<p style="text-align:center">**SLIS Alumni Meeting**
April 18, 2006</p>

Opening words – Barrie Howard
- Note on the roster being passed around: we'd like to jump-start some committees – knowing where people work can be useful in this context.

Notes on the accreditation process
- The committee came here; they met with the dean and faculty; they may have met with some of you. Then they issued their letter (copies of this letter provided at the meeting).

Questions/comments may be directed to Dean Hale directly (not to the alumni association). The Dean has identified 4 stakeholders in this process: alumni, students, adjunct faculty and employers in the area, who have all been asked to assist in the process of responding to ALA's letter.
- Dean Hale has already begun speaking with the students.
- April 23, meeting with adjunct faculty.
- Dean Hale and Provost Convey will be meeting with ALA in New Orleans on June 24.

? – What have the University president and provost to say about this situation? Dean Hale met with Barrie Howard and they discussed this matter. She has their full support. The committee has requested both an administrative and program person meet with them; hence the provost will accompany the dean.
? – Will Provost Convey be briefed on ALA's requirements prior to this meeting? Is he aware of the process? Can this alumni board interact with the provost and give focused, specific concerns to him, make him quite aware of the ramifications and depth of ALA's standards?
? – Who gives the money? We need it, if nothing else, for ADA-compliance. (N.B. Barrie Howard spoke with Deanna Marcum, and she explained in 1991 she went through this process, and the estimate to make Marist ADA-compliant then was $9M. So this likely won't be funded. - ?- So what about moving OUT of Marist?)
? – Shouldn't we be cc'ing faculty on everything we do – also the provost – and doing everything in concert with them? More transparency will make it easier for everyone to work together.

Notes on the Goals/Objectives found on the website – these were drafted in 1997/1998 for the last accreditation process. It may be that this was an issue for the accreditation committee. Dean Hale explained she was too new to redo the goals in time for this accreditation.

It's not just the goals/objectives being outdated – are we even achieving those outdated ones? It's all part of the same process. One goal says a mission is teaching. Is that even accurate? The way it is now, our program is NOT student based; it's faculty

based. That needs to change. We need to produce technologically literate librarians – we need an outcome based system, and the objectives will come from that. We must demonstrate the outcomes. See Simmon's website (www.simmons.edu/gslis/about/mission.shtml).

The Dean notes that no curriculum changes can even be implemented until 2008-2009, because it takes time to implement changes.

? - Will the Dean look to all four stakeholders' groups to identify goals and objectives? The planning process is to have each group identify what they think goals and objectives to be, then those will be boiled down and synthesized. A consultant has been hired to help with this.

? – So we've had a slap on the wrist. What do we need to provide? Every year we must provide a progress report to ALA for the next three years, and these reports will be closely reviewed so they must be taken seriously. In three years we will undergo another full review.

? – What should the curriculum be? Currently it's faculty-defined. We need to decide what the curriculum should be and then hire faculty to do THAT. We need to consider what the librarian of the future will need and how s/he should be trained.

Mission statements are broad.
Goals are specific.
Objectives are the steps taken to achieve goals.

Our goals are supposed to map to the university's three pillars (teaching, scholarship, service). But there are other ways to do it than using our current outline.

Strengths
- Law librarianship program just named #2 in the country.
- Very strong adjunct faculty, in part due to our…
- Location! We have more access to public, private, government libraries (and highly skilled librarians employed therein) than anywhere in the country. And this is good for our…
- Practicum program – we can place students at the Library of Congress!

Weaknesses
- Lack of full-time faculty (too many adjuncts and junior faculty). We have ONE tenured faculty member (not including Dean Hale).
- The University is behind, technology-wise. We need less research and fewer papers, and more hands-on technical-based training. Is cataloging still being taught by hand? (Now we use OCLC Connection) What about 553 (Reference Services)?
- We need more computerized classrooms. We need more hands-on training, not just watching on a screen.

Opportunities
- We have 8 different public library systems represented in our school! Two of those (Montgomery/Fairfax counties) both score very high on ALA's scale.

- Adjunct faculty are using BlackBoard, WebCT, so there is some opportunity for students to use them.
- We can and should train students in HTML. Look at what University of Maryland students are producing – much more advanced than what we have in 555.
- Can we entice alumni 'luminaries' to come serve as faculty? Look at where our alumni work. This might be a worthy research project. The program is not bad; perhaps it's a problem of presentation. What elements did we successful alumni take from this school, and how can we frame them well?
- The practicum program is almost entirely student-run. Should the university/school play a larger role in this process? Perhaps alumni should share their own practicum stories so future students can hear about the excellent experiences and opportunities available to CUA SLIS students.
- Make it easier for prospective and current students to access alumni, see where they work, etc. Perhaps a website or listserv. Career day is one opportunity already in place.

Threats
- Is University of Maryland's proximity a threat to us?
- Do we have enough funding to hire full-time professors? DC is an expensive area. We need to raise this issue with the administration. How do we draw and *keep* junior faculty through a six-year tenure process? More academic faculty aren't staying because there's no PhD program, nothing for them to work with and glory in.

Success stories: look at the Simmons page. You can see them saying, "What can Simmons do for you?" Does our website give that same impression? Probably not. Marketing is very important. Can we send students to national conferences to speak and present, to spread 'our' word? This would be an excellent leadership opportunity, which is one thing ALA looks for.

Mission Statement comments
- The mission statement is very passive from the student side. It's all 'the school does' this and 'the school does' that.
- Should our mission statement address our location? Talk about how students will be prepared to work in a variety of libraries, as represented in Washington, DC?
- Is our mission statement too verbose? How flowery should it be?
- Consider Simmons' example:
  o We should work in tandem with the University. We can list out the University's mission points in our own statement (not in the goals, where it currently is). But should it?
  o They note 'information professional' in their statement.
- Should we say 'the school is committed to producing students who can do this, this and this.'

- Students need critical thinking skills. Even if they haven't encountered the technology to use, they need to be able to consider how to approach it. Analytical skills, not just technical.
- One question encountered in interviews is, "How will you take today's library and turn it into tomorrow's?" Does CUA teach students to do this?
- We should address the ability to cope with ever-changing challenges. Is 'cope' the right word? What about 'embracing', 'mitigating', etc. People used to say 'manage'.
- Do we need to form a continuing committee to work on this?
- Use an active voice!
- Can we say SLIS provides students with a fundamental LIS education that can be applied more broadly (jobs outside traditional librarianship)? We embrace the values of the traditional library while also considering the 21st century library.

Buzz terms
information professional
manage (not cope with) change
application
analytical skills
technical skills
putting theory into practice
location (all different library types are represented in dc area)
leadership
high ethical standards
going outside the traditional library spectrum – some of us will go outside the library

Goals
- We want to produce information warriors who will conquer the 21st century!!
- Imbue them with theory and practical skills of the 21st century librarian, which encompasses computer skills, HTML coding, etc.
- Prepare students to work in a variety of information settings.
- Need a two-prong approach: theoretical and practical.
- Play up the fact that we're professionals, and that's what we're preparing. HTML coding is child's play! XML, Dreamweaver, that's where we are! HTML is like saying PowerPoint! Don't be tool-specific.
- Teach the core principles of LIS.
- Terminology: we produce technologically competent websites/proficient in multimedia – be general.
- Dealing with cataloging, electronic record management.
- How do we separate librarians from 'regular people' who just do searches in Google? That should be a goal. We have special skills!
- Analytical skills/critical thinking. The graduate needs to be able to think about a problem and know what to apply to it, because s/he will have had theory classes?

- As a profession, what are our ethics? Do we understand the issues facing information brokers? Can we explain it? What about the current laws? Are we teaching those to students?