, DILS engages in a continuous assessment process with various decisions being made at faculty meetings throughout the year. DILS operates primarily as a faculty of the whole but various ad hoc committees are formed as necessary. Students and staff participate in the planning process and all departmental planning decisions are shared with the advisory board.

#### **Link to all Department Strategic Plans**

[Strategic Plan 2012 2015.doc](#)

[Strategic Plan Timeline.xlsx](#)

At the end of the program, students are required to complete an evaluation of the program consisting of a set of closed-ended and open-ended questions on various aspects of the program. The faculty and chair use these results to inform changes to the program and in the planning process.

As a part of its ongoing budget management process the university fiscal and support policies are reviewed each year to determine resource requirements for all academic units. The department finds its physical facilities are on par with the rest of the university. As described in V.9 through V.11 access and support for technologies to deliver an online program are provided extensively for faculty and students.

The [University Technology Advisory Committee](#) regularly reviews the university's Strategic Information Technology Plan and makes recommendations concerning the allocation of resources to the President's Executive Council. The Director of Clarion Online, Library Dean, CoBAIS and department faculty representatives, Computing Services, and students meet regularly with the Associate Vice-President of Information Technology to review policies, procedures, and resources.

## Standard V.14 Evidence

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.

Evidence of continuous planning and decision-making can be found in the minutes from the strategic planning retreats, and faculty and curriculum committee meetings.

**Link to Strategic Plan**

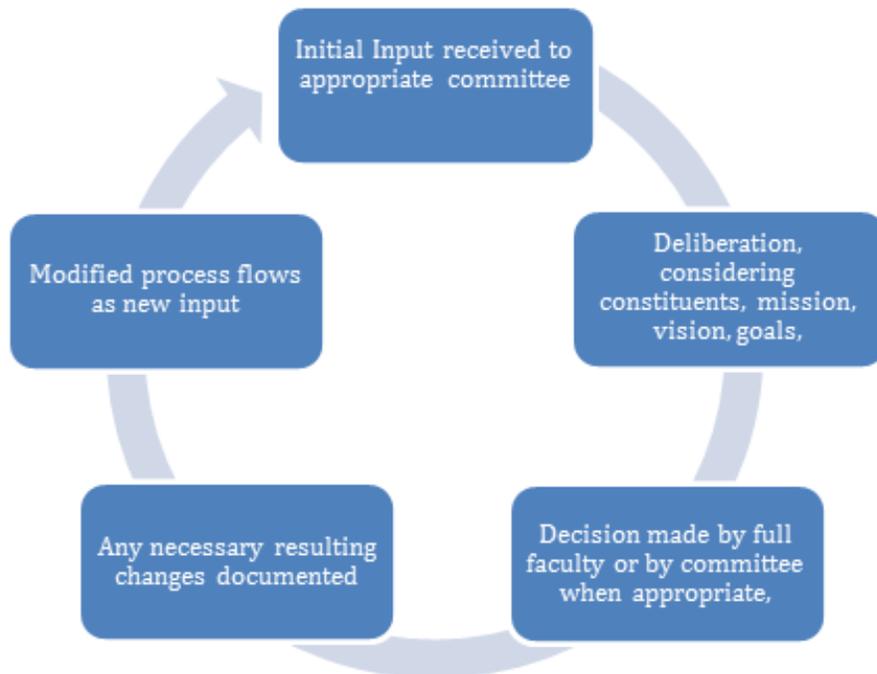
**Link to planning meeting minutes**

**Link to financial portion of ALISE stats sent with response to Biennial**

## Standard V.15: Planning for the Future

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.

Following the model presented in chapter one for how DILS closes the loop on evaluation and assessment, several examples will be presented here showing how the evaluation of administration, finances and resources is systematically used to improve the program and plan for the future.



The department generally holds regularly scheduled meetings to review data collected from students with regard to administrative policies. Faculty can recommend to the chair

the need for additional funding, staff, student workers, and other resources. Recommendations are then brought to the dean of the college by the chair for further discussion in accordance with the RCM structure. Below are three examples of how the results of evaluation of administration, finances and resources are systematically used to improve the program and plan for the future.

#### Resources: Library Materials

1. Input: DILS faculty receives a memo from its library liaison that details library plans for adding or deleting resources relating to information and library science and asking for input on new resources that DILS deems necessary.

2. Deliberation: Individual faculty members read the memo and considering classes, taught, research conducted, constituent needs, and the mission, goals and objectives of the department come up with individual recommendations. The library liaison is then invited to a faculty meeting where individual faculty members bring their “wish lists” and discuss this as a group with the liaison.

3. Decision: DILS faculty considers each individual “wish list” and discusses with the liaison, thus coming up with a best case scenario list and a worst case scenario list, which will, of course, depend on funding. A student representative is involved in this process.

4. Documentation: This is recorded in the minutes of the DILS faculty meeting in which it is discussed and the library liaison returns this information to the library administration.

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.

#### Administration: New Home for Department

1. Input: Department is informed of the dissolution of the College of Education and Human Services and asked to determine best fit for its new home.

2. Deliberation: Department faculty invited deans of the three remaining Colleges: Arts and Sciences, Business Administration and Venango to discuss their vision for the department within that College.

3. Decision: Faculty considered and discussed the results of each of these meetings and then voted for what they considered to be the best fit for the Department. This turned out to be the College of Business Administration.

4. Documentation: The deliberations and decisions are recorded in the minutes of the corresponding faculty meetings.

5. New input: Periodic discussions of how the processes work in the Department’s new home become new input that can be used to request changes in these processes.

#### Resources: Allocation of Space

1. Input: Annual review and discussion of adequacy of space in the Department suite.

2. Deliberation: Faculty discusses any needs for additional space or use of existing space in department. Example: Dr. Maccaferri expressed a need for space to work on his upcoming sabbatical project on preservation of railroad documents. A faculty discussion ensued.

3. Decision: Faculty decided that a larger unused office space (previously used for two faculty members) would be made available to Dr. Maccaferri for work and storage on his document project.

4. Documentation: Results of this decision will be found in the minutes from the faculty meeting where this was discussed.

5. New Input: This decision becomes input for discussion of faculty space for the following year.

**Link to retreat minutes, planning minutes**